

## THE USE OF L2 AS A TOOL IN THE TEACHING-LEARNING PROCESS: *Uni-FACEF – Pró-Criança* project<sup>1</sup>

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**Resumo:** O objetivo deste estudo é verificar se o uso constante da língua inglesa, pelo professor, ao ministrar suas aulas, realmente leva o aluno a um maior progresso na aprendizagem da mesma. De acordo com essa prática, há a crença de que a aprendizagem e comunicação dos alunos na língua-alvo podem desenvolver-se de uma forma mais natural e significativa do que se eles forem expostos à sua língua materna durante a aprendizagem da língua inglesa. Essa crença é fundamentada em algumas teorias relacionadas ao processo de ensino-aprendizagem de língua estrangeira, as quais argumentam que o uso da L2 por parte dos professores, juntamente com atividades comunicativas, é uma das características que levam os alunos a uma aprendizagem mais eficaz. Assim, a ideia é tornar a sala de aula um ambiente mais próximo possível ao ambiente de aquisição, expondo os alunos à língua-alvo e, se for necessário, para não recorrer à língua materna, podemos fazer uso de alguns recursos pedagógicos como figuras, *realia* etc. Estudamos essa prática particularmente no contexto do projeto *Pró-Criança*, que tem uma parceria com o *Uni-FACEF Centro Universitário de Franca*, com base em pesquisas quantitativas e qualitativas, para verificar a sua efetividade em relação à aprendizagem da língua inglesa por parte dos alunos. Os instrumentos utilizados para coleta de dados foram: prova oral; notas de observação de um docente alheio ao projeto; notas de campo do professor-pesquisador; e por fim, um questionário para saber a opinião dos alunos sobre a ênfase no uso da Língua Inglesa na sala de aula. Fundamentamo-nos em autores como Scrivener (2005), Harmer (2004, 2005), entre outros.

**Palavras-chave:** língua inglesa; processo ensino-aprendizagem; aquisição e aprendizagem; comunicação; projeto *Pró-Criança*.

**Abstract:** The aim of this study is to to verify if the frequent use of the English language, by the teacher, while giving classes is really a tool that guides students to a better development in the learning process. According to this practice, there is the belief that students' learning and communication in the target language will develop in a more natural and meaningful way than if they were exposed to their mother tongue while learning English. This belief is supported by some foreign language teaching-learning theories, which argue that the use of English by teachers, together with communicative activities, is one of the features that leads students to a more effective learning. Thus, the idea is to bring the classroom setting as close as possible to the acquisition setting by exposing students to the target language. In order not to resort to the mother tongue, teachers can make use of some pedagogic resources such as pictures, *realia*, etc. We particularly studied this practice in the context of the *Pró-Criança* project, which has a partnership with *Uni-FACEF Centro Universitário de Franca*, based on qualitative and quantitative research to verify its effectiveness on students' English learning. The instruments used for data collection were:

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oral tests; teacher-observer notes; a teacher-researcher journal; and finally, a questionnaire designed to know the students' opinion about the emphasis on using English in classes. We relied on authors such as Scrivener (2005), Harmer (2004, 2005), among others.

**Keywords:** English language; teaching-learning process; acquisition and learning; communication; *Pró-Criança* project.

## Introduction

As a teacher/monitor in a social project which is a partnership between *Uni-FACEF Centro Universitário de Franca* and *Instituto Pró-Criança*<sup>2</sup> and also after observing the effective participation of the coordinators of the same project in one of the classes they gave, I decided to change my teaching practice.

Through this observation, I realised that students were able to understand the coordinators' lesson which was given in L2<sup>3</sup>. Therefore, I decided to check the question related to the aim of this research: will the continuous use of L2 by the teacher be really an effective tool regarding the learning of the target language?

This research is supported by the ideas of Harmer (2004, 2005), Ridell (2001), Scrivener (2005), Ur (1991), Almeida Filho (2007), among others, who claim that students should be exposed to the language they want to speak and be given chances to use it, which will lead them to effective understanding/communication, similar to what happens when we acquire our mother tongue.

The first part of this study brings a discussion on some characteristics of the foreign language teaching-learning process, which is related to aspects that may vary from methodology to motivation. Moreover, based on Krashen's theory of second language acquisition, the distinction between acquisition and learning is drawn, as the idea of the research is also to bring the classroom setting as close as possible to the acquisition setting by exposing students to the target language and giving them opportunities to communicate.

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<sup>2</sup> More details of the project will be given on chapter 3 of this research.

<sup>3</sup> The English language.

Second, there are some comments on the use of L1<sup>4</sup> and L2 in the classroom as well as a brief discussion of some procedures and resources that may facilitate students' learning when teachers are conveying information in L2.

Finally, we present the context, place and participants of this research. A quantitative and qualitative analysis was carried out to check the data collection and its impact on the students understanding and communication in the English language.

## **1 Characteristics of the L2 teaching-learning process**

Knowing a foreign language nowadays is probably linked to being able to have differentiated social, professional, and academic opportunities, being able to communicate with the world, and being integrally informed. It is also connected to the sense of well-being when we can understand the language by listening or reading parts of it or even when we can convey the meaning to others. The National Curriculum Parameters (PCNs, in Brazil) specify the importance of learning a foreign language, specially English:

É esta concepção que se deve ter da aprendizagem de uma língua estrangeira, notadamente do inglês: usá-lo para se ter acesso ao conhecimento em vários níveis (nas áreas científicas, nos meios de comunicação, nas relações internacionais entre indivíduos de várias nacionalidades, no uso de tecnologias avançadas etc.). O acesso a essa língua, tendo em vista sua posição no mercado internacional das línguas estrangeiras, por assim dizer, representa para o aluno a possibilidade de se transformar em cidadão ligado à comunidade global, ao mesmo tempo em que pode compreender, com mais clareza, seu vínculo como cidadão em seu espaço social mais imediato (BRASIL, 1998, p. 49)<sup>5</sup>.

In view of this assertion, people are getting more and more determined to learn English as a foreign language. Besides this determination, according to Ur (apud FALEIROS, 2004), there is a great emphasis on learning to speak rather than the development of the other skills, as speaking covers all other kinds of knowing.

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<sup>4</sup> Portuguese – mother tongue.

<sup>5</sup> The quotations throughout this paper will be kept in its original language to sustain their authenticity.

Podemos concordar com o fato de que a habilidade de produzir orações é importantíssima na aprendizagem de uma língua. É preciso reconhecer, no entanto, que essa não é a única habilidade de que necessitam os estudantes. A pessoa que domina uma língua estrangeira sabe mais do que compreender, falar, ler e escrever orações. Ela também conhece as maneiras como as orações são utilizadas para se conseguir um efeito comunicativo (WIDDOWSON, 1991, p.13).

As we can see, people cannot say they have learned English only because they can produce grammatically correct sentences, they may need to use the language learned in real-life situations.

Although there is not a best teaching model to be followed, because teachers need to adapt their teaching to each specific situation, the choice of methods and/or approaches to be used in the language classroom makes a good contribution towards the teaching-learning process.

According to Harmer (2005), there have been five teaching models which still have an important influence on the classroom practice, namely, *Grammar-translation*, *Audio-lingualism*, *PPP*, *Task-Based Learning*, and *Communicative Language Teaching*. As it is not the aim of this paper we will not talk about the theories behind all of them<sup>6</sup>. Moreover, education should not be focused solely on one approach. Since there is no consensus on the best approach to language teaching, one used exclusively may be obscuring other important aspects as regards the target language learning. Certainly, there can be an emphasis on one approach, yet this focus must also be integrated with the needs of students in the teaching-learning process.

[...] proposals representing an almost exclusive focus on meaning or those representing an almost exclusive focus on form alone are not recommended. Approaches that integrate attention to form within communicative and content-based interaction receive the most support from classroom research (HARMER, 2005, p.176).

Teachers cannot focus on the communicative language teaching, for instance, and abolish all grammar in their lessons. What is essential is the

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<sup>6</sup> We will only talk, later, about the Communicative Language Teaching, which is closely connected to speaking and using the language for communication.

effectiveness of the teaching-learning process, thus it is important to reconcile the two factors, communicative teaching and grammar in a way that learning becomes more meaningful, effective and interesting to students.

Scrivener (2005, p. 22) says that:

Knowledge of subject matter and methodology, are, on their own, insufficient. [...] an aware and sensitive teacher who listens to her students and who concentrates on finding ways of enabling learning rather than on performing as a teacher, goes a long way to creating conditions in which a great deal of learning is likely to take place (SCRIVENER, 2005, p. 22).

However, as Almeida Filho (2007) says, what happens in most English classes in public school is the emphasis on grammar structures. On the next topic there will be more details about it.

### 1.1 EFL<sup>7</sup> at public schools

According to Almeida Filho (2007, p.19), most English classes in public schools:

[...] enfatizam a aprendizagem consciente das formas da língua combinada com exercícios de automatização de modelos. O grande pressuposto é o de que o domínio da forma (gramatical e do léxico) levará por extensão e transferência ao uso normal da língua-alvo.

Corroborating this idea by analyzing some opinions that prevails in English classes of public schools nowadays, Barcelos (1999, p. 166) says that half of the students in her research:

[...] considera que aprender inglês é saber sobre a estrutura dessa língua e adquirir conhecimentos a esse respeito. A experiência educacional anterior desses alunos exerce grande influência nessa crença. De um modo geral ela é calcada apenas em exercícios gramaticais repetitivos que estimulam a “decoreba” de regras, não abrindo espaço para o desenvolvimento de uma concepção mais holística da linguagem.

Besides, Félix (apud BARCELOS, 2007) also analyzes in her research some beliefs and practices of three English teachers who have worked in a public school. The results of the research show that these teachers believe their

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<sup>7</sup> English as foreign language.

students are unmotivated and they have very little knowledge of the language. The teachers also say that they use the mother tongue in the classes because students prefer this way, due to the fact that they do not understand the target language in its total. Also, the research proves that the teachers used structure-based tasks and drills in their lessons.

In conclusion, Félix apud Barcelos (2007, p. 39) says that those beliefs involving teachers and students of a foreign language contribute to the development of a vicious circle in the foreign language teaching-learning process. “O aluno desinteressado faz com que o professor espere e cobre pouco dele, o que leva ao baixo desempenho, que por sua vez desestimula o professor, contribuindo, assim para o desinteresse do aluno”.

Barcelos (1999, p.173) elucidates:

Das maneiras citadas para aprender línguas, os alunos acabam realizando apenas as atividades ligadas às aulas, isto é, comparecendo a elas, fazendo exercícios, cópias e estudando gramática. Nem mesmo o auto-conselho de “falar mesmo que errado” é obedecido, sendo o português atualmente utilizado em sala de aula. Parece existir uma norma cultural implícita que prega que o aluno não deve falar inglês em sala de aula (em frente aos colegas) pois, corre o risco de ser criticado por eles como “artificial, exibicionista e esnobe”.

In the face of that, the foreign language teaching-learning process should not be permeated by those beliefs since they result in discouragement from both students and teachers.

[...] o professor mais consciente poderá orientar melhor seus alunos em relação as suas crenças e pressupostos sobre como aprender línguas. Os professores precisam considerar como os alunos percebem ou concebem o conteúdo do curso e como eles aprendem (BARCELOS, 1999, p. 174-175).

Coterall (apud BARCELOS, 1999) recognizes the need to explore better the students' beliefs and help them to be aware of ideas that may harm their learning.

To show that students should go beyond grammatical structures and get enough exposure to L2 while learning the language, we will talk more deeply about the Communicative Language Teaching, which seems to have an approach that exposes students to real-life learning.

## 1.2 The communicative language teaching teaching (CLT)

As we have seen, when people want to learn a language they want to communicate in that language. This is the reason why communicative language teaching has been widely adopted, as the method or one of them, by private English schools, although it could be adopted by the public schools as well.

Sometimes traditional teaching methods have seemed to emphasise the learning of language systems as a goal in its own right and failed to give learners an opportunity to gain realistic experience in actually using the language knowledge gained; how many students have left school after studying a language for years, unable to speak an intelligible sentence? (SCRIVENER, 2005, p. 32).

Almeida Filho (2007, p. 41) adds:

Não deveremos principiar necessariamente nossa tarefa de ensino [...] com um roteiro de pontos gramaticais, mas mais provavelmente com aspectos comunicacionais associados ao uso da língua que por sua vez, implicam certas escolhas gramaticais e lexicais (de forma, portanto).

Withdrawing from unsuccessful traditional methodologies may be one of the main attitudes that teachers can have towards the teaching-learning process in order to help their students achieve their communication goal. Harmer (2004, p. 32) supports this idea:

Communicative Language Teaching has had thoroughly beneficial effect since it reminded teachers that people learn languages not so that they 'know' them, but so that they can communicate. Giving students different kinds of language, pointing them to aspects of style and appropriacy, and above all, giving them opportunities to try out real language within the classroom humanised what had sometimes been too regimented.

CLT states that language is more than bits of grammar, it involves language functions such as agreeing, disagreeing, asking for permission, among others. That is why it is important to teach and use these functions in L2. Students should, for example, be taught to ask "Can I drink some water?" in English since the very first class as it is a meaningful situation in the classroom.

Allwright (apud MORAES, 2007, p. 205) remarks on the positive aspect of communicative practice and on the negative aspect of the use of drills in the classroom:

[...] se o aluno é apenas exposto, por exemplo, ao uso de “drills” na sala de aula, ele tem de fazer um grande deslocamento para usar essa aprendizagem fora da sala em situações genuinamente comunicativas. Em contrapartida, se é oferecida ao aprendiz prática comunicativa em sala de aula, a lacuna com as situações encontradas fora da sala de aula, poderá ser menor e facilmente superada.

Almeida Filho (2007, p. 81) corroborates this idea saying that “aprender uma língua não é mais somente aprender outro sistema, nem só passar informações a um interlocutor, mas sim construir no discurso [...] ações sociais (e culturais) apropriadas”.

Yet considering the importance of communication in the teaching-learning process, Almeida Filho (2007, p. 102) mentions that :

É na comunicação verdadeira, [...] linguisticamente intensa, afetivamente envolvente e veiculada na própria língua-alvo que vai se construir no aprendiz uma competência comunicativa na nova língua. A vivência de comunicação cria condições muito favoráveis à aquisição de competência linguístico-comunicativa. [...] A necessidade de engajar-se em comunicação mobiliza as competências emergentes na nova língua sem que elas se constituam num esforço central consciente.

Harmer (2005) also says that communication contributes to the natural development of the language, and it is related to the idea that “plentiful exposure to language in use and plenty of opportunities to use it are vitally important for a student’s development of knowledge and skill” (HARMER, 2005, p. 85).

Differently from traditional methods which focus on the teacher as the primarily responsible for student’s learning, the communicative approach is focused on the students themselves, converting them into individuals capable of reflecting on solutions to problems, interacting with others and being in charge of actions that can be transposed into real life situations. “In fact, learning is the human activity which least needs manipulation by others. Most learning is not the result of instruction. It is rather the result of unhampered participation in a meaningful setting” (ILLICH apud HARMER, 2005, p. 70).



Students may cope with this idea of “participation in a meaningful setting” through some communicative activities in which “what matters [...] is that students should have a desire to communicate something. They should have a purpose for communicating” (HARMER, 2005, p. 85).

Generally, CLT activities do not demand correctness in grammar structures, but it collaborates to students’ engagement and the need for sharing information - which is one of the main points of learning a new language -, as Harmer (2005) emphasizes:

Activities in CLT typically involve students in real or realistic communication, where the accuracy of the language they use is less important than successful achievement of the communicative task they are performing. Thus role-play and simulation have become very popular in CLT, where students simulate a television programme or a scene at an airport. Sometimes they have to solve a puzzle and can only do so by sharing information. Sometimes they have to write a poem or construct a story together (HARMER, 2005, p. 85).

It must be clear, though, that a communicative activity is meaningless unless it is executed in the target language, and it is the exposure of students to the language that gives them the resources they need to communicate. According to Harmer (2005), certainly, the more students are exposed to a language, the more they learn. This will help teachers to bring learning close to acquisition. The difference between these two ways of learning will be better discussed on the next topic.

### 1.3 Acquisition X learning

It is important that teachers bring students language learning as close as possible to the acquisition setting. For this reason, acquisition and learning are two factors that are worthy of distinction when thinking about the foreign language teaching-learning process.

De acordo com Krashen, há duas maneiras de se processar uma língua: a primeira por aquisição, processo inconsciente e intuitivo no qual o indivíduo é exposto a segunda língua e a adquire da mesma forma que a primeira; e a segunda por aprendizagem, processo consciente e racional no qual o indivíduo se concentra na forma, ambiente típico de sala de aula. Para Krashen, a aquisição é o processo mais importante, pois é

dele que irá surgir uma comunicação fluente e natural (apud ABREU-E-LIMA, 2007, p. 17).

Accordingly, acquisition is a process that happens, for instance, when someone is immersed in the target language culture in the same way someone does when acquiring his or her mother tongue. It usually occurs when a person goes to the country in which its official idiom is the one aimed to be acquired as a second language, and then pick up that language by being naturally exposed to it. On the other hand, learning is a process that can happen in a formal setting, a classroom, in particular, in which the individual is consciously concentrated on form, and sometimes, neither the teacher nor the students are concerned with the meanings that are possible to be conveyed.

Acquisition requires meaningful interaction in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding (KRASHEN apud SCHUTZ, 2007)<sup>8</sup>.

Thus as we have already mentioned, acquisition is a fundamental point concerning the learning process of a foreign language, it is thus strongly relevant for teachers to expose students to the target language in a way that they can learn the new language naturally, as it happens in acquisition settings.

Lightbown and Spada (2006, p. 41) express the contribution of the exposure to language to the development of connections that can be made by the learners:

After hearing language features in specific situational or linguistic contexts over and over again, learners develop a stronger and stronger network of "connections" between these elements. [...] Connections like these may be very strong because the elements have occurred together very frequently [...].

Students are more likely to learn with practice than with theories. Hence the high frequency in which students hear or produce some elements are favorable for the natural acquisition of the words or expressions they practice.

What the young child does get, of course, is considerable exposure to language which he or she more or less understands the meaning of. And

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<sup>8</sup> *On-line* article, the pages are not available.

at the end of this process, the language, miraculously, is there as a result of exposure, a clear motivation to communicate – for both physical and emotional reasons – and an opportunity to use what is being acquired (HARMER, 2005, p. 70).

Initially, it is natural that students might encounter difficulties when exposed to EFL, and also find it a demotivating process. Nevertheless, teachers have to work on this apparently negative aspect and should not cease to continue making their efforts in order to sustain students' motivation.

Consequently, Krashen (apud HARMER, 2005) claims that students have to be exposed to comprehensible messages in a relaxing setting. In other words, comprehension will take place when students feel positive, relaxed and unthreatened. This hypothesis is called, by Krashen, as the *affective filter*, which is one of the five hypothesis he considers important while learning a second language, as this is not our aim, we will not describe the other ones. Provided students are in a relaxing environment, the affective filter is lowered and then the comprehensible input the students are exposed to will help in their acquisition of the target language.

The acquisition process requires that students “[...] will need to be motivated, be exposed to language, and given chances to use it” (HARMER, 2004, p. 25). As a result, Harmer (2004) suggests some elements that may help teachers cope with the students' needs we have just mentioned. There will be more information about the elements on the topic below.

#### 1.4 Some features that contribute to learning

There are some features that are extremely contributive towards learning effectiveness that shall not be disregarded by teachers when dealing with the teaching-learning process. Harmer (2004), through the ESA elements – *Engage*, *Study* and *Activate* –, suggests ways of doing it and, consequently, bringing acquisition as close as possible to learning, as we have already mentioned on the previous topic.

According to Harmer (2004, p. 25), the 'ESA' elements "need to be present in a language classroom to help students learn effectively". The *Engage* aspect is related to involving students in the learning process in what comes next, making them amused, stimulated, and also challenging them. As Harmer (2004) says, it can be achieved by offering learners activities such as game-like activities, music, fun pictures, stories, and even discussions about a certain topic. All these can not only guarantee students fun, but also a more effective learning.

Most learners feel motivated when talking about themselves, thus it is important to *engage* them by firstly introducing students to a certain topic mainly by asking them what they think of it, or what they already know about it in order to expand the subject afterwards. Also, for instance, "they will look at the picture of a person and be asked to guess what their occupation is before they listen to that person on tape" (HARMER, 2004, p. 25). Teachers should be versatile in many aspects, specially by offering students different types of activities, by varying the seating arrangement of the classroom sometimes and also the material they use so that students always get surprised and classes do not become tiresome.

The *Study* aspect is related to the study and focus on language or information that is being conveyed. Learners study and practice grammar, vocabulary, vowel sounds, inviting patterns like language functions, collocation, paragraph organisation and the different genres of the language, as stated by Harmer (2004).

As for the *Activate* feature, it is considerably related to communicative activities once students are supposed to 'activate' the language that they had already acquired using it "as freely and 'communicatively' as they can" (HARMER, 2004, p. 26). It includes role-plays activities in which students simulate situations or people in the way it is in the real world. There can be also debates, discussions for higher levels and game-like activities for lower ones, in which a group of students are expected to find information that is missing from the other group by using the known expressions in the target language.

"If students do not have a chance to *Activate* their knowledge in the safety of a classroom, they may find transferring language acquisition and study

into language use in the real world far more problematical” (HARMER, 2004, p. 26).

According to Harmer (2004), the sequence in which the ESA elements appear in the teaching-learning process is variable, thus teachers need to use the most appropriate pattern for each classroom condition since what is meaningful is the presence of the elements in the lessons and not the order they may appear. Altogether, these three important elements foster a great deal of motivation in students, specially when considering the *Engage* element.

Besides the positive aspects the ESA elements bring, they also help teachers to motivate students and establish a good rapport<sup>9</sup>.

When talking about speaking, a distinction between *extrinsic* and *intrinsic motivation* is worthy of being made. As Ur (1991) describes, *extrinsic motivation* is caused by external incentives, such as success and its rewards, the need to pass a test, the need for competition against other people, among others. By contrast, *intrinsic motivation* is related to students’ interests. Thus teachers can help foster learners’ interest “by giving further interesting and attractive information about the language and its background” (UR, 1991, p. 280).

Harmer (2005, p. 51) corroborates this idea:

Most researches and methodologies have come to the view that intrinsic motivation is especially important for encouraging success. Even where the original reason for taking up a language course, for example, is extrinsic, the chances of success will be greatly enhanced if the students come to love the learning process.

Ur (1991, p. 274) states that “learner motivation makes teaching and learning immeasurably easier and more pleasant, as well as more productive”. Although there are many sources of motivation, providing students with this encouragement is one of teachers’ responsibilities.

One of the main tasks for teachers is to provoke interest and involvement in the subject even when students are not initially interested in it. It is by their choice of topic, activity and linguistic content that they may be able to turn a class around. It is by their attitude to class participation, their conscientiousness, their humour and their seriousness that they may

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<sup>9</sup> The good atmosphere established among teachers and students.

influence their students. It is by their own behaviour and enthusiasm that they may inspire (HARMER, 2004, p. 8).

As a result, teachers, for instance, may play an important role in the teaching-learning process by motivating learners and explaining to them the importance of their being exposed to English. Learners may find harder to learn through the target language than through the mother tongue at first, however, if teachers motivate them, they will understand it is an important process when it comes to learning a new language, then they may comply with the idea and also be motivated by it even more, specially when knowing they can comprehend messages in the language they are willing to learn.

As well, Harmer (2005) mentions that the emotional atmosphere is even more important than the classroom physical appearance. In that case, teachers need to offer a harmonious environment in order to suit all kinds of learners, responding to them respectfully and being careful when giving feedback. "Above all, the teacher's rapport with the students is critical to creating the right conditions for motivated learning" (HARMER, 2005, p. 53).

According to Scrivener (2005), when students recall their teachers, it is easier to remember the way the teacher related to the class than to recall details of specific lessons.

In order to improve the quality of our own relationship in the classroom, we do not need to learn new techniques; we need to look closely at what we really want for our students, how we really feel about them. It is our attitude and intentions rather than our methodology that we may need to work on (SCRIVENER, 2005, p. 24).

Rogers (apud SCRIVENER, 2005, p. 24) discuss about the benefits of establishing a rapport with students, in other words, creating a good and harmonic relationship with them:

[...] the relationships within the classroom are likely to be stronger and deeper, and communication between people much more open and honest. The educational climate becomes positive, forward looking and supportive. The learners are able to work with less fear of taking risks or facing challenges. In doing this, they increase their own self-esteem and self-understanding, gradually taking more and more of the responsibility for their own learning themselves rather than assuming that it is someone else's job (SCRIVENER, 2005, p. 24).

As we can see, it is one of the teachers' job to provide motivation in the classroom and to establish a good rapport with students so that they can become more self-confident about their own learning.

In the next chapter, it will be discussed some issues about L1 and L2 use inside the classroom and some practices that help students to understand meanings in the target language more easily.

## 2 The use of L1 and L2 in the classroom

As we have seen previously, it is important to conduct classes in L2 so that learners get in contact with the language they are aiming to learn. Students will also realize that they can understand English and make themselves understood even though this process comprehends receiving or producing simple sentences in the foreign language. Consequently, classes becomes more motivating.

According to Scrivener (2005), as the general objective of lessons is to get students learning and using English, it is important to avoid the temptation to conduct lessons in the mother tongue only because it is easier. Students need to hear the target language being spoken by the teacher because it is an important part of their exposure to English.

Harmer (2004, p. 130) discusses the importance of creating an English environment in the classroom:

[...] teachers themselves should speak English for the majority of the time, so that, together with the use of listening material and video, the students are constantly exposed to how English sounds, and what it feels like. Some teachers anglicize their students' names too.

Scrivener (2005) corroborates the idea saying that teachers should surround learners in the sound of English and put some language related posters on the walls. This way, students would find more natural to get used to that language once they find themselves in an English atmosphere.

Considering the language used in the classroom, Lightbown and Spada (2006, p. 32). states that "in many foreign language classes, teachers switch to their students' first language for discipline or classroom management".

Actually, this practice is not recommended, as it deprives “learners of opportunities to experience uses of the language in real communication” (LIGHTBOWN; SPADA, 2006, p. 32).

The teaching environment provides such good opportunities for meaningful L2 use, and it is in genuine communication that students may encounter the very need to understand messages, probably because their response (verbal or not) to what is being said is being requested, and that is when they learn.

O professor [...] deve tirar proveito das situações reais de ensino, dentro da classe, para fazer uso da língua estrangeira, como por exemplo, para dar instruções de exercícios, para cumprimentar o aluno quando for seu aniversário, para dar boas vindas no começo do ano, etc. (FALEIROS, 2004, p. 55).

This makes the teaching-learning process more interesting as well as more effective, once teachers and students use the target language since the beginning of the lessons, surrounding the classes with English, and using it in an authentic and motivating way.

Celani (2009) supports this idea of creating a meaningful setting saying that what is essential in a good English class is the conversation. Therefore, it is important that the teacher says, "Open your books" in English, for example, because this is a moment of real interaction.

However, even though teachers speak in L2 meaningfully most of the times, we know that students have a tendency to use L1 as they may feel reluctant to speak L2 in the classroom. According to Scrivener (2005) it happens because learners do not want to get it wrong in front of others, or because they think it is silly to speak English and much easier to communicate in the language everyone understands, or either because the teacher will not hear they talking in English with another partner, to name but a few.

It is important that teachers consider these reasons existing in students' mind as some of their individual differences such as shyness, insecurity, and even difficulties with language. Yet, it is essential to talk sincerely with them showing the consequences of both L1 and L2 use in the classroom. They will



understand then that there are more benefits for their learning process when considering L2 practice. In addition, despite the resistance presented by the students as regards L2, teachers should always encourage them to push for English usage in the classroom.

This idea is supported by Bateman (2008, p. 15):

One way of increasing preservice teachers' confidence in conducting classes in the target language is to help them anticipate possible resistance from students and consider ways to deal with that resistance. For example, [...] teachers can discuss with their students their rationale for conducting class in the target language and the benefits in terms of language learning. They can explain that the students will not be expected to comprehend every word, but should strive to understand the general meaning of what the teacher says, much as they would do if they were sojourners in a country in which the target language is spoken.

Ur (1991, p. 122) says that “the best way to keep students speaking the target language is simply to be yourself as much as possible, reminding them and modelling the language use yourself: there is no substitute for nagging!”.

Corroborating this idea, Harmer (2004, p.130) says:

[...] teachers should be prepared to go round the class during a speaking exercise encouraging, cajoling, even pleading with them to use English – and offering help if necessary. This technique, often repeated, will gradually change most students' behavior over a period of time.

Nevertheless, we are not suggesting that L1 should be totally excluded from the teaching-learning process. As Harmer (2005, p. 132) points out,

[...] there are times, especially at lower levels, where the use of L1 may help both teacher and students such as in an explanation or discussion of methodology, or the giving of announcements which would be impossibly difficult in English.

Scrivener (2005) says then that the use of L1 by teachers should be done when they have a clear purpose in mind. As soon as their purpose is accomplished, they should switch to L2 again.

Overall, students themselves are responsible for the development of their speaking skills by practicing English in classes, but teachers as well have a great role to play in this process as to encourage them to speak the target language by insisting on its use, specially by saying, “Please, speak English!” and

of course, by being the own model when speaking English most of times in the classroom.

Widdowson (1991, p. 85) explains how communicative skills can be built in students by their exchanging of practicing and listening to the target language:

A fala como uma ocasião de uso, portanto, é parte de uma ação recíproca na qual tanto a recepção como a produção tomam parte. Nesse sentido, a habilidade da fala implica numa participação ao mesmo tempo receptiva e produtiva.

Moreover, there are pedagogical procedures, besides what we have just mentioned, that also contributes to the use of L2 in the classroom. This is what the next topic addresses.

## 2.1 Pedagogical procedures and resources that facilitate students' comprehension

Teachers themselves have an important role as providers of comprehensible meanings to students, as Harmer (2005, p. 64) exposes:

Apart from the roles which we adopt in the classroom – and the way that these roles are performed, we are also a kind of teaching aid ourselves, a piece of teaching equipment in our own right. In particular, we are especially useful when using mime and gesture, as language models, and as a provider of comprehensible input.

Hence, “the ways in which we use our voice, the ways in which we model language and employ gesture and expression are all basic and important teaching skills” (HARMER, 2005, p. 67).

Therefore, in order to use L2 efficiently during classes, it is helpful for a teacher to rely on some teaching aids and pedagogical procedures which facilitate the foreign language learning process, namely, mime, gestures and facial expressions, realia, images, and also the use of an adapted input. These resources and procedures may help teachers, without using L1, to offer students good and clear explanations that provide them with comprehensible input, otherwise learners may feel confused when exposed to the new language.

Harmer (2005, p. 65), discussing about the use of gestures and facial expressions in the classroom, emphasizes:

One of the things that we are uniquely able to do on the spot is to use mime, gesture, and expression to convey meaning and atmosphere. It is not difficult to pretend to be drinking, or to pull a sad face. The ability to demonstrate words like *frightened* or *old* is fairly easy for many teachers, just as shrugging shoulders can be used to indicate indifference.

Riddell (2001) affirms that rather than just say underline, as in “underline the correct answer,” it is important that the teachers demonstrate visually or by gestures what they mean. Therefore, the author proposes that the teachers make a drawing on the blackboard or a gesture as if emphasizing vocabulary to the students so that learners can associate the sound of the expression to the drawing or the gesture, and thus understand the meaning of this word.

Another effective way of demonstrating meaning is by using realia, which is useful for explaining vocabulary by demonstrating meanings through real-life objects. For instance, according to Ridell (2001), rather than explaining what a *credit card* is, teachers can show students one. Provided teachers have the opportunity to bring to class some real objects, the learning process can become more motivating.

Supposing teachers cannot find ways to express meanings by using realia, they need to find other ways to facilitate what will be conveyed. What is also very appealing to students is the use of pictures, images and drawings.

Pictures can be in the form of flashcards (smallish cards which we can hold up for our students to see), large wall pictures (big enough for everyone to see details), cue cards (small cards which students use in pair or groupwork), photographs, or illustrations (typically in a textbook). Some teachers also use projected slides, images from an overhead projector [...], or projected computer images [...]. Teachers also draw pictures on the board to help with explanation and language work [...] (HARMER, 2005, p. 134).

As Harmer (2005) exposes, all of these kinds of pictures can be used in a variety of ways, such as in *communication games*; in *understanding* meaning;

in *ornamentation*, to make learning more interesting to students; in *prediction*, when students “predict what is coming next in a lesson” (HARMER, 2005, p. 134); in *discussion*, when images can incite questions; and in other creative ways.

According to Harmer (2004, p. 13), “the level of language also affects the teacher’s behavior” towards a classroom. For example, if teachers are in a basic level class, rough-tuning the language is important.

According to Taylor ([s.d.]), it is important to make sure that learners understand what teachers are saying, but there is no problem using some words they do not know. In addition, if teachers are talking to beginners, they cannot talk freely using advanced English, because they will need to use appropriate expressions that are easier for students to understand.

As Ridell (2001, p. 18) exemplifies, “rather than saying ‘What did you get up to last weekend?’ say ‘What did you do...?’. And rather than saying ‘Do you want me to go through your job application with you?’, say ‘Do you want me to look at...?’ ”. Thus, language needs to be simplified or better elaborated according to students’ level.

Ur (1991, p. 16) discusses about giving a clear explanation when introducing new subject

When introducing new material we often need also to give explicit description or definitions of concepts or processes, and whether we can or cannot explain such new ideas clearly to our students may make a crucial difference to the success or failure of a lesson.

Finally, good explanation through the use of the procedures mentioned, previously, among others, may contribute to reducing the use of mother tongue or word-to-word translations in the classroom and can also make students feel confident and motivated when knowing that they can understand instructions and meanings in English and still use them later to communicate

The next topic presents the context of the *Pró-Criança* project, in which we tried to put into practice the theory presented so far. The results of this practice will be analyzed and better detailed on the next chapter.

### 3 *Pró-criança* project and the research

#### 3.1 The context, place and participants

The *Pró-Criança* project is a social partnership between *Uni-FACEF Centro Universitário de Franca* and *Instituto Pró-Criança* that aims to provide, for free, besides computing lessons, English classes for public school students who would be unable to attend these courses at private schools.

The English classes – which are the focus of this research – are given to students aged eleven to fifteen years old, who are selected by the Institute. They are held in the afternoon, once a week, and they last for one hour. It is a two-year course, and the group is formed initially by twenty to thirty students. The teachers are all students at *Uni-FACEF* who do the languages course and have enough knowledge of the target language to manage the classes. For each class there are between one and three teachers. The researcher is one of the teachers, and the class selected to be part of this research was a group of children initially consisted of twenty students who were in the second year of the course. The coordinators are two English professors at *Uni-FACEF*.

At the beginning of the partnership, the project teachers were free to choose the most appropriate language – Portuguese or English – they would use while giving classes. Once students were beginners, L2 was not emphasized as there was the belief that learners would not understand the lessons if they were taught mostly in English.

This belief began to fade on the day that the coordinators of the project went to class to celebrate Halloween with teachers and students and participated in the activities with an intensive use of English. At the beginning, students were a bit reluctant to take part in the activities due to the exposure to the target language. However, this resistance was gradually decreasing and understanding was enhanced, mainly because of the visual resources used by the coordinators. Thus, the proposal given by them, from that time on, was to maintain this practice during the following years.

After that positive experience, there was a great emphasis on using the target language in the classroom by the teacher, which resulted in a change in English teaching practice and behavior in classes. This also led to the following question that will be answered on the next topics: would learning become possible to students who are beginners through the frequent use of L2 by the teacher? We also want to check if t

At first, the teacher-researcher noticed strong students' resistance regarding the use of L2. They claimed that they could not understand what was being said, discipline was hard to be controlled and students also required the use of Portuguese all the time. This transition period was a hard one, but with the teacher's explanation to students that they could benefit from that practice the same way people do when they pick up a language, besides the fact that there was no need to understand every word that was said, little by little they got used to that practice.

Moreover, communicative activities were taken into the classroom and every opportunity to introduce meaningful language, such as "Bye", "Have a nice weekend", "Happy Easter", was used. Some classroom language posters with sentences such as, "Can you lend me a/ an...?", "How do you say...in English?" were designed and put on the wall so that students could feel the English environment they were in, and also use the target language to communicate. Scrivener (2005) supports this practice when he says that teachers should surround learners in the sound of English and put some language related posters on the walls as students may find more natural to get used to that language. Other resources and pedagogical procedures, such as realia, images, mime and gestures, and others, were used to facilitate comprehensible L2 input. Students were also provided with different kinds of activities and relevant topics to be studied.

The results will be shown later through a quantitative and qualitative analysis. The quantitative analysis is required to deal with the numbers that correspond to the students' marks. On the other hand, data was also collected

from an observation-task sheet, a teacher-researcher journal and a questionnaire which makes a qualitative research also necessary.

## 3.2 Data analysis

### 3.2.1 Oral tests

As we have already said, one of the instruments that helped us to verify whether students had improved their communicative skills was an oral test, applied by a teacher apart from the research. We decided to give the oral tests to know if it was possible or not to check, quantitatively, their language improvement through their marks. Therefore, two oral tests were applied during the second semester of 2009 and one at the beginning of the first semester of 2010. The number of oral tests was due to the teacher/ examiner availability within the period in which the research would be developed.

The tests were designed according to the language content students had studied, and they were held in pairs so that students could interact with each other. Marks were given according to some criteria, such as students' fluency; pronunciation; command of grammar and vocabulary; and task achievement.

The table that follows shows the students' marks in the three oral tests. The grades of only fourteen students will be analyzed, as they are the ones that participated in at least the first two oral tests. The ones that were absent on the day of the last test are marked with an asterisk. Students will be represented by the acronyms S1 to S14.

The *first oral test* column refers to the students' marks in the first term of the second semester; the *second oral test* column refers to the students' marks in the second term of the second semester of 2009; and the *third oral test* column is related to the first term of the first semester of 2010.

**Table 1** Students oral performances

<b>Students</b>	<b>1st oral test</b>	<b>2nd oral test</b>	<b>3<sup>rd</sup> oral test</b>
<b>S1</b>	10,0	10,0	*
<b>S2</b>	7,0	7,5	9,5
<b>S3</b>	6,5	7,5	*
<b>S4</b>	5,0	2,5	*
<b>S5</b>	7,5	9,0	7,75
<b>S6</b>	7,0	10,0	*
<b>S7</b>	10,0	10,0	10,0
<b>S8</b>	7,5	6,5	7,75
<b>S9</b>	5,0	6,0	8,0
<b>S10</b>	6,5	9,0	9,5
<b>S11</b>	7,5	6,5	6,75
<b>S12</b>	6,5	7,5	7,75
<b>S13</b>	6,5	6,0	6,75
<b>S14</b>	6,5	5,0	6,0

These data were analyzed through *Graphpad Instat Software*, as shown in the figure below, in which descriptive statistics were used to give us valid information about the students' marks. This software can analyze quantitative data through a number of features. The ones that we should consider in this research are: *mean*, which shows the class average; *standard deviation*, that is, the data adjustments that are made according to statistics; and *sample size*, which shows the number of students who were present in each test.

	Group A	Group B	Group C
Col. title	<b>1st oral test</b>	<b>2nd oral test</b>	<b>3rd oral test</b>
Mean	7.0714285714	7.3571428571	7.975
Standard deviation (SD)	1.466	2.161	1.325
Sample size (N)	14	14	10

**Figure 1** – Descriptive statistics  
**Source:** GraphPad Instat Software



Through these figures, considering the *mean* of their marks, we can see that students gradually improved their oral performances, as the class shows, approximately and respectively, the following averages: 7.07; 7.36; and 7.98. When considering the *standard deviation*, we can see that the second oral test presents the most heterogeneous marks, 2.1; while the third test presents the least heterogeneous marks, which means that students could get more or less equal grades. Finally, the *sample size* feature shows that fourteen students were present on the days of the first and second oral tests, but only ten did the third one.

Therefore, we can conclude, mainly, that students improved their marks considering the whole class. On the other hand, if the adopted teaching practice had been done before, there would have been a longer period to analyze its effect on students' learning, and maybe the positive results would have been more significant.

We can see, then, that the quantitative analysis is not enough, specially when we deal with students. Hence, we found useful to undertake some qualitative research as well, considering the point of view of an experienced teacher - the same who conducted the oral tests; of the teacher/ researcher; and also of the students themselves, to analyze the effects of the emphasis on L2 in classes. On the next topics, there will be more details of these analysis.

### 3.2.2 Teacher-observer notes

The teacher-observer notes refer to an observation task sheet adapted from Scrivener (2005) and Ur (1991), (see **Appendix F**) filled out by a teacher apart from the research, who observed one of the teacher-researcher's lesson and wrote some comments on the activities carried out in the classroom, the atmosphere generated by the teacher, how motivated the learners were, among other aspects.

In general, when she had to describe the kinds of activity used together with the level of engagement in the room, she said that students were involved, were able to understand the activities and interact especially when the

teacher personalized the activities. As Harmer (2004) states, students may want teachers that are near enough to answer learners' aspirations, and motivate them through enjoyable and interesting classes.

Also, the teacher-observer wrote that when students were giving their opinions, "chocolate is better than ice cream", for example, they took an active part in their own learning. This reminds us of Scrivener (2005), who says that when teachers establish a good rapport with learners and make them engaged in the learning process, students find it easier to work with less fear of taking risks or facing challenges as they increase their own self-esteem, taking the responsibility for their own learning.

However, she said that in one part of the lesson the teacher was worried about grammar and structure as there was a focus on an exercise correction. This fact has probably occurred due to the lack of experience of the teacher-researcher; meanwhile, it contributed to an awareness of the aspects to be improved regarding the teaching practice.

All in all, the teacher-observer expressed that students were learning 'quite well', and said that she could not say they were learning 'very well' as it was only one class that she observed. According to her notes, learners were able to participate a lot and understand the messages conveyed by the teacher.

Therefore, this observation task sheet helped to prove, from an experienced point of view, that students were engaged in the learning process and able to understand meanings conveyed in the target language. Besides, it helped the teacher-researcher to improve her teaching practice, as even more communicative activities were introduced to the lessons and less attention was given to grammar.

### 3.2.3 Teacher-researcher journal

The teacher-researcher journal is associated with the notes made by the teacher-researcher on some relevant points of lessons conducted within a year, considering the students' level of learning, participation and motivation during classes.

According to the journal, at first, there was a strong resistance by the students as regards the use of L2. However, after a discussion held with learners to show them the relevance of this practice, they became less resistant. As Bateman (2008) says, teachers can discuss with students the benefits of conducting classes in L2.

After the talk and after realizing they could understand the teacher, students lessen to require the use of Portuguese, and positive results started to be seen.

Generally, the researcher noticed that students: were more motivated, as they did not look to the teacher with sleepy or bored faces anymore; students started to sit closer to the teacher and to the other learners; the discipline got significantly better as they were paying more attention to the lessons; students were participating more and even using English in real communicative situations, that is, using functions to ask to drink water; to ask for a pen, glue etc; This matches Celani's (2009) idea when she says that what is essential in a good English class is the conversation in a meaningful setting. Finally, students got more used to the target language, once every class they understood more and more what was being conveyed. As Lightbown; Spada (2006, p. 41) say, "after hearing language features in specific linguistic contexts over and over again, learners develop a stronger and stronger network of 'connections' between these elements".

#### 3.2.4 Questionnaire

A questionnaire (see **Appendix H**) was designed to know students' opinions about their motivation in classes, about their feelings regarding the new teaching practice adopted by the teacher, among other aspects. It was elaborated in Portuguese so that students could clearly understand all the questions and also answer it truthfully. The reply to the questionnaire was given by sixteen students<sup>10</sup>.

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<sup>10</sup> Not all the questions will be analyzed, just the ones that match the aim of the research.

The first question checked their interest in the classes comparing the current year with the previous year. Thirteen students, among sixteen, said that their interest had increased, three said that their interest had remained the same and none said that it had decreased. Some of the reasons mentioned by the students to justify the increase of their interest were aspects related to the subject they were learning, and the way it was taught, which matches the statement given by Harmer (2004, p. 08) when he says that one of the teachers' job is to "provoke interest and involvement in the subject even when students are not initially interested in it. It is by their choice of topic, activity and linguistic content that they may be able to turn a class around". Other aspects that contributed to the increase of their interest were students' motivation and learning development, as some claimed that they were more motivated and others said that their learning had been better developed; and finally, "pelo jeito do ensino"<sup>11</sup>, which means that the emphasis on L2 was beneficial.

Question number three, which checked if it was possible to understand instructions given by the teacher in L2, showed us that fifteen students answered "yes", and only one student answered "no".

The question through which we wanted to make sure if they were able to understand the advantages of having classes conducted in L2, which was question four, gave us positive replies. Some of the answers were: "somos 'obrigados' a prestar mais atenção". This answer may justify the fact that the teacher-researcher noticed that students were paying more attention to the lessons. Learners also said that, "eu acho que com isso nós podemos ter mais interesse na língua inglesa"; "nós podemos aprender falando e escutando do que só escrevendo"; "é essencial, uma pessoa que está aprendendo uma língua, ouvi-la frequentemente facilita muito o aprendizado". This corroborates Harmer's (2005) idea when he says that the more students are exposed to a language, the more they learn.

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<sup>11</sup> The quotation of students' answers are written in the same way they wrote them in the questionnaire to maintain their authenticity.

Question number seven was about the four language skills, which are speaking, listening, reading and writing. Students were to mention which of them they find most important. The speaking skill was ten times mentioned; listening was six times mentioned; reading was mentioned eight times, while writing was mentioned nine times<sup>12</sup>. Although it was a slight difference, we can say that speaking was the language skill mentioned more times, which corroborates the idea expressed by Ur apud Faleiros (2004), which tells us that among the four language skills, speaking seems to be the most important one as many people, when learning a language want to communicate in that language. Also, a student wrote the following comment, “as aulas orais são proveitosas e aprendemos mais”. From this sentence we can infer that the student is talking about communicative lessons, and as Harmer (2005) says, communication contributes to the natural development of the language.

When students were supposed to give “other comments”, as they were in the last semester of their English course, nine of them mentioned that they wanted the course to be extended. Many students said that they really liked the English classes.

All these results gave us a very positive feedback about the teaching practice adopted, and this will encourage the teacher-researcher, and maybe the other teachers, to maintain this practice and also to find ways to better what needs to be improved.

## Conclusion

As we have already said, the aim of this research was to verify if the frequent use of L2 by teachers would be an effective tool regarding *Pró-Criança* students' learning process.

Through the analysis presented in this paper, we could see that all the data analyzed contributed to a positive view as regards the aim of the research. From the oral test, we can say that learners gradually improved their oral

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<sup>12</sup> To answer this question they could choose more than one skill.

performances when we take into consideration the mean of their marks, although teaching with an emphasis on L2 for a longer period of time would be the most appropriate condition for us to have a clear comparison of the students' oral performances. As considering the task sheet observation, the teacher who observed the lesson in question noticed that students were motivated and able to understand the messages conveyed to them.

On the other hand, she made she made comments on some aspects that may be related to the teacher's lack of experience, which eventually contributed to the improvement of the teacher-researcher's teaching practice. In relation to the teacher-journal, we can see that students had a good improvement regarding their ability to understand the target language, their motivation and, consequently, their participation in classes using L2. Finally, we could see from the questionnaire, that all these results were true from the students' point of view, since they said they were learning better, they were more motivated, and that they understood the importance of their being exposed to English in the classroom as well as the importance of communicative activities.

Therefore, we can conclude that it is not only possible to conduct classes in L2 with beginners but it is also a very effective and motivating process, specially when the teaching-learning process is carefully thought out. Teachers can make use of the resources and procedures exposed in the theory to facilitate students' comprehension of the target language.

We could also conclude that if learners do not understand messages at first, teachers should not cease to continue making their efforts as regards the use of English in classes, because the results of this practice can be very positive in the end, Besides the fact that teachers should be motivated to do it, they should also motivate students so that they can understand this is a very important process towards their learning. Once they understand it, the teaching-learning process will gradually become easier.

Then, we could see the importance of speaking English in classes most of the times, and, together with meaningful communicative activities, as learners will have the opportunity to use what they have learnt, and also with the

enhancement of students' motivation, learners can develop their learning skills more effectively.

As this was a case study, related to the research applied to one specific context, other studies may be conducted from this one. We hope it encourages teachers in general in their teaching practice.

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## Appendix A

### Observation task sheet

- Describe the atmosphere and levels of engagement in the room.

Some students participated more than others. There was a good interaction in the class when the students were supposed to stand up and stick some pictures on the board by using

- Make note on the kind of activity used, the nature of the student involvement, balance of students doing things and teacher doing things, etc.

The teachers were very worried about the grammar, structure, and focused on the exercise correction. The students were involved and were able to understand the activities and interact especially when the teachers personalized the activities.

- What kind of rapport does the teacher have? What is the personal psychological atmosphere generated by this teacher? What is it like to be a student in this classroom? Is information conveyed clearly and understandable by learners?

There was a good rapport between the teacher and students. The teachers did their best to motivate students and help them understand the lesson (comparatives and superlatives). They were able to give their opinions when they compared people and things with

- How motivated are the learners? To what extent are they taking an active part in their own learning? To what extent are they expecting the teacher to do the work for them?

In the beginning of the class, the learners were only worried about the test when there was an exercise correction. However, when they worked in pairs and had the opportunity to speak English and give their opinions, for example: "Chocolate is better than ice cream", they took an active part in their own learning.

- During the lesson I noticed:

In general, the learners were able to understand and do the activities that were planned by the teachers. and I wondered: why the teachers stood in front of the class and didn't walk around the class to help the students when they were working in pairs. The students had questions and asked each other.

- On the whole I feel students are learning Can I say quite well?  
( ) very well      ( ) not very well      ( ) don't know      (X) quite well.

Other important comments:

As it was only one class that I observed, I guess that I can't say they are learning very well. They are learning, of course. They were able to do the activities, interact and understand the teachers' instructions although some of the students didn't participate a lot and the teachers were worried about the grammatical competence. As I said before, they were able to participate a lot and understand the message conveyed by the teachers when the teachers personalized the activity. It was a very good activity and I noticed <sup>(the students)</sup> they managed to give their opinions by using comparatives and superlatives.

Adapted from Learning Teaching and A course in language teaching

As I said before, they were able to participate a lot and understand the message conveyed by the teachers when the teachers personalized the activity. It was a very good activity and I noticed <sup>(the students)</sup> they managed to give their opinions by using comparatives and superlatives.

## Appendix B

### Questionário – Pró-Criança

1 - O seu interesse pelas aulas de língua inglesa em relação ao ano passado:

( ) se manteve      (  ) aumentou      ( ) diminuiu

Por quê? porque me interessei cada vez mais.

2 - Qual a sua opinião sobre as atividades em grupo?

São ótimas.

3 - Os professores/monitores usam, atualmente, a língua inglesa com mais frequência na sala de aula. Você consegue, mesmo assim, entender as instruções dadas por eles?

(  ) sim      ( ) não.

4 - Quais na sua opinião são as vantagens desse uso mais frequente da língua inglesa na sua aprendizagem?

Para nós ficarmos atualizados.

5 - Você geralmente participa das aulas falando em inglês? Se sim, em quais momentos? Se não, qual o motivo de você não falar em inglês nas aulas?

Sim, quando quero explicar alguma dúvida.

6 - Qual o principal motivo que fez você querer aprender a língua inglesa?

Porque tenho um vizinho para os E.U.A.

7 - Qual dessas habilidades você acha mais importante: ouvir, falar, ler ou escrever em inglês?

Falar e ouvir.

8 - Outros comentários:

Os professores são excelentes.

Questionário – Pró-Criança

1 - O seu interesse pelas aulas de língua inglesa em relação ao ano passado:

( ) se manteve      (X) aumentou      ( ) diminuiu

Por quê? Por que os professores são melhores e estão ensinando  
muito mais coisa

2 - Qual a sua opinião sobre as atividades em grupo?

É minha opinião e gosto muito a atividade em  
grupo

3 - Os professores/monitores usam, atualmente, a língua inglesa com mais frequência na sala de aula. Você consegue, mesmo assim, entender as instruções dadas por eles?

(X) sim      ( ) não.

4 - Quais na sua opinião são as vantagens desse uso mais frequente da língua inglesa na sua aprendizagem?

Eu acho bom porque não precisa aprender mais  
inglês -

5 - Você geralmente participa das aulas falando em inglês? Se sim, em quais momentos? Se não, qual o motivo de você não falar em inglês nas aulas?

Não

6 - Qual o principal motivo que fez você querer aprender a língua inglesa?

É minha mãe

7 - Qual dessas habilidades você acha mais importante: *ouvir, falar, ler* ou *escrever* em inglês?

falar

8 - Outros comentários:

Não tem outros comentários

Questionário – Pró-Criança

1 - O seu interesse pelas aulas de língua inglesa em relação ao ano passado:

( ) se manteve      (X) aumentou      ( ) diminuiu

Por quê? teve mais desenvolvimento e aprendizagem

2 - Qual a sua opinião sobre as atividades em grupo?

Muito legal e divertida.

3 - Os professores/monitores usam, atualmente, a língua inglesa com mais frequência na sala de aula. Você consegue, mesmo assim, entender as instruções dadas por eles?

(X) sim      ( ) não.

4 - Quais na sua opinião são as vantagens desse uso mais frequente da língua inglesa na sua aprendizagem?

há a de entendimento.

5 - Você geralmente participa das aulas falando em inglês? Se sim, em quais momentos? Se não, qual o motivo de você não falar em inglês nas aulas?

não, por vergonha de falar errado.

6 - Qual o principal motivo que fez você querer aprender a língua inglesa?

Porque hoje inglês é muito usada.

7 - Qual dessas habilidades você acha mais importante: ouvir, falar, ler ou escrever em inglês?

ouvir

8 - Outros comentários:

as aulas são mais interessantes e aprendemos mais.

### Questionário – Pró-Criança

1 - O seu interesse pelas aulas de língua inglesa em relação ao ano passado:

( ) se manteve      (X) aumentou      ( ) diminuiu

Por quê? Aumentou porque me senti mais incentivada pelos professores.

2 - Qual a sua opinião sobre as atividades em grupo?

É um bom motivo para aprendermos a compartilhar ideias.

3 - Os professores/monitores usam, atualmente, a língua inglesa com mais frequência na sala de aula. Você consegue, mesmo assim, entender as instruções dadas por eles?

(X) sim      ( ) não.

4 - Quais na sua opinião são as vantagens desse uso mais frequente da língua inglesa na sua aprendizagem?

Somos "obrigados" a prestar mais atenção.

5 - Você geralmente participa das aulas falando em inglês? Se sim, em quais momentos? Se não, qual o motivo de você não falar em inglês nas aulas?

Sim, principalmente quando os professores fazem alguma pergunta.

6 - Qual o principal motivo que fez você querer aprender a língua inglesa?

É muito importante para o futuro e eu adoro essa língua.

7 - Qual dessas habilidades você acha mais importante: ouvir, falar, ler ou escrever em inglês?

Falar, ler, escrever.

8 - Outros comentários:

O curso poderia ser prolongado.

Questionário – Pró-Criança

1 - O seu interesse pelas aulas de língua inglesa em relação ao ano passado:

( ) se manteve      (  ) aumentou      ( ) diminuiu

Por quê? Pois foi bem diferente das outras aulas

2 - Qual a sua opinião sobre as atividades em grupo?

Muito interessante

3 - Os professores/monitores usam, atualmente, a língua inglesa com mais frequência na sala de aula. Você consegue, mesmo assim, entender as instruções dadas por eles?

(  ) sim      ( ) não.

4 - Quais na sua opinião são as vantagens desse uso mais frequente da língua inglesa na sua aprendizagem?

na escola.

5 - Você geralmente participa das aulas falando em inglês? Se sim, em quais momentos? Se não, qual o motivo de você não falar em inglês nas aulas?

Não pois o inglês presente é muito difícil.

6 - Qual o principal motivo que fez você querer aprender a língua inglesa?

Pensar em falar com os ingleses

7 - Qual dessas habilidades você acha mais importante: *ouvir, falar, ler* ou *escrever* em inglês?

falar

8 - Outros comentários:

\_\_\_\_\_

Questionário – Pró-Criança

1 - O seu interesse pelas aulas de língua inglesa em relação ao ano passado:

( ) se manteve       aumentou      ( ) diminuiu

Por quê? Porque eu gostei mais das aulas desse ano

2 - Qual a sua opinião sobre as atividades em grupo?

há melhorias para serem interpretadas

3 - Os professores/monitores usam, atualmente, a língua inglesa com mais frequência na sala de aula. Você consegue, mesmo assim, entender as instruções dadas por eles?

sim      ( ) não.

4 - Quais na sua opinião são as vantagens desse uso mais frequente da língua inglesa na sua aprendizagem?

Um aprendizado melhor

5 - Você geralmente participa das aulas falando em inglês? Se sim, em quais momentos? Se não, qual o motivo de você não falar em inglês nas aulas?

sim, ao rezar, quando sei a resposta certa

6 - Qual o principal motivo que fez você querer aprender a língua inglesa?

Interesse pela língua

7 - Qual dessas habilidades você acha mais importante: ouvir, falar, ler ou escrever em inglês?

Falar

8 - Outros comentários:

Adorei e espero a gostaria de fazer mais um ano



Questionário – Pró-Criança

1 - O seu interesse pelas aulas de língua inglesa em relação ao ano passado:

se manteve      ( ) aumentou      ( ) diminuiu

Por quê? eu sempre tive interesse pelas aulas, não aumentei e nem diminuí.

2 - Qual a sua opinião sobre as atividades em grupo?

Eu acho que as atividades em grupo são boas porque a sala fica mais entusiasmada e em grupo é mais fácil de aprender.

3 - Os professores/monitores usam, atualmente, a língua inglesa com mais frequência na sala de aula. Você consegue, mesmo assim, entender as instruções dadas por eles?

sim      ( ) não.

4 - Quais na sua opinião são as vantagens desse uso mais frequente da língua inglesa na sua aprendizagem?

é essencial, uma pessoa que está aprendendo uma língua, ouvir-la frequentemente facilita muito a aprendizagem.

5 - Você geralmente participa das aulas falando em inglês? Se sim, em quais momentos? Se não, qual o motivo de você não falar em inglês nas aulas?

Não, não tenho costume.

6 - Qual o principal motivo que fez você querer aprender a língua inglesa?

para poder ter um futuro melhor e é sempre bom aprender uma ~~outra~~ cultura diferente.

7 - Qual dessas habilidades você acha mais importante: ouvir, falar, ler ou escrever em inglês?

ler e ouvir.

8 - Outros comentários:

O curso poderia ser prolongado.

Questionário – Pró-Criança

1 - O seu interesse pelas aulas de língua inglesa em relação ao ano passado:

( ) se manteve      (X) aumentou      ( ) diminuiu

Por quê? Porque é mais interessante esse ano (a matéria)

2 - Qual a sua opinião sobre as atividades em grupo?

é melhor fazer em grupo, cada um expõe sua opinião

3 - Os professores/monitores usam, atualmente, a língua inglesa com mais frequência na sala de aula. Você consegue, mesmo assim, entender as instruções dadas por eles?

(X) sim      ( ) não.

4 - Quais na sua opinião são as vantagens desse uso mais frequente da língua inglesa na sua aprendizagem?

ela nos aprendemos mais.

5 - Você geralmente participa das aulas falando em inglês? Se sim, em quais momentos? Se não, qual o motivo de você não falar em inglês nas aulas?

sim, quando tem alguma atividade, correção, etc.

6 - Qual o principal motivo que fez você querer aprender a língua inglesa?

achar a língua muito interessante

7 - Qual dessas habilidades você acha mais importante: ouvir, falar, ler ou escrever em inglês?

falar e escrever

8 - Outros comentários:

já mais um ano de curso

Questionário – Pró-Criança

1 - O seu interesse pelas aulas de língua inglesa em relação ao ano passado:

( ) se manteve       aumentou      ( ) diminuiu

Por quê? pois, as aulas me motivaram mais, para aprender.

2 - Qual a sua opinião sobre as atividades em grupo?

Boas, pois podemos interagir com os colegas.

3 - Os professores/monitores usam, atualmente, a língua inglesa com mais frequência na sala de aula. Você consegue, mesmo assim, entender as instruções dadas por eles?

sim      ( ) não.

4 - Quais na sua opinião são as vantagens desse uso mais frequente da língua inglesa na sua aprendizagem?

nos, ficamos mais ligados e acostumamos mais com o inglês.

5 - Você geralmente participa das aulas falando em inglês? Se sim, em quais momentos? Se não, qual o motivo de você não falar em inglês nas aulas?

Sim, normalmente em responder as perguntas, e pedir para ouvir o áudio.

6 - Qual o principal motivo que fez você querer aprender a língua inglesa?

Porque, é mais um conhecimento cultural que eu estou adquirindo, e vai me ajudar no futuro.

7 - Qual dessas habilidades você acha mais importante: ouvir, falar, ler ou escrever em inglês?

Escrita, que todas são importantes mais poder entender e se expressar é o essencial.

8 - Outros comentários:

O curso aqui oferecido me ajudou bastante, e pedi para adquirir mais conhecimentos, além de me relacionar melhor com os colegas, os professores são atenciosos sempre ajudando. Vai ser uma pena se o curso acabar, mas senti muito falta dele.

Questionário – Pró-Criança

1 - O seu interesse pelas aulas de língua inglesa em relação ao ano passado:

( ) se manteve      (X) aumentou      ( ) diminuiu

Por quê? Porque o conteúdo ficou mais aprofundado e exigiu mais do meu interesse

2 - Qual a sua opinião sobre as atividades em grupo?

Quantidade

3 - Os professores/monitores usam, atualmente, a língua inglesa com mais frequência na sala de aula. Você consegue, mesmo assim, entender as instruções dadas por eles?

(X) sim      ( ) não.

4 - Quais na sua opinião são as vantagens desse uso mais frequente da língua inglesa na sua aprendizagem?

As vantagens de acompanhar melhor, na escola, e também aprofundar meus conhecimentos

5 - Você geralmente participa das aulas falando em inglês? Se sim, em quais momentos? Se não, qual o motivo de você não falar em inglês nas aulas?

Não falo em inglês por vergonha de falar errado

6 - Qual o principal motivo que fez você querer aprender a língua inglesa?

Porque sei um dia vou precisar saber mais e conseguir um emprego que exija conhecimentos da língua estrangeira

7 - Qual dessas habilidades você acha mais importante: ouvir, falar, ler ou escrever em inglês?

ler e escrever

8 - Outros comentários:

Quero e quero mais que venha 😊

Questionário – Pró-Criança

1 - O seu interesse pelas aulas de língua inglesa em relação ao ano passado:

se manteve      ( ) aumentou      ( ) diminuiu

Por quê? porque eu sou ruim em inglês e não gosto muito

2 - Qual a sua opinião sobre as atividades em grupo?

Eu gosto de atividades em grupo, porque nós nos "entrosamos" com as outras pessoas.

3 - Os professores/monitores usam, atualmente, a língua inglesa com mais frequência na sala de aula. Você consegue, mesmo assim, entender as instruções dadas por eles?

( ) sim       não.

4 - Quais na sua opinião são as vantagens desse uso mais frequente da língua inglesa na sua aprendizagem?

Eu acho que ~~isso~~ <sup>com isso</sup> nós podemos ter maior interesse na língua inglesa

5 - Você geralmente participa das aulas falando em inglês? Se sim, em quais momentos? Se não, qual o motivo de você não falar em inglês nas aulas?

Não, porque eu ~~so~~ não sei falar bem em inglês e sou melhor escrevendo

6 - Qual o principal motivo que fez você querer aprender a língua inglesa?

~~Queria aprender~~ O motivo que me fez querer aprender a língua inglesa foi que eu estava indo mal na matéria ~~na escola~~ então decidi ~~para~~ aprender.

7 - Qual dessas habilidades você acha mais importante: ouvir, falar, ler ou escrever em inglês?

Escrever ~~é~~ e ler pois assim posso me comunicar e estudar a língua inglesa.

8 - Outros comentários:

Questionário – Pró-Criança

1 - O seu interesse pelas aulas de língua inglesa em relação ao ano passado:

se manteve      ( ) aumentou      ( ) diminuiu

Por quê? Por eu sempre gostar.

2 - Qual a sua opinião sobre as atividades em grupo?

É boa para manter e aumentar o relacionamento de todos.

3 - Os professores/monitores usam, atualmente, a língua inglesa com mais frequência na sala de aula. Você consegue, mesmo assim, entender as instruções dadas por eles?

sim      ( ) não. às vezes.

4 - Quais na sua opinião são as vantagens desse uso mais frequente da língua inglesa na sua aprendizagem?

Boa para que eu me acostume e aprenda como falar.

5 - Você geralmente participa das aulas falando em inglês? Se sim, em quais momentos? Se não, qual o motivo de você não falar em inglês nas aulas?

Não, pois não consigo falar, prefiro escrever.

6 - Qual o principal motivo que fez você querer aprender a língua inglesa?

Porque eu tenho um diploma, pois assim fica mais fácil de conseguir um bom emprego.

7 - Qual dessas habilidades você acha mais importante: ouvir, falar, ler ou escrever em inglês?

Lido que todos são bons para a aprendizagem mas eu prefiro escrever pois tenho mais facilidade.

8 - Outros comentários:

Liarei o curso e adoraria ter mais um ano.

Questionário – Pró-Criança

1 - O seu interesse pelas aulas de língua inglesa em relação ao ano passado:

( ) se manteve      (X) aumentou      ( ) diminuiu

Por quê? Por que eu não sabia o inglês e  
então aprendi

2 - Qual a sua opinião sobre as atividades em grupo?

São muito legais

3 - Os professores/monitores usam, atualmente, a língua inglesa com mais frequência na sala de aula. Você consegue, mesmo assim, entender as instruções dadas por eles?

(X) sim      ( ) não.

4 - Quais na sua opinião são as vantagens desse uso mais frequente da língua inglesa na sua aprendizagem?

É muito bom

5 - Você geralmente participa das aulas falando em inglês? Se sim, em quais momentos? Se não, qual o motivo de você não falar em inglês nas aulas?

Não porque eu não sei falar

6 - Qual o principal motivo que fez você querer aprender a língua inglesa?

Por que é interessante

7 - Qual dessas habilidades você acha mais importante: *ouvir, falar, ler* ou *escrever* em inglês?

Escrever em inglês

8 - Outros comentários:

Nenhum

Questionário – Pró-Criança

1 - O seu interesse pelas aulas de língua inglesa em relação ao ano passado:

( ) se manteve       aumentou      ( ) diminuiu

Por quê? Fato xito do ensino

2 - Qual a sua opinião sobre as atividades em grupo?

Melhor porque vem sempre ajuda o próximo

3 - Os professores/monitores usam, atualmente, a língua inglesa com mais frequência na sala de aula. Você consegue, mesmo assim, entender as instruções dadas por eles?

sim      ( ) não.

4 - Quais na sua opinião são as vantagens desse uso mais frequente da língua inglesa na sua aprendizagem?

que nos nos ajudam mais para entender

5 - Você geralmente participa das aulas falando em inglês? Se sim, em quais momentos? Se não, qual o motivo de você não falar em inglês nas aulas?

às vezes mas tenho dificuldade na hora de falar o inglês

6 - Qual o principal motivo que fez você querer aprender a língua inglesa?

Porque sempre quero me melhorar

7 - Qual dessas habilidades você acha mais importante: *ouvir, falar, ler* ou *escrever* em inglês?

falar e ler o inglês

8 - Outros comentários:

Gosto muito do jeito que os professores ensinam porque ao mesmo tempo que ensinam nos interagem.



Questionário – Pró-Criança

1 - O seu interesse pelas aulas de língua inglesa em relação ao ano passado:

( ) se manteve       aumentou      ( ) diminuiu

Por quê? eu gostei muito dos aulas

2 - Qual a sua opinião sobre as atividades em grupo?

é bem importante porque vai se preparar pro futuro e saber lidar com vários ideios

3 - Os professores/monitores usam, atualmente, a língua inglesa com mais frequência na sala de aula. Você consegue, mesmo assim, entender as instruções dadas por eles?

sim      ( ) não.

4 - Quais na sua opinião são as vantagens desse uso mais frequente da língua inglesa na sua aprendizagem?

aos podemos aprender falando e ouvindo do que se ouvindo

5 - Você geralmente participa das aulas falando em inglês? Se sim, em quais momentos? Se não, qual o motivo de você não falar em inglês nas aulas?

de vez em quando quando eles não conseguem responder as perguntas

6 - Qual o principal motivo que fez você querer aprender a língua inglesa?

eu sempre achei interessante e hoje para estudar você não consegue trabalhar

7 - Qual dessas habilidades você acha mais importante: ouvir, falar, ler ou escrever em inglês?

falar

8 - Outros comentários:

eu quero estudar um ano

Questionário – Pró-Criança

1 - O seu interesse pelas aulas de língua inglesa em relação ao ano passado:

( ) se manteve      (X) aumentou      ( ) diminuiu

Por quê? Porque a matéria me deixou a ter a vontade de aprender mais sobre ela.

2 - Qual a sua opinião sobre as atividades em grupo?

É bom. Ajuda na aprendizagem e na relação entre os alunos.

3 - Os professores/monitores usam, atualmente, a língua inglesa com mais frequência na sala de aula. Você consegue, mesmo assim, entender as instruções dadas por eles?

(X) sim      ( ) não.

4 - Quais na sua opinião são as vantagens desse uso mais frequente da língua inglesa na sua aprendizagem?

Você aprende a falar a língua com mais fluência.

5 - Você geralmente participa das aulas falando em inglês? Se sim, em quais momentos? Se não, qual o motivo de você não falar em inglês nas aulas?

Sim. Nas perguntas e respostas.

6 - Qual o principal motivo que fez você querer aprender a língua inglesa?

Filmes, músicas e outras coisas que eu tinha vontade entender na língua delas.

7 - Qual dessas habilidades você acha mais importante: ouvir, falar, ler ou escrever em inglês?

Todas são essenciais.

8 - Outros comentários:

Eu gostaria que o Pró-Criança prolongasse o curso por mais 1 ou 2 anos.