UNIVERSIDADE FEDERAL DE ALAGOAS
FACULDADE DE LETRAS
PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS E LINGÜÍSTICA
ÁREA DE CONCENTRAÇÃO: LÍNGUA INGLESA E SUAS LITERATURAS

SORAYA FERNANDES DA SILVA

THE USE OF PLAYFUL ACTIVITIES
IN THE ENGLISH LANGUAGE CLASSROOM:
WHAT DIFFERENCE DOES IT MAKE?

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Dissertação de Mestrado apresentada ao Programa de Pós-Graduação em Letras e Lingüística da Universidade Federal de Alagoas.

Orientadora: Profa. Dra. Maria Inez Matoso Silveira

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ABSTRACT

The aim of this work was to verify to what extent playful activities are effective in the English language learning process. The relevance of this study is due to the fact that ludic activities are widely used in English lessons nowadays but there are not many studies about their real contribution to the learning process of the language. To verify that, the methodology used in this research was based on collaborative action-research in two 3rd grade high school groups at the Centro Federal de Educação Tecnológica de Alagoas (CEFET-AL) in Maceió, Brazil, in the year of 2006. Non-participant class observations, questionnaires, recordings, field note taking and some experiments like traditional and playful activities were used during the research. The theoretical background was based on the study of EFL teaching procedures, playfulness, motivation, implicit and explicit instruction. The results obtained indicated that ludic activities play an important role in students' motivation but do not guarantee successful conscious learning.

KEY WORDS: *English language teaching – playful activities motivation – implicit and explicit learning.*

RESUMO

O objetivo deste trabalho foi verificar em que medida as atividades lúdicas são eficientes no processo de aprendizagem de Língua Inglesa. A relevância deste estudo deve-se ao fato de que as atividades lúdicas são amplamente usadas nas aulas de inglês nos dias atuais, porém não há muitos estudos sobre sua real contribuição para o processo de aprendizagem da língua. Para verificar isso, a metodologia usada nesta pesquisa foi baseada em pesquisa-ação colaborativa em dois grupos de 3º ano do Ensino Médio no Centro Federal de Educação Tecnológica de Alagoas (CEFET-AL) em Maceió, Brasil, no ano de 2006. Observações de aulas não participativas, questionários, gravações, notas de campo e alguns experimentos como atividades tradicionais e lúdicas foram usados nesta pesquisa. A fundamentação teórica baseou-se no estudo de procedimentos de ensino de inglês como língua estrangeira, da ludicidade, da motivação e das instruções implícita e explícita. Os resultados obtidos indicaram que as atividades lúdicas desempenham um papel importante na motivação dos alunos, mas não garantem o sucesso da aprendizagem consciente da língua.

PALAVRAS-CHAVE: *ensino de língua inglesa – atividades lúdicas – motivação – aprendizagem implícita e explícita*

SUMMARY

INTRODUCTION

All teachers should be responsible for renewing school practices as well as the old fashioned views on how languages should be taught and learned. Thus, the teacher is also responsible for the improvement of the teaching/learning process, being his/her duty to develop new didactic practices which will enable students to develop a more effective learning process.

Playful or ludic[1] activities have great power over children as they ease both the progress of their whole personality and the development of their ethical, psychological and intellectual functions. That way, there is a tendency of incorporating ludic activities in lessons for children and such a tendency is confirmed by the fact that there is a great amount of research published in child education. However, children are not the only ones who benefit from those activities; adults also do, for not only do they learn something new but also have some fun.

Playful activities are mostly used in the teaching of Mathematics, but it does not mean that they cannot or should not be used when teaching other subjects. On the contrary, such activities must be inserted in other subjects, as English language teaching for instance. That way, students will learn in a more light-hearted way, which may motivate them to learn. Furthermore, playfulness provides a better interaction between the learner and the learning process.

It is noticed, thus, that the teacher is to use new methodologies for foreign language teaching, preparing more dynamic classes, by inserting meaningful activities in his/her everyday lessons. As a matter of fact, Foreign Language Teaching is intrinsically connected to the methodological subject, which is a never-ending question as there will always be the search for an "ideal" approach/ method.

Having found out that the topic of playful activities for adolescents and young adults has not been very much explored, I decided to do some research on it. Moreover, I have always been interested in the topic of games, role-plays and

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[1] The terms *playful* and *ludic* will be used interchangeably in this study.

activities that are intended for students to learn more light-heartedly and effectively at the same time, by enjoying themselves as they learn English as a foreign language.

Nowadays, playful activities, games and the like are getting more and more important due to the advance of technology and the search for more student-centered methodologies. Nevertheless, there has also been a tendency for using too many of those activities without taking their real educational purpose into consideration, which makes such activities pointless. Therefore, not all playful activities are to be considered as pedagogical material. Furthermore, the simple fact that the students may have more fun by using those activities does not, in itself, guarantee more effectiveness in students' learning when comparing playful activities to traditional ones, i.e., the ones that are used commonly by most teachers.

In the effort to search bibliographic references, it was noticed that there are not many studies published about the positive and/or negative effects of the so-called "games" and other ludic activities in language teaching, especially in the teaching of adolescents and adults. In this sense, the relevance of this study lies exactly in the attempt to fill in this gap.

In general, what distinguishes the playful activity that is considered effective for English learning from another that is intended simply for fun is the explicit intention to provoke meaningful learning, stimulate the construction of some new knowledge and arouse the development of a cognitive skill. Hence, a playful/ludic activity is only valid if used at the right time, which should be determined by its challenging character, the learner's interest for it and by its proposed aim. That way, the theoretical background about the ludic aspect embraces some concepts and notions of affective factors such as: anxiety, self-esteem and motivation among others.

From all that has been exposed, I find it relevant to dedicate some research to the topic of the use of playful activities in the English language classroom in the context of a secondary school, which is the research field of this work, so that our practice as teachers can be revaluated and carefully thought about.

From all that has been said so far, we can add that the general aim of this research is *to reflect upon the use of playful activities in English language teaching, by analyzing the effect that they arouse in learners.*

In this sense, the intended study is based on the following research question: *to what extent do playful activities in EFL teaching contribute effectively for the acquisition and learning of that language in a secondary Brazilian school?*

Such question was motivated by the hypothesis that playful activities are often used for the reason that teachers take for granted that students learn the language more easily, that is to say, without having to make as much effort to acquire knowledge as they would do if they used only the traditional activities that are generally done in secondary classrooms.

In this perspective, it is possible to define some specific objectives, such as:

- To do a survey on the role of playful activities in English language classes (in a regular high school).

- To verify the effect of these playful activities on the students' attitude and learning, in order to confirm whether there is or not any significant change in the way they see the target language as well as in their performance.

- To search for the notion that the teacher has of these activities and his/her opinion about the use of such activities in the pedagogical practice.

The present research was carried out by using components of the qualitative research of an ethnographic kind. Fourteen classes were observed on two 3rd grade groups, at a Federal Technological Teaching Institution in Maceió, the Centro Federal de Educação Tecnológica de Alagoas. Both groups have classes in the period of the morning, with the same teacher, who is a highly qualified post graduated professional. The classes were observed, recorded and many field notes were taken. Both the teacher and the students answered questionnaires, which were all very helpful to enrich this research.

A description of the research carried out, including analysis of the data obtained is presented in this work as well as the obtained results and conclusions. That way, this dissertation is composed of the following: an introduction to the work; Chapters I and II, which deal with the theories that have helped me to guide this research, the first concerning the approaches and methods that have been used for foreign language teaching, and the latter concerning the issue of the several factors

that influence foreign language learning such as playfulness and affection. Chapter III will, in its turn, bring the methodological procedures used in this study as well as the research done itself and the results obtained. Finally, the conclusion will appear followed by the references, appendices and attachments.

PART ONE

FOREIGN LANGUAGE TEACHING: APPROACHES AND METHODS

As Lightbown and Spada (1999) point it, it is clear that a child or adult learning a second (or foreign) language is distinct from a child who acquires their mother tongue either in terms of personal features or conditions for the learning to take place. Being so, many are the attempts to search for approaches and methods which can facilitate the learning of a new language and this is not new whatsoever.

There has been a number of approaches and methods of teaching languages as time passes by. Some of them have had their heyday and have fallen into relative obscurity while others, in their turn, have been applied till the present days. Still there are the ones that, despite having a small following, have contributed with some insights that have been incorporated in more modern methodologies. Such findings is what will be dealt with in the lines that follow.

1 THE TEACHING OF ENGLISH THROUGHOUT THE TIME

Foreign language teaching is not a new matter. It is as old as the birth of our civilization. This can serve as a proof that all peoples had and have had the need for learning other languages than their own. Their objectives have also varied: sometimes serving for political goals, others for cultural, commercial and scientific purposes. There is a number of historical registers that can prove this practice.

There are five great periods in the development of Foreign Language teaching throughout history according to Claude Germain (apud SILVEIRA, 1999). First there was the teaching of the language of the Sumerians to the Acadians. The Sumerians were the first civilization to use a written language, which was called cuneiform writing. It occurred more than 50 centuries ago and it was the first experience of a living language teaching.

After that, dead languages were taught in Egypt and Greece. The Egyptians, who were interested in the languages of the people conquered by them, learned the

hieratic writing. The Greek, in their turn, not being interested in the living languages of the time, cultivated the classical language, by studying mainly epic poems like Iliad and Odyssey.

Then there came the period from Roman Antiquity to Renaissance. After classical Greek, which had been the prestigious language, came Classic Latin and Christian Latin. The former was the language of the Church and literature; the latter was the popular language spoken by people from the lower social classes. Finally, there was the teaching of the emergent European nations' languages, such as French, Italian and Spanish.

Next, from the XVI to the XIX Centuries, there came the time of Latin as a dead language and the modern living languages. Comenius appeared as the founder of the didactic of languages, with his masterpiece *Didacta Magna*;

Finally came the Scientific age (XX Century) during which the definition of the main language concepts appeared, together with the study of teaching methods and techniques created based on the advance of the linguistic sciences as well as educational technology.

Language teaching has been around for many centuries, and it has changed over all those years. In the XX century, several influences have affected language teaching, whose methods have increased and decreased in popularity. They are the practical application of theoretical findings and positions found in linguistic sciences.

Reasons for learning languages have been different in different periods. In some eras, languages were mainly taught for the purpose of reading. In others, it was taught mainly to people who needed to use it orally. These differences influenced how language was taught in various periods. A new method emerged about every 25 years. Each new method broke from the old but took with it some of the positive aspects of the previous ones.

Also, theories about the nature of language and the nature of learning have changed. Nevertheless, many of the current issues in language teaching have been analyzed and re-analyzed throughout history.

For a better understanding of what approaches, methods and methodologies are, it is important to define such terms. According to Richards and Rodgers (1986), language teaching got its own identity as a profession in the last century. Central to

this phenomenon was the emergence of the concept of "methods" of language teaching. The method concept in language teaching—the notion of a systematic set of teaching practices based on a particular theory of language and language learning—is a powerful one, and the search for better methods was a preoccupation of teachers and applied linguists throughout the XX century.

Yet, the same authors emphasize that methodology in language teaching has been characterized in many different ways. A more or less classical formulation suggests that methodology is the one that connects theory and practice. Theory statements would include theories of what language is and how language is learned or, more specifically, theories of second language acquisition (SLA). Such theories are linked to various design features of language instruction. These design features might include stated objectives, syllabus specifications, types of activities, roles of teachers, learners, materials, and so on.

Within methodology, a distinction is often made between methods and approaches, in which methods are considered to be fixed teaching systems with prescribed techniques and practices, while approaches represent language teaching philosophies that can be interpreted and applied in a number of different ways in the classroom.

As a matter of clarification, Brown (1994) proposed some definitions for the terms that are often used when we talk about language learning and teaching languages:

- METHODOLOGY – is the study of pedagogical practices in general ("How to teach");
- APPROACHES – are the theoretical positions and beliefs about the nature of language, of language learning and their applicability to pedagogical settings;
- METHOD – is a generalized set of classroom specifications for accomplishing linguistic objectives;
- CURRICULUM (USA) / SYLLABUS (UK) – are designs for carrying out a given language program.
- TECHNIQUES– are any of the several exercises, activities or devices used in language classroom to carry out lesson aims.

After clarifying some terms, we are now to examine how the teaching of languages has been divided, considering the evolution of the different approaches that arose throughout time.

1.1 THE TRADITIONAL APPROACH

As Silveira (1999) points out, in this approach language is conceived as an expression of thought, of its literature and culture. Thus, written language was considered superior to the spoken one. The morphologic study of the sentences was emphasized, together with the lexical elements which were used for learning grammar and the translation of texts, whose ideas and content were neglected.

In the traditional approach, the concept of learning was based on an intellectual activity and mental effort so as to analyze the language, learn its rules and exceptions. The role of the learner was to memorize as many grammar rules and vocabulary as possible, so that they would do exercises on translations of texts as well as stereotyped sentences.

Teaching, in its turn, was viewed as an expositive activity, which promoted formal discipline. The teacher was the one who held all the knowledge, while the student was supposed to get all the information passively. Because oral language had no prestige for traditionalists, little or no attention was given to pronunciation. That was why the teacher needed not know how to speak the target language, but know *about* it.

The representative methods of the Traditional Approach are the ones that follow:

1.1.1 The Grammar-Translation Method

This method was historically used in teaching of classical languages such as Greek and Latin. The approach was generalized to teaching modern languages, using the procedures traditionally considered applicable to language teaching as a whole.

Classes were taught in the students' mother tongue, with little active use of the target language. Vocabulary was taught in the form of isolated word lists and elaborate explanations of grammar were always provided. Grammar instruction provided the rules for putting words together; instruction often focused on the form and inflection of words.

As Krashen (1982) puts it, although the model sentences were often understandable, the focus was totally on form, that is to say, no attention was given to meaning. As far as reading was concerned, reading of difficult texts began early in the course of study, with students reading the texts word-by-word. Little attention was paid to the content of such texts, which were treated as exercises in grammatical analysis. The only drills were often exercises in translating disconnected sentences from the target language into the mother tongue, and vice versa. Little or no attention was given to pronunciation. In short, this approach resulted in little acquired competence.

1.1.2 The Reading Method

According to Silveira (1999) this method was systematically adopted in the United States in the 30's, as a reaction to the Direct method which emphasized oral skills. The approach was intended for people who did not travel abroad and thus had no need of oral or listening abilities. For them, reading was the one usable skill in a foreign language.

The priority in studying the target language was first reading ability and second, current and/or historical knowledge of the country where the target language was spoken. Only the grammar necessary for reading comprehension and fluency was taught. Minimal attention was paid to pronunciation or becoming orally fluent in the target language. From the beginning, a great amount of reading was done in L2, both in and out of class. The vocabulary of the early reading passages and texts was strictly controlled for difficulty. Vocabulary was expanded as quickly as possible, since the acquisition of vocabulary was considered more important than grammatical skill. Translation reappeared in this method as a respectable classroom procedure related to comprehension of the written text.

1.2 THE DIRECT METHOD

As commented by Silveira (1999), the Direct Method is more a tendency than a method in the sense of a set of procedures and forms of evaluation based on a language concept as it occurs in the structural methods. In fact, the direct method became a consensus in all current language teaching proposals, that is to say, all of them somehow use its concepts.

This method was developed initially as a reaction to the grammar-translation one in an attempt to integrate more use of the target language in instruction: all discussion and classroom language was in the target language. That included the language of the exercises and teacher talk used for classroom management.

Lessons began with a dialogue using a modern conversational style in the target language. The material was first presented orally with actions or pictures. The mother tongue was never used whatsoever, therefore there was no translation. The preferred kind of exercise was a series of questions in the target language based on the dialogue or a narrative of real life. The questions were answered in the target language and grammar was taught inductively, that is to say, rules were generalized from the practice and experience with the language under study.

The goal of the instruction was for the student to guess or elaborate the rules of the language. Verbs were used first and systematically conjugated later on, after some oral mastery of the language. To help in induction, the teacher asked questions which were supposed to be interesting and meaningful for the students, and their answer was then used to provide an example of the target structure. Advanced students read literature for comprehension and pleasure; however, literary texts were not analyzed grammatically. The culture associated with the target language was also taught inductively, for culture was considered an important aspect of learning the language.

The contribution of the Direct Method to language learning has been limited, since it has changed the focus from the real language to a simple syntactic analysis of nouns, adjectives, and prepositions, doing nothing to intensify a student's communicative ability in the foreign language. Notwithstanding, Krashen (1982) points out that that the Direct Method has been successful with people who have

intrinsic motivation for language study and who believe that the study of conscious grammar is essential for their learning. For such students, the inductive study of grammar is in itself interesting, "grammar is subject matter" (p.137).

1.3 THE STRUCTURAL APPROACH

In this approach, spoken language had more prestige over written language, the latter being considered as a representation of the former. Learning a language meant learning its grammar structures through linguistic drills. Although spoken language was more prestigious, the same treatment was not given to meaning, which was again left aside.

For structuralists, learning a language was forming habits which were exhaustively stimulated through a Stimulus-Response-Reinforcement (S-R-R) scheme. The student just had to imitate the models offered by the teacher, by reacting automatically to stimuli, avoiding, thus, the interference of their mother tongue.

Teaching was conceived as a manipulation of behavior, as training with previously planned and controlled steps. The teacher's role was to follow the lesson plan literally as well as use varied didactic resources such as tape recorder, flashcards and overhead projector.

The following methods represent the Structural Approach:

1.3.1 The Audiolingual Method (Audiolingualism)

This method was based on the principles of behavior psychology. It adapted many of the principles and procedures of the Direct Method, in part as a reaction to the lack of speaking skills of the previous approaches.

New material was presented in the form of dialogues, which contained the structures and vocabulary of the lesson. Because it was based on the principle that language learning was habit formation, the method promoted the growth of dependence on mimicry, memorization of set phrases and over-learning. Structures were sequenced and taught one at a time and structural patterns were taught using repetitive drills. There were four basic drill types: simple repetition, substitution,

transformation and translation. Little or no grammatical explanations were provided; grammar was taught inductively. Skills were sequenced as: listening, speaking, reading and writing, which were developed in that order. Vocabulary was strictly limited and learned in context while teaching points were determined by contrastive analysis between L1 and L2.

Language laboratories were abundantly used, with tapes and visual aids. There was an extended pre-reading period at the beginning of the course because great importance was given to precise native-like pronunciation. The use of the mother tongue by the teacher was allowed; nevertheless, it was discouraged among and by the students. Successful responses were reinforced while great care was taken to prevent learners' errors. There was a tendency to focus on manipulation of the target language and to ignore content and meaning.

Despite its limitations in promoting language learning, the audio-lingualism is still the approach adopted by some language institutes in Brazil, although there seems to be now more attention paid to meaning and content while students are learning.

1.3.2 Situational Language Teaching (SLT)

Richards and Rodgers (1986) assert that SLT refers to an approach to language teaching developed by British applied linguists from the 1930s to the 1960s. The theory of language that underlay Situational Language Teaching was that speech was regarded as the basis of language, whereas structure "was viewed as being at the heart of speaking ability" (p.35).

Knowledge of structures connected to situations in which they could be used was what gave Situational Language Teaching one of its distinctive characteristics. Language was viewed as purposeful activities related to goals and situations in the real world.

Teaching, in its turn, was a kind of behaviorist habit-learning theory. It adopted an inductive approach to the teaching of grammar. The meaning of words and structures were not given through explanations, neither in L1 nor in L2, but it was induced from the way the form was presented in the situation. The teacher's

functions comprised three parts: in the initial stage of the lesson, the teacher served as a model, setting up the situations for the target structure to be used by students; then the teacher became more like a conductor, drawing the speech out of the learners; finally the teacher gave students more opportunities to use the language in less controlled situations. However, the teacher was always concerned to whether or not there would be any grammatical or structural errors

The student was expected to apply the language learned in the classroom to situations outside it. In the initial stages the learner was required only to listen and repeat what the teacher said, respond to questions and commands. As the course advanced, students were encouraged to participate more actively, which included students initiating their own questions and responses.

1.4 THE COGNITIVE APPROACH

The aim of a cognitive approach is to develop an insight in the learner, enabling him to make his own selections and interpretations of the existing situations. The insight provides the learner with opportunities to widen his skills beyond the classroom setting. Cognitive methods of language teaching are based on meaningful acquisition of grammar structures followed by meaningful practice.

As pointed out by Silveira (1999), with the advent of the Cognitive approach, teaching came to be more student-centered, mainly due to the influences of Piaget, who reinforced the cognitive aspects of learning on the one hand, as well as Carl Rogers who emphasized affective aspects on the other. Therefore, the learners became more like agents of their own learning process rather than mere patients of the educative action.

As Totis (apud Silveira, 1999) mentioned, the principles of the Cognitive approach may be considered as the same ones of the so-called cognitive method, which will not be described in this work so as to avoid over-repetition. As a matter of fact, as the author says, such principles and concepts (like being student-centered, using inductive grammar and emphasizing affective aspects, for instance) were also applied to other more recent methods which have a communicative basis

For the Cognitive approach, language is regarded taking into account its mentalist aspects. Its acquisition is a cognitive process through which the learner internalizes language rules and linguistic elements to which they are exposed. Learning a language means personal achievement and the role of the teacher is to help students to learn how to make better use of their learning strategies in order to improve their mastery of the target language.

1.5 THE COMMUNICATIVE APPROACH

Richards and Rodgers (1994) make a comprehensive description of what Communicative Language Teaching is. It had its origin in the changes in the British language teaching tradition in the end of the 1960's. Until those years, the main British approach to the teaching of English as a foreign language was Situational Language Teaching, in which language was taught by practicing basic structures in meaningful activities based on situations. However, some British applied linguists started to question the theoretical principles that underlay SLT. They found it necessary to focus in language teaching on communicative proficiency rather than on simple accuracy of structures.

Such questioning was in part an answer to the criticism made by the famous American linguist Noam Chomsky, who criticized the structural linguistic theory by demonstrating that the current standard structural language theories were not sufficient to account for both the creativity and singularity of individual sentences as well as the functional and communicative potential of language. .

Scholars like Christopher Candlin and Henry Widdowson defended this view of language and approached the work of the British functional linguists John Firth and Michael Halliday; the work of American sociolinguists Dell Hymes, John Gumperz and William Labov and also works in philosophy by John Austin and John Searle.

Together with the growth of interdependency of European countries came the need for greater efforts to teach adults the main European languages. It was a priority to develop alternative methods of language teaching. New syllabuses took into consideration needs of different students. Traditional academic syllabuses had assumed that a learner's goal was a deep mastery of target language. But for a less

academic pupil, a more immediate result was necessary, in terms of usefulness for practical purposes.

Yet according to Richards and Rodgers, that way, in 1972 a functional or communicative definition of language that could serve as a basis for developing communicative syllabuses for language teaching was proposed by the British linguist D. A. Wilkins. Instead of describing grammatical rules and vocabulary, Wilkins tried to demonstrate the systems of meanings underlying communicative uses of language. His book "Notional Syllabuses" had a meaningful impact on the development of the Communicative Language Teaching.

The work of the Council of Europe; the communicatively-based writings of all the above mentioned linguists; the fast application of those ideas by textbook writers and the consequent acceptance of those principles by British language teaching specialists gave national and international prominence to what came to be called the Communicative Approach or Communicative Language Teaching.

The language concept held by the Communicative Approach is that language is an activity which aims at social interaction. When we interact socially, we make speech acts, which are used to communicate our intentions with our interlocutors. For that interaction to be effective, it is necessary to develop communicative competence – a term coined by Dell Hymes – which embraces grammatical knowledge, lexical knowledge and mainly the knowledge of the rules of language use.

Differently from the behaviorist thinking, learning a language through the Communicative Approach is an active process. It starts from a theory of language as communication, which is equivalent to acquiring the linguistic means to perform different kinds of functions. In this approach, the activities involve the students in several playful activities, games, role-plays and student centered tasks.

1.6 THE "BEST" METHOD – A CHOICE IN OUR HANDS

We can never know what the future will be like in terms of Language teaching methodologies. Other methods and approaches appeared besides the ones described previously, namely, Total Physical Response, The Silent Way,

Suggestopedia, The Natural Approach, among others, which intended to promote people's humanistic part.

Rodgers (2001) goes further when he suggests that other new methods are or are about to be in vogue in the next decades of the new millennium: Content-based instruction, which assumes that language learning is a by-product of focus on meaning and that content topics supporting language learning are to be chosen to match learners' needs and interests; "Strategopedia", which states that learning how to learn is the main theme in an instructional focus on language learning strategies, like cognitive and metacognitive strategies, planning and self-monitoring; Lexical phraseology, whose view claims that only a minor part of spoken clauses are totally new creations, assumes that language teaching should center on memorized lexical patterns and the ways through which they can be put together, the ways they vary as well as the situations in which they occur.

From all that has been said so far, it is difficult to imagine that there can ever be any best method to unify all the diverse strands in a great language acquisition theory. It seems that seeking such a theory is not a praisable objective, but it really helps to explain why so many people feel, as there is none, that there is not a best method.

Prabhu (1990) argues that if theories of language teaching do not account for the diversity in teaching situations, then a more general theory should be developed to account for more of that diversity. The author identifies the mechanical, routine manner which teachers adopt in their practices as a major stumbling block to successful teaching. On the other hand, what he considers to be the principled application of theory or method is the teacher's sense of plausibility. By this, he means the degree to which a teacher is involved in the teaching, which is not routine or mechanical. The teacher's sense of involvement will help establish classroom rapport. Indeed, Prabhu goes as far as to suggest that the ideal of activities which engage the teacher's sense of plausibility "is more worth our while to pursue than the notion of an objectively best method" (Prabhu, 1990, 173).

PART TWO

PLAYFULNESS AND OTHER FACTORS THAT INFLUENCE FOREIGN LANGUAGE TEACHING

Studying is an activity that may be exciting, rewarding and challenging for some people, but a sacrifice, an obligation or even time loss for others. That way, there have always been efforts in the search for methodologies or activities which may lead to learning and teaching with some fun and pleasure. In fact, all human beings like the feeling that joy can cause and it does not really matter how old they are.

2. PLAYFULNESS IN EDUCATION: AN ANCIENT CONCEPT

The idea of connecting playfulness with education is not new whatsoever. According to Teixeira (1995), in 1632 Comenius finished writing his work *Didacta Magna*, through which he introduced his conception of education. In his work, he defended the use of a method according to nature and recommended playing games, due to their formative value. The author also claims that many are the reasons that lead educators to appeal to playful activities and use them as a resource in the teaching/learning process:

- The human being has a playful tendency, as an inner necessity.

- Pleasure and spontaneous effort are two elements that characterize playfulness: the first, due to its capacity to absorb the individual in an intense and overwhelming way, creating, thus, an environment of enthusiasm; the latter, due to the need for a canalization of the energies towards the individual's aim, which requires some voluntary effort.

- Playful situations mobilize mental schemes, stimulating reasoning.

- The human being who plays and has fun is also the one who acts, thinks, feels, learns and develops him/herself.

In this research, play is described as a way of acting out our experiences of the world. It relies on our ability to make connections and associations. It also relies on the ability of others to understand our own actions and intentions. Play is not only the business of childhood; it is something common to humans throughout all their lifetime. Human playfulness is seen in culture, art, poetry, science, sport and humor. In order to be fully human, therefore, it seems that people *need* to be able to play. Fun and laughter add great meaning and fulfillment into our lives. Play is an attitude, a spirit, a way of doing things.

In his masterpiece *Homo Ludens,* the Dutch scholar Johan Huizinga (1971) reveals much about the nature of play. He basically defines play as

> a voluntary activity or occupation executed within certain fixed limits of time and place, according to rules freely accepted but absolutely binding, having its aim in itself and accompanied by a feeling of tension, joy, and the consciousness that it is different from ordinary life (1971:10)

He points out that there are at least three basic dimensions of play: the agonistic (contest) element, the playful (exuberant, fanciful) element, and the dialogic (pastime) element. These elements combine in different degrees to affect a wide variety of cultural activities. That way, the play element was included in the classes observed on this research in an attempt to give students the opportunity to be in contact with such dimensions and, thus, have different experiences from the ones of ordinary lessons.

Huizinga states that play takes place in a closed environment. We circumscribe play, in time and space. We play soccer on a soccer field; inside this space, players will fight a battle according to clearly prescribed rules. Thus, with play, we establish a time and a place and suspend the normal rules of reality, imposing our own system of rules to govern our behavior. When the game finishes, we return to reality.

In the chapter "The play-concept as expressed in language", Huizinga analyzes the way in which various concepts of play are expressed in a variety of languages. The lesson that emerges from this is that the concept of play extends over an enormous range of activities. There is, of course, the conventional sense of play, but there is also the "play of ideas", "swordplay", play as the freedom of action of a machine part, playing a musical instrument, a stage play.

With these ideas established, Huizinga proceeds to examine the play-concept in a wide variety of human activities. His revelations about the universality of play appear everywhere, for instance, on play in law, war, art, philosophy, and poetry. Considering the law, it takes place within fixed limits of time and place: a trial in a courtroom. It is controlled by an extensive set of rules that are freely accepted (although by the people as a political or governmental organization, not by individuals) and absolutely demands obedience. And there is certainly a feeling that a court of law is not ordinary life. The law takes place in its own little world, isolated from the rest of the world, and with a strong system of rules. That may sound rather like a game, or at least play. They are playing, not in the sense of childishness or exuberance, but rather in the sense of isolating themselves from the real world to create a little self-contained world of justice.

Two deep concepts emerge on this work: the first is the notion of play as modeling; the second concerns the subjunctive nature of play, that is to say, which indicates doubt or wish. When we play, in the sense of modeling, we create our own little world that follows our rules. Unlike the real world, our play-world makes sense. In the real world, sometimes evil wins good; things break for no apparent reason; crops fail; the weather changes arbitrarily. We feel at the mercy of arbitrary forces in the real world. But in our play-world, we control the rules and our rules make sense. There's a satisfying predictability in the play-world. It's a world about which you can feel safe and which we are able to control better.

The subjunctive nature of play can be explained through the situation in which we play "if-only" in our games. Once we have brought about our imaginary world, we then explore it with experimental behaviors which may be too risky or embarrassing to try in the real world. When playing in the classroom, students usually 'join the game' and make believe, compete, work together, design strategies and even fight for foolish things, with no apparent fear of appearing ridiculous or childish. Winning the game or 'arriving first' seems to be the most important thing for them.

According to Huizinga, the above mentioned concepts of play are enormously important. By modeling the world in some fashion, we create a mental version of the world that can be manipulated. There are far too many ways to model the world; we are always creating new models. A playful person is particularly good at making

models. By manipulating our model in a subjunctive way, by asking "what-if" about its performance, we develop new insights into the world.

This line of thought suggests that play-behavior is deeply connected with human thought. Play-behavior is not an aberration, nor is it idle recreation; somehow it is very closely tied to the way that we think about the world.

On the other hand, analyzing the antithesis "play-seriousness", we verify that such terms have different values: play is positive, while seriousness is negative. Seriousness means "absence of game or playfulness" and nothing else. On the other hand, the meaning of play cannot be considered as simple "absence of seriousness". Play is an autonomous entity. While seriousness excludes play, the latter can perfectly include the former (p.51). Therefore teachers need to be conscious that, as Brown (1994, p.22) puts it, "all second [and foreign] language learners need to be treated with affective tender loving care (…) and we need to provide all the affective support that we possibly can".

Another influential theorist on the issue of play and games is the sociologist and intellectual Roger Caillois (1961). Caillois developed the thoughts of Huizinga in his work *Les jeux et les Hommes* (translated into English as *Man, Play and Games)* and created another terminology for considering patterns in games. He used the term 'game' in a very wide manner, applying it to all play activities. He introduces four main categories of games: *agôn* or competitive games like soccer, billiards or chess; *alea* or games of chance, like roulette or lottery; *mimicry* or simulation, such as playing pirate or soldier and role-playing games; and *ilinx* or 'vertigo' games, like swings and roller-coasters (p.12-13).

Inside the categories above mentioned, he postulated a continuum between what he calls *paidia,* or children's play, considered as active, tumultuous, exuberant and spontaneous; and *ludus*, or adults' play, considered as representing calculation, clever planning and subordination to rules. At the far end of the continuum, where *ludus* completely overtakes *paidia*, the rules and structures become the unique aim of play, and "the pleasure experienced in solving a problem arbitrarily designed for this purpose also intervenes, so that reaching a solution has no other goal than personal satisfaction for its own sake." (p.29). Thus games such as chess are closer to *ludus* than *paidia* on Callois' view; so we might, as has often been suggested, think of "game" as structured "play".

Brian Sutton-Smith, in his turn, refers to the "rhetorics of play" in his work *The Ambiguity of Play* (1991). By rhetoric, the author means the art of using language to reach a common understanding of meaning. He identifies seven rhetorics of play. He describes a basic play rhetoric, play of frivolity, which roughly corresponds with Caillois's thrill game category. Frivolity is more of a condition for play, and interlaces a thread through the next six rhetorics.

According to Sutton-Smith, the six remaining rhetorics track with social evolution. He identifies three ancient rhetorics and three modern rhetorics.

The ancient rhetorics

- Play as power (Parallel with Caillois's competitive games)
- Play as identity (Parallel with Caillois's role-play games)
- Play as fate and chaos (Parallel with Caillois's games of chance)

The modern rhetorics

- Play as progress (This is play that's "good for you" such as athletics and educative entertainment)
- Play as imagination (This form of play inspires art and scientific discovery)
- Play as selfhood (This for Sutton-Smith is the most highly evolved state of play—the play of self expression and personal freedom).

That way, the author defends that play should apply for both animals and humans; children as well as adults and concludes that play is like language, that is, it is "a system of communication and expression, not in itself good or bad" (p.219).

From all that has been exposed so far, we can conclude that play is a very serious matter, and as such, it is almost always present in our lives either in our school days (and age does not matter!) or in our moments of leisure. By playing, we try to bring more happiness in our lives and forget a little about our problems and dissatisfactions, after all no one plays with the intention of feeling displeasure or unhappiness.

Playing games and doing ludic activities at school means being a little away from the boredom and sameness of the activities usually developed, it means doing

something out of routine. If we can connect learning and also some fun, then why not doing so? Our positive feelings have a lot to contribute to successful learning.

2.1 EMOTION IN LANGUAGE LEARNING

There is a strong emotional component in language learning, for emotion or affection and cognition are correlated. Arnold (1999) defines affect in terms of "aspects of emotion, feeling, mood or attitude which condition behavior", while Dickinson (1987) describes it as being concerned with the learner's attitude towards the target language and users of it, and with his/her emotional responses. According to Stevick's definition (1999, p.147),

> one's 'affect' towards a particular thing or action or situation or experience is how that thing or that action or that situation or that experience fits in with one's needs or purposes, and its resulting effect on one's emotions ... affect is a term that refers to the purposive and emotional sides of a person's reactions to what is going on

According to Arnold (1999), we must consider, however, that neither the cognitive aspects nor the affective ones are definitive. Actually, we cannot separate one from the other. The deep understanding of the functions by the author that affection represents in language learning is relevant for at least two reasons:

- The attention towards the affective aspects can make language learning more effective;

- One must worry not only about a way of solving problems caused by negative emotions but also create and use more positive and favouring ones.

In the presence of excessively negative emotions such as anxiety, fear, tension, anger or depression, our learning potential may be in danger. The most innovative techniques as well as the most attractive materials may result inappropriate, or even useless, due to students' negative affective reactions that may follow the language learning process. On the other hand, when one stimulates different positive emotional factors like self-esteem, empathy or motivation, the language learning process is extremely favoured.

2.2 THE AFFECTIVE FILTER

The concept of an Affect Filter was first posited by Dulay and Burt (1977) and is considered by Krashen (1982) as being consistent with the theoretical work that was done in the area of affective variables and second language acquisition. Such concept was recovered by Krashen for the elaboration of the "Affective Filter Hypothesis". He sees the learner's emotional state as an adjustable filter that may pass, impede or block input necessary to acquisition. This outlook may be influenced by several factors – societal opinion of the language and its students, positive or negative classroom experience, nervousness, sense of self-esteem – but in the end, the sum of positive versus negative attitudinal factors will strongly correlate with the student's success with the language. That way, the lower the filter, the more easily the student will get the input.

The Affective Filter Hypothesis maintains, however, that the input is the first variable that causes second language acquisition and that affective variables act so as to impede or facilitate such acquisition. The hypothesis of the filter implicates that our pedagogical objectives should provide not only enough comprehensible input but also create encouraging situations for a low filter.

For the above mentioned reason, second/foreign language teachers need to keep in mind that it is their responsibility to maintain a classroom environment that provides for a low affective filter to maximize language acquisition. Even though positive affect is necessary, it is not sufficient on its own for acquisition to take place. It is advisable that teachers always maintain a positive, constructive attitude, especially toward errors that their students commit. Although it may seem counterintuitive to traditionalists, too much correction to a student's error is harmful to his/her development. Teachers should try not to do it so often but provide a model for the students to follow; after enough exposure to the teacher's correct example, the students' errors should be overcome.

The "Affective Filter Hypothesis" is built on research in second language acquisition, which has identified three kinds of attitudinal or affective variables:

- ▪ Motivation ⇨ Learner's with higher motivation = better learners

It is a propelling inner strength, which has decisive importance. As well as learning in general, learning languages is an active rather than a passive act. One has to build his/her abilities. Regardless of teacher, method or approach, a motivated student will learn. Nevertheless, having previous experiences with bad results or the non-identification with the culture of the target language may discourage the learner to make a new attempt.

- Self-confidence ⇨ Learner's with self-confidence and a good self-image = more successful learners

Lack of self-confidence and low self-esteem, perhaps caused by traumas during the educational process either at home or at school, may inhibit a creative initiative, which is an essential element in language learning.

- Anxiety ⇨ Low personal and classroom anxiety are more conducive to second language acquisition = more productive learning.

Anxiety can be caused by excessive expectation of obtaining results. Having perseverance and continuity is the ideal attitude when facing the challenge of learning a foreign language.

Lightbown & Spada (1999:40), on their turn, point out a problem with the affective filter hypothesis:

> One problem with the hypothesis, however, is that it is difficult to be sure that affective factors cause the differences in language acquisition. It seems likely that success in acquisition may in itself contribute to more positive motivation or, in Krashen's terms, to a 'lowered affective filter'.

The affective filter is believed to rise in early adolescence, and it may be due to this fact, among others, that children are less worried about trying and taking risks when learning being, thus, said to have an apparent superiority to older acquirers of a second language. It is clear, however, that regardless of the affective filter level all students get better results when they are motivated for learning.

2.3 MOTIVATION: AN IMPORTANT FACTOR

As far as motivation is concerned, most researchers and educators agree that motivation "is a very important, if not *the* most important factor in language learning" (Van Lier, 1996:100), without which even 'gifted' individuals cannot carry on long-term objectives, no matter what the curriculum or the teacher may be. Motivation has been widely accepted by teachers and researchers as one of the key factors influencing the success of foreign language learning, often compensating for deficiencies in language aptitude and learning. It could be said that all other factors involved in foreign language acquisition presuppose motivation to some extent.

According to Cunningsworth (apud Bethiol,2001), if a pupil is not taught in an appropriate way but is motivated, he or she will learn a foreign language better than a pupil who is taught well but is not motivated. The author also states that not only is motivation a determiner of the student's level of attention during class but it also determines the assiduity with which they do their homework and revise what they have learned during the day.

Gardner (1985) defines motivation to learn a foreign or second language as the extent to which a person works or makes some effort to learn the language because of a wish to do so and the pleasure felt in this activity. Such a definition includes:

- effort expended to achieve a goal;
- a desire to learn the language; and
- satisfaction with the task of learning the language.

Gardner's original model of motivation (apud Stern 1983) contains four main components, namely: a) group-specific attitudes; b) learners' motives for learning the target language; c) affective factors (Stern's 'Generalized Attitudes'); and d) extrinsic and intrinsic motivation.

Motivation is often labelled extrinsic or intrinsic "depending on whether the stimulus for the behavior originated outside or inside the individual" (Van Lier 1996, p.101). According to Van Lier's definition (1996, p.101),

Extrinsic motivation is like borrowed money, an investment which may eventually pay off, whereas intrinsic motivation is like money you own. Being very highly motivated is like having a lot of money, and like money, motivation can be wasted or well-spent. ... In education, motivation is organic energy-capital to be spent in the learning market. Some of it we bring with us as a genetic endowment, but we may need to learn how to invest it. Some of it we borrow from adults and peers in the form of extrinsic stimuli and coercion.

Therefore, when proposing some playful activity in the classroom, the teacher must take into consideration that he/she is supposed to use a combination of extrinsic and intrinsic motivational dynamics in the classroom so that learners can develop autonomy, by utilizing their own learning strategies, and be more involved with meanings and purposes rather than just with verbs and prepositions.

Though little research has been carried out to investigate how pedagogy interacts with motivation in second/ foreign language classrooms, considerable work has been done in educational psychology (Lightbown & Spada, 1999, p.57). Crooks and Schmidt (apud Lightbown & Spada, 1999) point to many areas in which educational research has reported increased levels of motivation for students as far as pedagogical practices are concerned. Some of them are:

Motivation of students into the lesson – At the opening stages of the lesson, remarks about activities that are to come can cause more interest on the part of the students;

A variety of activities, tasks and materials – Lessons that are always consisted of the same routines, patterns and formats may lead to a decrease in attention and an increase in boredom. Varying the activities, tasks and materials may help avoid this and make students more interested in the lesson;

Co-operative rather than competitive aims – Co-operative learning activities are the ones in which students work together so as to complete a task or solve a problem. There seems to be an increase in students' self-confidence, including weaker learners, when such techniques are used. When weak students know that their team-mates are counting on them, their level of motivation tend to be higher.

Differences of age as well as of culture will determine the most suitable way for teachers to motivate their students. While in some classrooms students may claim for more competitive activities, in others co-operative activities may work better. It is in the teachers' hands to decide what is best for their groups by actively interacting with them so as to become aware of their needs.

2.4 VYGOTSKY'S CONTRIBUTION TO THE TEACHING/ LEARNING PROCESS

Vygotsky's work, together with other developmental psychologists', has become the foundation of much research and theory in developmental cognition over the past decades, particularly of what has become known as social development theory. Vygotsky's theories stress the fundamental role of social interaction in the development of cognition (Vygotsky, 1978), as he believed strongly that community plays a central role in the process of "making meaning"

Unlike Piaget's notion that children's development must necessarily precede their learning, Vygotsky argued that "learning is a necessary and universal aspect of the process of developing culturally organized, specifically human psychological function" (1978, p. 90), that is to say, social learning tends to come before development of the child.

The human being develops in a social environment where interaction with others is essential to their growth. It is learning that makes it possible for the rising of internal developmental processes, which would not probably occur if there was not a contact between the individual and a cultural environment.

Vygotsky is also very clear and convincing on the matter of the importance of play in the development of intelligence and linguistic ability. He postulated that play is the creation of imaginary situations. At Piaget's sensory-motor stage, very young infants cannot think of reality beyond their immediate environment. As they grow up, however, objects around them gain a symbolic value when they are playing. That way, a broom becomes a horse, a tree becomes a house and so forth. In Vygotsky's own words:

> The creation of an imaginary situation is not a fortuitous act in a child's life, but it is rather the first manifestation of the child's emancipation from situational constraints. The primary paradox of play is that the child operates with an alienated meaning in a real situation. The second paradox is that in

play it adopts the line of least resistance – it does what it most feels like doing because play is connected with pleasure – and at the same time it learns to follow the line of greatest resistance by subordinating itself to rules and thereby renouncing what it wants, since subordination to rules and renunciation of impulsive action constitute the path to maximum pleasure in play (1978, p.99).

In order to understand Vygotsky's theories on cognitive development, we must understand two of the main principles of his work: the More Knowledgeable Other (MKO) and the Zone of Proximal Development (ZPD). The MKO refers to someone who has a better understanding or a higher ability level than the learner, as far as a particular task, process or concepts are concerned. Although the implication is that the MKO is a teacher or an older adult, this is not necessarily the case. Many times, a child's peers or an adult's children may be the individuals with more knowledge or experience. For example, nowadays a child is more likely to know about the rules of a video game than his/her parent; more often than not, teachers get to know by his/her young students about the fanciest teen band of the moment.

The MKO does not necessarily need to be a person. Some companies, to give some support to employees in their learning process, are now using electronic performance support systems. Electronic tutors have also been used in educational settings to facilitate and guide students through the learning process. The key to MKO's is that they must have (or be programmed with) more knowledge about the topic being learned than the learner does. Those acting as MKO's must be highly involved, must work in collaboration with their students to facilitate learning, and must be familiar with the students' individual ZPD's.

The concept of the More Knowledgeable Other is totally related to the second important principle of Vygotsky's work, the Zone of Proximal Development. Both the MKO and the ZPD form the basis of the scaffolding[2] component of the cognitive apprenticeship model of instruction. Vygotsky (1978) defines the ZPD as the distance between the "actual developmental level as determined by independent problem

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[2] The concept of Scaffolding was introduced by Wood, Bruner, and Ross (1976) to describe the type of interaction that occurs in the ZPD. When you construct a building, you build a scaffold with the size and shape of the building in mind. In the first stages, the contractor provides more scaffolding than later, when the walls are established and the foundation is safe. If the scaffolding is removed too early, the building will also be in danger. If the scaffolding is not removed, the contractor cannot construct another building. In teaching, we provide more support at the beginning stages of skill/concept formation. If we remove the support too early the child may have incomplete or incorrect understandings. If we leave the supports too long, the child will not be encouraged to move on to new learning.

solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (p. 86). It is, basically, the gap between what a learner can do by himself (with no assistance) and what s/he cannot do even with assistance. Vygotsky believed that when a learner is at the ZPD for a particular task, giving him/her the appropriate assistance - scaffolding - will enable him/her to achieve the task. Whenever the learner, with the help of the scaffolding, masters the task, the scaffolding can then be removed and the learner will be ready to complete the task again by him/herself. The ZPD, therefore, is not static. It changes over time just as individuals change over time. That way, teaching and development are indeed part of the same process - learning helps to drive development, which helps to promote learning.

What is important about the concept of the zone of proximal development is the fact that when a mentor or teacher helps a learner, s/he is engaged in a metacognitive act. S/he is teaching the learner how to think about thinking. When Vygotsky writes about higher mental functions he means what we call social learning. After we leave the home and start going to school, we begin the process of social learning. It is a long process of secondary socialization that takes us through several levels of complexity in social life. When we enter the world of mathematics, for example, we must learn how to think about mathematics.

In the area of language education, we can learn a language by trying to memorize words and expressions by heart. It is when we bring in language theory (grammar), teaching theory (applied linguistics), and teacher education (theories about teaching) that we enter into language learning as a metacognitive experience. What Vygotsky does with metacognition is demonstrate that learning is a social process. One does not acquire higher mental functions all alone. One has the help of a teacher, teaching materials, and plans for learning (ZPD).

Metacognition is thinking about thinking. Notwithstanding, it is more complex than just thinking about cognition. It has to do with the active monitoring and regulation of cognitive processes. Metacognition involves active monitoring and consequent regulation of the cognitive process needed to achieve cognitive goals (Flavell, 1976: p. 252). A successful learner must be able to construct meaning from information. To be capable of doing this, the learner must be capable of thinking about their own thought processes, identifying the learning strategies that work best

and consciously managing the learning experience (Flavell, 1976). A successful learner is responsible for the learning process. The learner approached it with a plan of action, s/he has developed various strategies to get him/her to his goal, and s/he constantly monitors his/her own accomplishments. S/he is the executive in charge of his learning experience.

There are three basic elements associated with metacognition. There is the developing of a plan of action, the maintenance and monitoring of that plan of action, and the evaluation of how successfully that plan was carried out and what goals were achieved. There is a constant process of self-questioning involved in metacognition. The use of metacognitive strategies enlightens one's thinking and can lead to deeper learning and improved performance, especially among learners who are struggling. Understanding and controlling cognitive processes may be one of the most essential skills that classroom teachers can help second/ foreign language learners develop. It is important that they teach their students metacognitive skills in addition to cognitive skills. Instead of focusing students' attention only on learning the language, second/ foreign language teachers can help students learn to think about what happens during the language learning process, which will lead them to develop stronger learning skills.

The teaching of metacognitive skills is a valuable use of instructional time for a second/ foreign language teacher. Once students reflect upon their learning strategies, they become better prepared to make conscious decisions about the things they can do to improve their learning. Strong metacognitive skills strengthen language learners.

2.5 IMPLICIT AND EXPLICIT KNOWLEDGE

Many are the theories on how a second language (L2) is learned, how to implement various approaches in the classroom, and how to measure learning. Researchers have difficulty testing those theories in a classroom before they are accepted and implemented by the teachers because of the theories proposed which are always expanding.

Krashen (1982) defends the point that there are two different and independent systems of knowledge in our minds: the acquired system and the learned system.

The first, called *acquisition*, on the one hand, comes from the process of human subconsciousness and is a result of the understanding of comprehensible input; the latter, called *learning,* on the other hand, is a result of instruction, whose focus of attention is on the forms of language.

Another author who has largely dealt with the issue of implicit and explicit learning is Nick C. Ellis (1994). In this author's terminology

> implicit learning is acquisition of knowledge about the underlying structure of a complex stimulus environment by a process which takes place naturally, simply and without conscious operations. Explicit learning is a more conscious operation where the individual makes and tests hypotheses in a search for structure. Knowledge attainment can thus take place implicitly (a non-conscious and automatic abstraction of the structural nature of the material arrived at from experience of instances), explicitly through selective learning (the learner searching for information and building then testing hypotheses), or, because we can communicate using language, explicitly via given rules (assimilation of a rule following explicit instruction). (1994. p 1)

When talking about the L2 acquisition/learning process, it is necessary to distinguish the implicit knowledge from the explicit one. As far as implicit knowledge is concerned, it can be said that it is intuitive and, as such, can hardly be verbalized. That way, once the learners acquire that implicit knowledge, they will be able to express themselves and convey their message in L2 without having to reflect about the linguistic forms of the language.

Explicit knowledge, the learned one, in its turn, can be analyzed and verbalized; it exists regardless of the fact that it will be effectively used in the language or not. Having that explicit knowledge, however, does not necessarily imply being able to apply it when using the target language for that knowledge may be internalized but not be used, which also depends on various other factors. As Hulstjin (2005) puts it, implicit knowledge may become explicit depending on the regularity, complexity, frequency and relevance that the input presents as well as on the individual characteristics of the learner.

Yet, Hulstjin (2005) presents theoretical and empirical questions in the study of implicit and explicit second/foreign language learning. He also argues that in the teaching of L2 there is already a vast discussion about the benefits of teaching in those two different ways. In order to summarize this matter, some of the concepts that are necessary for this reflection presented by the author are listed as follows:

- Implicit memory – It is a system of memory that contains memories we don't even know that we have. It influences the way that people process information, without any conscious awareness of the effect.

- Explicit memory – It is any memory accompanied by the experience of remembering. Memories for events, people, places, and objects are all types of explicit memory.

- Implicit knowledge – It is the knowledge that one unconsciously has about some information, which cannot be put into words.

- Explicit knowledge – It is the knowledge one has when they are conscious about the regularities which underlie some specific information and can, thus, verbalize such regularities.

- Implicit learning – It is unconscious input processing.

- Explicit learning – It is conscious input processing so as to find out whether such information contains regularities or not as well as work on the concepts and rules with which such regularities appear.

- Implicit instruction – It is the absence of information to learners referring to the rules that underlie the input.

- Explicit instruction – It is when the learners are given information that refer to such input, either inductively or deductively.

- Incidental learning – It is a natural and individual response to the learning experience as a whole; learning not intended as part of a course.

- Intentional learning – It is learning that requires reflection and meta-cognition, for instance, when students learn something which they know will be tested afterwards.

Many studies have been done in an effort to find out and explain the internal and external factors that account for why students acquire a second or foreign language in the way they do. However, the results of such research often seem contradictory, probably due to the fact that studies having a single focus have been applied to different sets of varieties, which makes it impossible to find accurate answers to their questionings.

As Ellis (1994) puts it, the success of implicit instruction depends on abundant communicative opportunities in class and much exposure outside the class. Such exposure helps maintain awareness of the target form of the language. On the other hand, this seems to apply more to Second Language Learners than to Foreign Language Learners, for the first have much more opportunities to use the language outside the classroom than the latter.

Parents and students frequently complain after studying over two years that the student knows almost nothing and is unable to communicate in the target language. Then, who is to blame? The school, the teacher or the students themselves? It is difficult to come to an answer before analyzing questions like:

- Was the purpose of the class clearly defined to the clientele?

- Was a formal, college-preparatory class mistakenly planned and taught with very little structure as if it were, for instance, a casual course in conversation or culture?

- Was a conversation class, on the other hand, taught only by focusing on grammar rules?

Nevertheless, the questions above mentioned must be put *before* the course takes place and not *after* the learners feel its effects. By doing so, not only would the motivation for learning an L2 be clearly established and capitalized on, but also would the purpose and methods be aligned. Then the curriculum can better match the needs and expectations of the language learners, regardless of the fact that the approach is an implicit or explicit one.

PART THREE

METHODOLOGY

3 QUALITATIVE ETHNOGRAPHIC RESEARCH

Scientific activity is consolidated through research, which may be either quantitative or qualitative. This research is characterized as being both qualitative and ethnographic. Qualitative research is one of the two major approaches to research methodology in social sciences. It involves a deep understanding of human behavior and the reasons which govern such behavior. Unlike quantitative research, qualitative research relies on reasons behind various aspects of behavior. In other words, it investigates the why and how of decision making, as compared to what, where, and when of quantitative research. Hence, the need is for smaller but focused study samples rather than large and random samples.

Ethnography is a social science research method which relies heavily on up-close, personal experience and possible participation, not just observation by the researcher. As André (1995) puts it, ethnography is a kind of research method developed by anthropologists to study culture and society. Usually, ethnographic research employs kinds of data collection such as: interviews, observation, and documents. This in turn produces three kinds of data: quotations, descriptions, and excerpts of documents, which results in one product: narrative description. This narrative often includes charts, diagrams and additional artifacts that help to tell "the story" (Hammersley, 1990).

Notwithstanding, again André (1995) argues that whereas the focus of interest of the ethnographers is the description of the culture (practices, values, beliefs, languages, meanings) of a given social group, the main preoccupation of education researchers is with the educative process. Therefore, there is some difference on the focuses of these two kinds of researchers, which makes some requisites of ethnography, such as a long permanence of the researcher in the field, the contact

with other cultures and the use of wide social categories, necessary to be fulfilled by investigators of educational matters. What has been done by educational researchers is an adaptation of ethnography to education, which means that we do research of an ethnographic kind, not ethnography in its restricted sense.

The data for this research was collected by means of a triangulation of data such as classroom observation, recording of most of the lessons, field note-taking and questionnaires for both students and teacher. Triangulation, which follows the principle that two or more heads think better than one, is indeed a key component of classroom research. Triangulation is indeed a clear-cut way to efficiently and scientifically compare and contrast data from two or more points of view or methods of data collection without disrupting classroom practice. Regardless, triangulation is necessary since "two perspectives are necessary if an accurate picture of a particular phenomenon is to be obtained" (Allwright & Bailey, 1991, p. 73). More importantly for classroom research, it is necessary to keep in mind that with triangulation, a researcher will have greater confidence in observed findings.

3.1 THE SCHOOL

The field research was carried out in a public school of our community, the Centro Federal de Educação Tecnológica de Alagoas[3] (CEFET-AL). The CEFET-AL is an educational institution which is part of the Institutions of Undergraduate Teaching of the Federal Government and offers high school, technical/ professional courses and undergraduate courses of technological basis, which last shorter than ordinary undergraduate courses.

The Centro Federal de Educação Tecnológica de Alagoas was created on September, 23rd 1909 by President Nilo Peçanha. Its first headquarter was inaugurated on October 21st, 1910. At first it was located at a two-storey house on Conselheiro Lourenço de Albuquerque Street; then it was transferred to Sinimbu Square and finally in 1956 it moved to the present building, which was designed by the renowned Oscar Niemeyer.

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[3] In spite of working at the CEFET unit of Marechal Deodoro, the school chosen to carry out this research was the one from Maceió due to the fact that the schedule of the classes in the capital was more convenient for the research to take place.

Having received many different names since its inauguration, the previous Escola Técnica Federal de Alagoas became CEFET on March, 1999.

The CEFET Alagoas is formed by the headquarter unit, in Maceió, and two other Decentralized Teaching Units in Palmeira dos Índios and Marechal Deodoro. This complex has provided relevant services to the community from Alagoas, mainly due to its good level of teaching.

Nowadays, with its horizons widened, CEFET offers several modalities in education from High School ("Ensino Médio") to Professional Education at Basic, Technical, Technological (2-year long undergraduate courses) and Post Graduation levels (*Latu Sensu*). Furthermore, it also promotes research studies as well as develops projects, products and services in articulation with others sectors of society.

3.2 THE TEACHER

The teacher-collaborator of this research has wide experience in language teaching. She has been a teacher for more than 12 years, at CEFET-AL since 1997. Having also worked in other language institutes, nowadays she has exclusive dedication to CEFET. She is graduated in Languages (Portuguese/ English), has a Masters Degree in Linguistics and is continuing her studies with a PhD Course at the Universidade Federal de Alagoas. At the moment, she teaches not only high school students (3rd Grades) but also the ones from the Technological Course on Computer Systems. The methodology adopted for the classes in all levels is English for Specific Purposes, which is mainly based on developing reading strategies.

The teacher whose classes were observed worked as a co-researcher in the sense that she had active participation in the development of all the activities used with the students. All activities that were carried out during this research were developed by the researcher, based on a 17-year experience as a teacher of English, mainly in language courses. Besides, such activities were designed having as a basis the grammar topics that were to be taught in the period of the research. When they were ready, they were then, passed to the teacher so that she would know the kind of activity, what they were about, how they worked as

well as give any relevant suggestion or make necessary alterations to meet her needs. Finally, she used to prepare her lesson plans in such a way to include the activities proposed for both groups.

When the class observations had finished, the teacher-collaborator was asked to answer a questionnaire, whose complete version is presented in the attachments[4] (Attachment 1). In order to analyze some aspects of the teacher's practice, I find it important to comment her views on the subject of teaching.

For the teacher, one of the main stumbling blocks for teaching English at regular schools is the students' lack of interest. They often do not give much importance to the subject, even though they do admit that studying English is relevant for their lives and professional career (as can be seen in Tables 8 and 9 of the first questionnaire). However, it seems that they do not consider the English that is taught in regular schools to be enough and many of them seek language schools in order to actually learn how to master the four abilities of the language.

As far as playful activities in general are concerned, the teacher considers that they are useful in order to arouse students' interests in the subject. As for the ones applied in this research, she found them useful for the purpose mentioned but also that they were structural. As I see it, the activities could not have been dealt with in a different way due to the content of the lessons that she wanted to carry out, namely, grammar topics which were rather advanced (present perfect continuous, passive voice, conjunctions) if we take the level of the students into consideration. While in language schools, students are not presented those topics unless they reach an intermediate level, in regular schools they need to be taught those topics before they have to face college entrance examinations, that is, in 3rd grade. Therefore, a lot of explicit explanations need to be given in an attempt to make students understand the subject with less difficulty.

Regarding her students' reactions, this is what she thought:

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[4] In this work there are both attachments and appendices. What we considered as attachments were the activities and texts taken from course books, questionnaires for the students and the teacher as well as interviews. The appendices, in their turn, are the exercises and the tests elaborated by me and the teacher-collaborator and the playful activities which were elaborated by me.

I think they've promoted a higher level of participation in general, with some exceptions when they happened to be in large groups. In these cases, some students always leave "the work" to others and their individual participation decrease.

Students got really involved in the classes and participated more when there were ludic activities involved. Nevertheless, it is also true that the number of students per class (around 40) is sometimes an obstacle for some activities to take place. There are always the ones who have an outstanding performance while others just act as passive observers.

Finally, she made an overall comment on the use of playful activities and their effectiveness in teaching English as a foreign language.

(…) students get more interested in participating of activities like games or similar challenging tasks. But I think there are many aspects that have to be taken into account when doing an evaluation like that. These aspects are the elements of all the situations where the activities take part, such as, which school it is, how the class is in terms of space (the building), in terms of students profile, number of students in each class, even the time the classes begin and finish, the acting of the teacher when he/she is coordinating the activity, the language focus of the activity, and many other aspects that are part of the situation. So, I would say that these activities can be more effective than the conventional ones when all or, at least, many of the elements of the situational context are propitious to the development of the activity, providing an effective participation of the students.

From all that has been exposed by the teacher, it can be concluded that the key to the success of the ludic activities is in analyzing all the variables that may intervene in their practice. In fact, all that was mentioned counts very much when we evaluate the success or failure any activity, not only a playful one. For instance, if the classes being analyzed are the first ones of the day, there will probably be the chance that some students will miss it or, more commonly, arrive late, which might put the success of any activity at risk. The profile of the teacher also interferes in the results: if a teacher is more traditional and is not an enthusiast of playing in class, there are few chances that the activity will work out.

3.3 THE CORPUS

As being an action research, this study was based on activities. Fourteen classroom observations were made in two different 3rd grade of high school

groups (seven 1'40" classes each), in the period between May and August 2006. It is important to point out that the observations had to be interrupted for some time due to a strike in the institution chosen. The observations were followed by field-note taking as well as the recording of most of the classes.

I played the role of "participant as observer" which, according to Junker (apud Lüdke and André, 1986), does not hide his/her objectives, but reveals only a part of what he/she intends to do. The students were told that I was there because I had to develop some class observations for my Master's Dissertation; however, they were not told that I aimed at observing the development and effect of the playful activities during the classes. Such decision was made so as not to provoke many alterations in the students' behavior. They were also told that their teacher was the one to be observed, in an attempt, once more, not to make them uncomfortable with my presence.

Besides the observations and field note taking, the students were also asked to answer a questionnaire, which was handed out before the activities began and another one after the research had ended (See attachments). The teacher, in her turn, was only asked to answer some questions after the end of the observations, so that she would make an appreciation of the whole process.

3.4 THE SUBJECTS

The two groups of 3rd grades of high school observed had 41 students (Group "B") and 40 students (Group "C"), ranging from 16 to 21 years old. Both groups are balanced in terms of sex: 20 male and 21 female in Group "B" and 21 male and 19 female in Group "C". Most of them have studied at CEFET since the beginning of high school.

No one is better than their own teacher to dedicate some words to describe both groups. Her description of them is as follows[5]:

Group 113-B (from 7:00 to 8:40)

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[5] The original comment of the teacher was written in Portuguese and can be found in the attachments of this paper (Attachment 13). The English version was written by me.

"We can say that the group is one of the most homogeneous and cohesive, among the other 3rd grades that I have thought this year. The students are united in everything and all of them have a performance that varies from average to good and very good, with rare exceptions of low performance. The group is participative and longs for challenging activities, which demand more from them. They want to show how good they are. They are famous as being rebel, messy and many teachers had problems with the group in previous years. It seems that they have gotten better this year, perhaps because this is their last year in high school. I have had no disagreements with them; however, they showed themselves as questioning and, sometimes, reluctant to do certain activities. They are always very self-confident and seem to be sincere in their opinions in general. In the last two months, a group work about songs was carried out, and most of them had great participation by presenting very good work, both written and orally. In short, some of the adjectives that can classify the group are: intelligent, critical, strong in personality, and united in all times, either in working time or in mess time. Well…"

Group 113-C (from 10:40 to 12:20)

"Concerning the group 113-C, there are no big differences in terms of performance if they are compared to group 113-B. The great difference between this group and the other one seems to be a bigger participation from this group, always, in all the activities. Some times, with a lot of concentration, others with more jokes, but always participative. This is also a critical group, however, with some diverging leaders. It seems that there are more defined and separated groups among them, which does not occur in the other group. This one (C) is a very good humored group. They seem to be more 'careless' than group B, but not in the sense that they are lazy, but in the sense that they are simpler, more accessible, even assumedly childish, did you get it? (sic) They like playing and are very active. The group work with songs, which was done with the other group, was also done with this one, and their performance was very similar. However, as it was expected, this group asked me for more assistance than the other one, which showed, thus, more interest in the work.

I particularly like both groups, but I slightly prefer group C. I think it is because I am also a little childish, hehehe…(sic)"

PART FOUR

THE ACTIVITIES DEVELOPED

Bearing in mind the research question posed in the beginning of this work, the activities were thought to be both traditional (ex: exercises to fill in gaps, make sentences, match columns etc) and playful (ex: games, puzzles, crossword puzzles, flashcards, mimics etc). We decided to work on all the grammar topics that were to be presented to students and teach them in two different ways: first, we got a given grammar point and worked with it using traditional activities in Group "B"; on the other hand, the same topic was given using playful activities in Group "C". We had the care of using both implicit and explicit instructions in both cases, in order to clarify the topics taught as much as possible.

We did the activities above mentioned with all the grammar points in a whole unit. On the unit that followed, the teaching procedure was then reversed, that is, the group that had worked using the traditional activities now used the playful ones, and vice versa. It was done like that so as to let all students have the chance of working with playfulness, in an attempt to arouse their motivation. Such procedure was done in three units. It is relevant to mention that the research was done with an odd number of units because of the extra curricular activities that the students would carry out, like a literature festival, which would impair further observations.

After each unit had finished, the students did a test on all the topics that were dealt with in the unit studied. Such test consisted basically of grammar and text comprehension, which were the activities mostly worked in the classroom. The same test was used for both groups.

4 ACTIVITIES

In the following table, there is a list of the grammar points taught and the respective methodology adopted in each group:

UNIT A		
GRAMMAR POINT	*GROUP*	*METHODOLOGY*

Topics: Past participle of verbs (reg. and irreg.); The use of "ever"; since/ for/ ago; Simple past x Present Perfect	B C	TRADITIONAL PLAYFUL
UNIT B		
GRAMMAR POINT	*GROUP*	*METHODOLOGY*
Topic: Present perfect Continuous; Passive Voice	B C	PLAYFUL TRADITIONAL
UNIT C		
GRAMMAR POINT	*GROUP*	*METHODOLOGY*
Connectors	B C	PLAYFUL TRADITIONAL

4.1 THE LESSONS

On the following pages, there is a description of all the lessons observed, together with some comments that I find relevant to make and the transcription of some parts of each lesson. The transcriptions we made based on Marcuschi (1996) and Dionísio (2001). The table with the abbreviations and rules used is as follows: .

ABBREVIATIONS AND RULES OF TRANSCRIPTIONS USED IN THIS RESEARCH

S:	Student
Ss:	Students
T:	Teacher
?	Rising intonation (question)
!	Rising intonation (excitement, surprise)
(+)	Pause
,	Short descent (comma)
:	Short vowel stretching
::	Medium-length vowel stretching
:::	Long vowel stretching
CAPITAL LETTERS	Stressed word or syllable
/	Sudden word or sentence break
/.../	Partial transcription or elimination
( )	Unintelligible segment
(( ))	Comments from transcriber

Adapted from Dionísio (2001) and Marcuschi (1986)

Lesson 1

The first lesson observed took place on May 11th 2006, in group B, at 7:00 a.m. There were 26 students present, out of 41. Initially, the teacher worked with a text entitled "Death from Space" (Attachment 2), which students read and answered some comprehension questions about it. Then, the teacher corrected the exercises and handed out another sheet with the grammar explanations of the text. Explicit instruction was given about the topics in it: simple past and present perfect. The students did the exercises silently and the teacher corrected it. Finally, the students were given a list with the past participle of irregular verbs, together with a sheet with some grammar exercises for them to do at home (Attachment 3)

The next class observed was in Group C, at 10:50, on the same day. There were 32 students present, out of 39. The teacher started the class by playing "Hangman" with the students. The hidden word was "*dinosaur*", so as to get students in the mood for the subject of same text that Group B read.

Ss: ((laugh and noise))
T: Okay (+) boys and girls
S$_1$: Boys first!
T: ( ) B ( ) hello:::
Ss: ((noise))
T: Girls, tell me (+) A (+) A
Ss: ( )
T: Bora
S$_2$: Peraí, peraí (+) letra E
Ss: ( )
T: Elephant? No!
S$_3$: Já perdeu, perdeu!
S$_4$: Ordem! ((clapping hands))
T: Deixa eu explicar! Deram um chute ali com um animal aí não pode dizer a letra
   mais
S$_5$: Como é hipopótamo em inglês hein?
Ss: ((laugh))
/…/
T: Okay the word is/
S$_6$: Dinossauro
S$_7$: Ô professora dinossauro num é animal!
T: Oxente e é o quê?(+) É uma planta?
S$_7$: Dinossauro é dinossauro
Ss: ((laugh and noise))

It can be noticed here that there was some excitement in class since the beginning of the lesson, from which we can conclude that they were highly motivated

into the class. Students tried to guess the word, made some fun and a lot of noise in the classroom.

After the activity, she proceeded with the reading and the correction of the exercises in the same way which was done with the previous group. After handing out the list with the past participle of the verbs, the teacher gave the students a crossword puzzle to do (Appendix A – Playful Activity 1).

The students seemed to be quite concentrated on the puzzle; they exchanged information among themselves, quietly. Some of them felt happy for finishing the puzzle before the others, which showed their interest for the activity proposed. The activity served as a preparation the one that would come afterwards. When students had finished the puzzle, the teacher corrected it and moved on to the next activity.

/.../
T: Okay, agora vamos praticar num outro contexto (+) vamos fazer um/ a little game, okay?
S₁: ((cheered))
T: ((laugh)) você está mal acostumado::é o seguinte
S₁: Vai valer confeito professora?
T: Não( ) vale o aprendizado ( ) próxima aula, tá? Eu trago ( ) seguinte gente
Ss: ( )
T: Confeito de menta é? Ainda ta escolhendo é? ((laugh))

The students seemed to be very excited about performing the activity and expected that there would be some prize afterwards. It was a miming game (Appendix B – Playful Activity 2): a student was supposed to mime an action, chosen among the ones that the teacher had written on the board. When the student finished miming, the rest of the class (divided in groups) was supposed to write down what the student had just done. After that, the student who had mimed the action should choose another one among his/her colleagues.

T: /.../ ah:: por exemplo, digamos que a ação seja (+) é::: tomar banho né? ( ) então eu vou e faço a mímica aqui, tomar banho e tal e quando eu acabar de fazer a mímica ( ) aí vocês escrevem o que é que acabou de acontecer, a ação, vocês escrevem a frase no present perfect (+) Ela tomou banho, com o present perfect como é que ficaria então? Vou fazer essa frase que é a primeira.
S₂: ((Name of the teacher)) has just take/took the shower(+) taken a shower
T: Você pode usar o she HAS (+) se quiser usar o just (+) taken a shower ((writing on ((the board)) /.../ se botar o just, melhor que significa que eu acabei de fazer a ação, tá?Agora não sou eu que vou fazer a mímica não, quem vão fazer são

vocês /.../
S₃: Você não fez a mímica!
T: Eu nem fiz a mímica (   ) okay, ah::: então vamos lá /.../
S₄: ((whispers)) eating spaghetti
T: Calma! Não é pra falar não, é pra escrever, viu, a frase /.../
S₄: A Manu
T: Manu, você foi escolhida pra vir fazer a mímica agora
Ss: ((noise))
S₅: ((making the mimics))
S₆: Essa é muito fácil! ((laugh))

Most students seemed to be having fun, and most of them did not make any opposition to the indication for the mimic. A shy student, however, claimed not knowing how to mime and did not have to do it, he then just made the guesses together with the other students. Although it is generally accepted that the playful activity pleases most students, there are some of them who do not like being exposed and this should be respected.

Lesson 2

In Group B, the teacher started the class by asking the students (in mother tongue) whether they dreamed at night and if they had heard about the book "*The Interpretation of Dreams*", by Sigmund Freud, which was the topic of the text to be dealt with in the class. She wrote some sentences on the board for them to answer, and then she handed out the text *One Hundred Years of Dreams* (Attachment 4), asking for a volunteer to read it out loud. After the reading, some students cleared out their doubts about vocabulary.

All doubts cleared out, teacher and students answered the questions about the text together (general questions). After that, she moved on to the structure part about the uses of *since*, *for* and *ago*. The students did the exercises proposed and the teacher corrected them. Then, there was another sheet with more exercises about *since, for* and *ago* for students to do in class (Appendix C). When they had finished, again there was another exercise: this time they were supposed to complete *Have you ever*-sentences and match them with their suitable answers. (Appendix D).

The sentences in the exercise seemed to cause students to be noisier than the normal, which probably happened due to the content of the sentences.

Sometimes they exchanged experiences about the sentences and made fun of them. One of the students made the following comment:

S: Não tem graça responder tudo sem tirar onda de alguém!
T: É, num é? Você pode perguntar assim no Orkut (   ) pela Internet... Vamos lá, number one. Have you ever...?
S: Seen
T: Seen... a porn movie. Olhe, quem não entender a frase pergunte, tá?

From the comment above transcribed, we can infer the student's will to do some other activity, perhaps really ask the questions to someone in the class and thus, have some fun. It shows that the student wants more than just a simple "fill in the gaps" exercise.

Finally, there was an exercise which was assigned as homework and the **Test 1** (Appendix E) was assigned for the following class.

In Group C, the procedure for reading the text about Freud was the same as in Group B. When they were doing the structure part, one of the students asked:

S: Hoje vai ter jogo? E o prêmio?

Making a game or ludic activity only sometimes did not seem enough for some students. They felt the need for different activities during the lessons, even not being conscious that such activities had as their main goal to practice the language learned in the classroom.

When they had finished the exercises, the teacher divided the class into two large groups, and wrote a "Tic Tac Toe" grid containing numbers on the board (Appendix F – Playful Activity 3). A student from one of the groups was supposed to choose a number and the teacher wrote the cues on the square for them to make a sentence (either in the simple past or in the present perfect). If the sentence was correct, they would score a point; if not, the point would be scored to the opposing group.

The students were excited about playing the game and did not seem to be interested in doing anything else. For them, what was important was the fact that there should always be a winner; all they want is to play and "relax", a term used by one of the students. One aspect that can be considered negative is that only a student, or a small group of students, used to answer the questions. Although there

was the preoccupation of elaborating activities of which most students would be able to participate, it was not easy to control that due to the large number of students per class.

S₁: E se der velha?
T: Hã?
S₁: E se der velha?
T: Como é?
S₁: Se ninguém ganhar?
T: Se ninguém ganhar, melhor que a gente vê até o fim as frases aí aprende mais ((laugh))
S₂: Aí faz outra, né? Se acabar e ninguém ganhar? Faz outra?

Ss: Ah! Aaah!
S₁: Faz de novo! De novo!
S₂: Oxe que é isso, menino?
/.../

S: Faz outra, professora, só pra descontrair...
T: Agora vamos passar para o outro jogo.

When they had finished the game, the teacher gave them a sheet with the traditional exercise (Appendix C) and assigned it as homework. However, most of the students did not seem to be very willing to do the exercise. For obvious reasons, ordinary exercises do not appeal to them as much as games do.

Now, it was time for the next activity. The teacher asked the students to remain in groups, but one group facing the other. Then, she handed out the sheet with "Have you ever…" questions to complete (Appendix D – 1st part) for the students to have a look at the vocabulary and get prepared to complete, ask and answer them. She added that the aim of the activity was not to win or lose, but to interact with one another, which matches Huizinga's playful and dialogic elements of play. Although they were not to compete, curiosity spoke louder and they were excited about asking the 'indiscreet' questions to their peers anyway:

T: Então... aqui eu tenho trinta perguntas um pouquinho indiscretas algumas...
S: Oba:!
T: Outras nem tanto e eu vou distribuir com vocês isso aqui...

While the students were reading, they laughed a lot and had fun with the sentences. Meanwhile, they cleared out their doubts about vocabulary. The same

questions to complete were written on pieces of cardboard paper and put in a small box. One student from the group was supposed to get one piece of cardboard at random, choose someone from the opposing group, complete the question with the past participle of the verb and ask it to the person chosen.

While students were answering the questions, the teacher corrected the mistakes they made and helped them out. They were very noisy and excited about the questions. Some of the students were still eager for the "hottest" questions to come out and did not want the activity to finish without asking those questions.

T: /.../ é a última pergunta
S$_1$: Oxe!
T: Não? Não é?
S$_2$: Ah, da lista
S$_3$: Ah, sim.
Ss: (   )
T: É ela que vai perguntar.
S$_4$: Have you ever forget a date's birthday?
T: Have you ever FORGOTTEN a date's birthday…

They were so involved with the activity that did not notice that the class time was over. In the end, a student suggested that they could invent the questions to ask one another. The teacher took the opportunity to ask them to make up some questions and send them to her via e-mail, that way she profited their motivation with the questions to make them produce more by doing an activity outside of the classroom. The class finished 15 minutes later than it was expected, which was unusual once students often look forward to the end of the class, especially when it is the last one.

After these two lessons, the students were supposed to do the first test (Appendix E), which they did one day before the strike in the institution began. Another teacher was asked and gently accepted to give us his class, so that we would have the students to the test the following day. At first, the students protested a little, but then accepted to do it, otherwise there might be a long period separating the lessons and the examination, which could jeopardize the research.

Lesson 3

After a one-month strike, the observations re-started on July, 13th 2006, in Group B. However, this time Group B was the one in which the playful activities were used, as had been settled before between the teacher collaborator and I.

The class started with the teacher playing "Hangman" with the students. The hidden word was "Acquired Immunodeficiency Syndrome", which was the topic dealt with in the unit. Once more, the students were worried about what prize they would get for winning the game, which reveals their eagerness for competition.

S₁: Vai valer o quê, professora?
T: É:: isso aqui/.
S₁: Vai valer pirulito!
T: Vai valer / pode ser! Eu pensei pra depois, mas pode ser pra agora.

After students had guessed the word, the teacher handed them a text about AIDS, entitled "Fighting AIDS" (Attachment 5). She made some comments about the topic, asked for a volunteer to read the text out loud and finally, they answered the questions about the text, doing the exercises proposed. Then, the teacher proceeded with the correction of the exercises and cleared out students' doubts about vocabulary.

Next, a sheet containing explanations about the "Present Perfect Continuous" was also handed out. Students read it and did the exercises in class. When they were done with the work, a game was introduced and she explained how it worked:

- The class was divided in groups of 5 or 6 students;

- the teacher had some flashcards with pictures of people performing various actions (Appendix G – Playful Activity 4), which she held without students seeing it;

- she gave them some hints of what was in the scene, the position of the people in the scene and how long the person had been there (Ex: It's a sunny day. She is on a farm. She has been there since this morning. *What has she been doing?*);

- each group wrote their guesses on a piece of paper and read them out loud, one at a time (Ex: She has been swimming, she has been playing, she has been riding a horse etc.);

- the teacher, finally, showed them the flashcard that she was holding. She proceeded the same way with all the flashcards she had. The group that had guessed more actions was the winner, and would get lollipops as prizes.

The students were rather noisy during the activity; however, it seemed to have worked out as expected for they were able to produce appropriate sentences.

T: Zagallo is at a court holding something in his hand. Zagallo is at a court holding… que que é court? … A place where you can … hum… play something… ok?
S$_1$: Yes, yes
T: /.../ What has he been doing?
Ss: ((noise for some time))
S$_2$: Zagallo has been playing tennis
Ss ((noise))
T: Gente, já vai acabar o tempo, vamos falar rápido... playing bowling? Playing bowling
S$_3$: He has been watching the game
T: watching the game
Ss: ((noise))
T: Ok! He has been playing tennis
Ss: Aê:::! ((clapping hands))

In Group C, however, the subject-matter was carried out in a different way. This time there was no "Hangman". The teacher just wrote the word AIDS on the board and asked the students some questions about it, so as to find out what they knew about it. Then, she proceeded with the reading of the text and correction of activities, just like she had done with the previous group. After reading the sheet and explaining the topic of the "Present Perfect Continuous", she divided the class into pairs and asked them to do the exercise (Appendix H), which consisted of situations and places where people were for the students to write what the people *have been doing*.

T: Vejam só (+) aqui está a situação, tá? My sister is in her bedroom. She has been there for three hours. E aí tem uma pergunta (+) What (+) has /
S$_1$: she done?
T: she (+) been (+) DOING
S$_1$: (   )
T: E aí vocês vão escrever a resposta. Aqui tem doze situações com pessoas conhecidas e tem uma resposta que é correta / quer dizer (   ) vocês podem escrever qualquer coisa contanto que estejam usando o verbo no perfect

continuous

S₂: Pessoas conhecidas

T: Pessoas conhecidas e depois eu tenho uma foto pra mostrar a vocês qual é a a resposta correta (+) pode ser que alguém acerte pode ser que não (+) por exemplo, pronto essa aqui dessa / correta que eu digo vê só aqui pode ser várias coisas, que é que podia acontecer? Quais seriam as possíveis respostas?

Ss: ((various voices)) sleeping ( ) dormindo she has been crying, she has been crying

T: Sleeping

S₃: Crying

T: She has been crying

S₄: Reading

T: He has been reading

S₄: Studying

T: She has been studying

S₄: Studying English

T: Tá o quê::?

Ss: ((laugh))

T: She has been (+) talking/ talking to::: (+)

Ss: The telephone/ talking on the phone

T: Então, todas essas respostas se você colocar she has been/ tá tudo certo/ qualquer uma vai dar certo se você colocar na forma correta e alguma coisa que seja adequada ao contexto (+) tá? Só que aí depois só pra gente/ em termos de:: (+) curiosidade mesmo eu tenho as fotos e aí a gente mostra pra vocês verem quem adivinhou mais, certo?

S₅: Quem adivinhar mais ganha um ponto/

S₆: Ganha um pirulito?

S₅: Um Halls!

T: Se eu conseguir contar quem adivinhou mais/ porque vai ser difícil porque é muita gente aqui ( ) e aí/

Ss: ( )

Finally, she checked students' answers, as well as doubts about vocabulary and helped them to make sentences in English. This time, there was no "right" or "wrong" answer as she had explained, as long as it was coherent with the situation and place where the people were. Just to see what the students' reaction would be like, the teacher showed them the flashcards of the game played in Group B: the ones who had written the same actions that were on the flashcards cheered for guessing it and there was an environment of competition!

Here, once more, the students were interested in doing some activity that differed from the traditional ones. Even though they had not protested for doing a common exercise of writing sentences for the situations provided, they showed much more interest in their answers when the teacher showed them the flashcards used in the activity with the other group, probably because that gave them a sense of "winning" even if there was no prize involved.

Lesson 4

In Group B, this class started with the teacher reviewing the topic of the previous class, that is, the Present Perfect Continuous. In the beginning of the class, there were only 14 students present. The others were said to be absent because of a test they would have the following day.

The teacher wrote some explanations, in Portuguese, about the above mentioned grammar topic. The students were grouped in pairs so as to answer the exercise proposed (Attachment 6). While the exercised was being corrected with the whole group, 10 more students arrived. At that moment, I applied the first questionnaire (Attachment 7), which lasted around 10 minutes. After that, the teacher gave them a text entitled "A Visit to the Butantã" (Attachment 8), which she herself read out loud and answered the questions proposed together with them.

As there was no playful activity to be presented in that class, the one for Group C was exactly the same as in Group B.

Lesson 5

Since many of the students in Group B had missed the previous class, the teacher started this one by giving the "Butantã" text to the ones who did not have it. Then, she wrote some sentences on the board, which were present in the text (Ex: "Snake venom is extracted by hand.") and asked them to underline some other sentences that were in the Passive Voice, too. It is worth pointing out that it was not the first time that the students were being presented the Passive. They had already studied it in the beginning of the year, however, just in the present and past tenses. That time, they would be introduced to the other tenses of the passive.

When students were trying to identify the sentences, they appeared to be a little absent-minded and it seemed that they were being introduced the subject for the first time, therefore, it was necessary for the teacher to point out the sentences that she wanted to remark. After identifying the sentences, she asked them to identify the verbs in the passive on the text. She wrote their equivalents in Portuguese on the board and the students came up with the corresponding words in English.

Next, the teacher gave the students another sheet containing some explanations about the structure of the passive voice. She read it along with them

and asked them to do the exercises proposed, which were corrected some minutes later.

Then, there came the playful part. The teacher asked the class to be divided into four groups, of more or less eight students each. She gave them some scrambled sentences, which were in the active voice, for them to put in the right order (Appendix I – Playful Activity 5). The sentences were given one at a time. When they had unscrambled a sentence, they were supposed to change it into the passive, by adding other necessary elements (i.e. the verb to be in the passive) and then their work was checked. After some sentences had been done, the teacher decided to make a competition among the students, to see which group would finish first. All the students seemed to be very excited about the activity, although there seemed to be some mess, with some students shouting and arguing a little.

S_1: *É uma frase só?*
T: *((Clapping hands)) É uma frase só, tá? Vocês vão formar frases na voz ativa*
Ss: *((noise))*
T: *Agora (+) o próximo passo é (+) ó a frase ficou I heard that they will build a new Extra Supermarket in Tabuleiro soon, agora eu vou entregar alguns papeizinhos em branco e vocês vão é:: transformar as frases para a voz passiva /.../ É pra passar pra voz passiva, em cada papelzinho escrever uma coisa diferente.*
Ss: *((many voices together))*
T: *Olhem! Gente, é:: entenderam como é que é a atividade, né? /.../ Bom, agora vamos fazer um competição nossa né? Eu vou entregar e vamos ver quem é que acaba primeiro. /.../*
Ss: *((cheering and clapping hands))*

To finish the activity, the teacher gave the students the two last scrambled pieces of paper, asked them to unscramble the sentences and write their passive forms in a separate piece of paper to be corrected later on. In the end, before going out, a student commented on how good it was to do that kind of activity in order to "settle" the subject.

In Group C, where the teacher was supposed to work using traditional activities, she started the class by just handing out a sheet with the structure of the passive voice. She explained the subject and asked the students to do the exercise proposed, which was corrected with the whole group. After the correction, she gave them another sheet containing some sentences for them to unscramble and put into the passive voice (Appendix J). While some students were doing the exercise with attention, others did not seem to be interested in doing it. When they finished, their

work was checked out, their doubts were cleared and the class ended. The second test (Appendix K) was then assigned for the week after for both groups.

Lesson 6

In Group B, the teacher started the class by writing the sentence "To _____ or not to _____, that's the question" on the board and asked the students which verbs could complete the sentence (to elicit 'TO MARRY'). When one of the students guessed it, the teacher wrote the word on the board.

After that, she gave them a text which was in Portuguese about marriage. The text had some blanks for students to fill in with some words provided (Attachment 9). Such words were conjunctions. Students did the exercise individually. When they had read the text and finished the task, the teacher read the text out loud and the students filled the gaps.

Such exercise was proposed for students to do in their mother tongue with the intention of finding out the knowledge that they had of connectors in Portuguese. Sometimes, due to their lack of mastery of the proposed topic, it becomes very difficult for them to understand it in English.

Next, they were asked their opinion about marriage and after a quick discussion, the teacher handed out another text, this time in English, about the same topic: "Living Together: taking the next step" (Attachment 10). Students read the text silently. Some students were not concentrated in the activity, but chatting about other things.

After some minutes of noise, the teacher managed to get the students' attention and read the text out loud herself. Then everyone answered the questions proposed, a TRUE or FALSE exercise that followed. Finally general aspects of the text were discussed so as to check their general comprehension. The topic of getting married or not caused polemics among the students, who had several different opinions about it. When the polemics had finished, the teacher introduced the topic of "sentence connectors" and explained that the subject is an important one, which usually causes difficulties among students.

After that, the teacher wrote on the board the ideas conveyed by sentence connectors: *adição, alternativa, causa, conclusão, condição, comparação, contraste,*

dúvida ênfase, exceção, exemplificação, explicação, finalidade, similaridade and *tempo*[6]*.* Then, she handed out a table with the connectors (Attachment 11). A group of around 15 students, however, arrived 50 minutes late in class and, thus, missed most of the discussion and the explanations.

The following activity was to be done with the text in Portuguese once again: the students should read the text so as to identify the notion that each connector conveyed, chosen from the ones above mentioned. After that, the playful activity was introduced:

- There were some sentences on a transparency sheet (Appendix L – Playful Activity 6). Each one of them had conjunctions which were hidden.

- The students had to read each sentence and each group should write a conjunction on a piece of paper to complete it. If the sentence made sense, the group scored one point. If they managed to guess the exact word that was hidden, they scored two points.

The teacher asked the students to add some more conjunctions to the table given and wrote them on the board, for she had forgotten to do that beforehand. As the table given did not have the meanings of the conjunctions, some students asked for them. Most of them seemed to be engaged in the activity provided, participating and paying attention to the topic.

When correcting the activity, the teacher translated the sentences in order to show to students whether the sentences made sense or not. Some of the students were worried about copying all the sentences, while others just wrote the conjunctions and nothing else. The teacher ended the class by saying that the following one would be about the same topic, with many activities to be done.

All the preliminary activities done in Group B were also done in Group C, that is, they read the text in Portuguese and the one in English, did their respective activities and carried out a discussion about the topic of marriage. However, instead of the transparency sheet, she handed them a sheet of paper with the same

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[6] Since the teacher knew that this subject of connectors usually causes much difficulty to students, she decided to write the categories of connectors in Portuguese.

sentences that were on the transparency for them to complete with the suitable conjunction (Appendix M). They were allowed to do it either individually or in pairs.

As no explanation about the meaning of the conjunctions was given, a student complained about not understanding the sentences, so the teacher helped her out. When everyone had finished the exercise, it was corrected and commented. It is relevant to point out that this group had more time to reflect about the activity than the previous one, probably because they were not worried about competing nor were they anxious about the game. A possible explanation for this could be the fact that when deeply involved in a playful activity, students do not stop to reflect about metalinguistic aspects of language phenomena which are being dealt with in class.

Lesson 7

Most of the students of this Group B were interested in knowing whether or not there would be prizes for the winners of the competitions, so in the beginning of this class there was a little discussion to decide what such prize would be: extra points, candy, chocolate etc. The teacher just emphasized that what was more important was the fact that they were engaged in the activities, not the prize itself.

After the discussion, the teacher explained the rules of the playful activity that she would carry out. The class was divided into 4 groups. There was a game called "Jeopardy" (Appendix N – Playful Activity 7), which consists of the following: a grid with categories of conjunctions written on the first line "across" (adição, causa, etc.) and the punctuation of each category written "down" (from 100 to 500), according to the level of difficulty of the sentences. A group should choose a category and the punctuation and do the activity proposed on the square, which could be to complete sentences with a conjunction or join two sentences using the appropriate connector. If the sentence produced was correct, they would get the amount of points chosen; if the sentence was incorrect, they would lose that amount of points. The group with most points would be the winner.

T: *Então vamos lá (+) então o game é o seguinte, vou repetir, cada grupo escolhe uma célula da tabela. Por exemplo, eu quero a célula finalidade, valendo trezentos pontos, aí a gente vai lá e tira, é::: aí as frases/ normalmente as frases são o seguinte (+) são frases em que falta o conectivo, você vai colocar o conectivo adequado ou então são duas frases separadas pra você juntar as duas com um conectivo (+) certo?*

S1: Tem um conectivo certo ou/
T: Não, não tem só um certo (+) pode ser que mais de um fique certo, entendeu?
Não é pra pra adivinhar o que EU escolhi, pode ser um que que , faça sentido ta?
Você vai escrever a resposta e se for só o conectivo , escreve só o conectivo, se
for as duas frases, vocês vão escrever a frase e como ela vai ficar (+) então
vamos começar /.../
S2: Tempo
T: Tempo valendo quanto?
S2: Duzentos
T: Duzentos? (+) Tempo valendo duzentos
/.../
T: E aí? Tempo (+) vamos lá?
S3:Tempo valendo duzentos
S4: Menos duzentos!
S3: dez, nove, cinco, três/
T: Vamos lá, como é que ficou?
S4: Eita, errou!
T: I got out of bed and turned the lights on when I heard a noise(+) tá correto, certo?
Tá certinho. ( ) Grupo A, né?
S2: B

The students were concentrated on the game, trying to participate actively, though there were many students missing. They cheered when they got the answer right. In the end of the game there was some polemic about a sentence. A group answered "*I will go on a diet, so I need to lose weight*", which is wrong but they were reluctant to accept it at first.

In Group C, The students did an exercise about the connectors (Appendix O), in which there were some of the sentences used in the "Jeopardy" game. They were supposed to do it either individually or in pairs. At first, the students were unquiet and noisy. Very few of them were concentrated in the exercise. After a few minutes, however, they got to be more interested in the activity proposed. While they were doing the exercise, the teacher walked around the class, helping out the ones who needed some extra explanation. At that moment there was some noise in the classroom again. About 50 minutes later, the work was corrected with the whole group. The third test (Appendix P) was then assigned for the week after.

4.2 THE FIRST QUESTIONNAIRE

An amount of 67 students from both groups B and C answered the questionnaire (Attachment 7) that was proposed after two lessons had been taught.

They answered it in the classroom, some minutes before the end of the class. A brief profile of the groups studied can be seen in the tables below:

Table 1: HOW OLD ARE YOU?

	N° of students	Percentage (%)
16 years old	15	22,39%
17 years old	40	59,70%
18 years old	9	13,44%
19-21 years old	3	4,47%

In both groups there is a balance in students' age. There are only few students who are above the age range for senior students in Brazil, who usually finish high school at the age of 18 years old. .

Table 2: ARE YOU MALE OR FEMALE?

	N° of students	Percentage (%)
Male	34	50,75%
Female	33	49,25%

The number of boys and girls are almost the same in both classes and they seem to get along very well.

Table 3: HOW LONG HAVE YOU STUDIED AT CEFET?

	N° of students	Percentage (%)
Up to 2 years	6	8,95%
Between 2 and 3 years	61	91,05%

Almost all students have studied at CEFET since the 1st grade of high school (Junior class) and that contributes the union that they show among themselves.

Table 4: HOW DO YOU LIKE THE ENGLISH LANGUAGE?

	N° of students	Percentage (%)
"I like it."	33	49,25%
"I like it more or less."	19	28,36%
"I don't like it."	15	22,39%

The fact that almost 80% of the students like the English language at least a little is a positive aspect to be noticed and taken into consideration when analyzing their performance.

Table 5: DO YOU HAVE DIFFICULTY IN LEARNING THE LANGUAGE?

	N° of students	Percentage (%)
Yes	36	53,73%
A little	12	17,91%
No	18	26,87%
Did not answer	1	1,49%

Despite the fact that most of the students like to study English, more than 70% have said to have some kind of difficulty in learning the subject. The biggest difficulties can be observed in the following table.

Table 6: WHAT IS YOUR BIGGEST DIFFICULTY?

	N° of students	Percentage (%)
Reading and translation	13	30,23%
Grammar	11	25,58%
Pronunciation and oral production	7	16,28%
All kinds of difficulties	6	13,95%
Vocabulary	4	9,30%
Oral comprehension	2	4,65%

Perhaps because of the fact that the methodology used by the teacher is mainly the one of ESP, which obviously include a lot of reading, more than half of the learners said to have difficulty in reading, translating and understanding grammar rules.

Table7: HAVE YOU STUDIED ENGLISH OUTSIDE CEFET?

	N° of students	Percentage (%)
Yes, in other regular schools	40	59,70%
Yes, also in language schools	26	38,80%
Did not answer	1	1,50%

A considerable number of students also study English in language centers, which helps them during the lessons. However, some of them may also feel lack of motivation due to the fact that they are ahead of the other students in terms of knowledge about the language.

Table 8: IS ENGLISH IMPORTANT?

	N° of students	Percentage (%)
Yes	65	97,00%
No	1	1,50%
More or less	1	1,50%

Even the students who said that did not like the English language admitted that it is very important because of several factors, as can be seen in the following table:

Table 9: WHY IS ENGLISH IMPORTANT?

	N° of students	Percentage (%)
"It is the most spoken language in the world."	26	41,93%
"To have more job opportunities."	20	32,26%
"Because of globalization."	13	20,97%
"It is source of culture."	3	4,84%

Besides being spoken worldwide, English attracts the students in some or many ways because of the job market. They seem to have understood that speaking English is not a "plus" in one's curriculum anymore; it is a *must*.

Table 10: IN WHICH WAY IS THE LEARNING OF ENGLISH FACILITATED?

	N° of students	Percentage (%)
Using songs in classes	21	30,82%
Using dynamic activities	15	23,44%
Making plays and games	10	15,63%
Reading Texts	9	14,06%
Watching movies in English	5	7,81%
Having conversation classes	2	3,12%
Doing tests and exercises	2	3,12%

Almost 70% of the learners showed their preference for the more 'light-hearted' activities for they believe that such activities can facilitate their learning process, which may not in itself be true, as we will be able to analyze in the comments that follow based on what has been exposed.

4.3 THE SECOND QUESTIONNAIRE

An amount of 67 students from both groups B and C answered this second questionnaire (Attachment 12) which was proposed after the observations had finished, and they had, thus, gone through all the process of ludic and traditional activities. This time, they were asked about their opinion concerning the playful activities, their study habits their performance in the tests and their preferences concerning classroom activities. The results are as follows:

Table 1: WHAT'S YOUR OPINION ABOUT THE LUDIC ACTIVITIES THAT WERE DEVELOPED IN THE ENGLISH LESSONS?

OPINION	N° of students	Percentage (%)
Very good / interesting	20	33,90
Important for/ help the learning	14	23,73
Good / interesting	18	30,50
Constructive/profitable	04	6,78
Creative	02	3,39
Did not answer	01	1,70

In a higher or lower degree, students were unanimous in saying that playful activities are enjoyable. At their age, it seems that they search for activities which can take them away from the boredom of classical explanations, exercises and other activities they have been doing since the beginning of their school life.

Table 2: DO YOU THINK THOSE ACTIVITIES CONTRIBUTED FOR YOUR BETTER LEARNING?

	N° of students	Percentage (%)
Yes	49	83,05
More or less	5	8,47
I don't know	1	1,70
No	2	3,39
Did not answer	2	3,39

Although sometimes adolescent students appear to be unaware of their learning process, other times they tend to reflect upon the activities that facilitate their understanding of the subject matter and, thus, take some profit from them.

Table 3: DO YOU STUDY SYSTEMATICALLY BEFORE THE TESTS?

	N° of students	Percentage (%)
Yes	19	32,20
A little/ sometimes	7	11,86
Rarely	2	3,39
No	31	52,55

Not being used to studying at home, either having tests or not, is one of the biggest stumbling blocks for learning to take place. More often than not students admit that they do not make more progress in their studies due to a lack of studying habit, which contributes to their failure at school and also in college entrance examinations. .

Table 4: WHAT HAS YOUR PERFORMANCE IN ENGLISH BEEN LIKE SO FAR?

	N° of students	Percentage (%)
Excellent / very good	11	18,64
Good	17	28,81
Reasonable	28	47,46
Bad	3	5,09

More than half of the students are between a 'reasonable' and a 'bad' performance in English. They themselves impute it to their lack of studying and/or interest for the subject. The ones who considered their performance to be good or very good attribute it to the fact that they like the subject and, thus, dedicate some time to studying it more deeply, either at home or at a language center.

Table 5: WHAT KIND OF ACTIVITIES DO YOU SUGGEST THAT YOUR TEACHER DO SO THAT THE STUDENTS WILL BE MORE MOTIVATED TO STUDY ENGLISH?

	N° of students	Percentage (%)
Ludic activities	25	42,37
Songs	12	20,34
Competitions	6	10,17
Films / vídeos	6	10,17
Difficult tests / exercises	3	5,09
Project works	2	3,39
I don't know / No answer	5	8,47

It is impressive how they value those so-called non-traditional activities when they are to learn a language. Since they hardly ever have the opportunity to do such activities when studying other subjects at school, they tend to almost 'impel' the English teacher to 'be different' from the others, by doing all activities that mean fun for them.

4.4 THE RESULTS OF THE TESTS

The idea conceived since the beginning of this work was that the same subject matters would be presented to the students, then they would be practiced by means of the various types of exercises (either ludic or traditional) and finally they would be evaluated through a written test. The first written test (Appendix E) was done by the students after the subject of the Present Perfect (simple and continuous) had been completed. All tests were elaborated to include the grammatical part as well as the reading one. Whenever possible, we tried to include grammar in context, that is, to profit what was in the texts to approach the grammar aspect being studied.

The teacher collaborator and I both elaborated the tests, so we divided the tasks as follows: she would be responsible for finding a suitable text and preparing the questions on it, and I was to create the questions related to the grammar aspects involved. We tried to develop the questions based on the same kind of exercises that the students had done during the lessons, so as not to cause any kind of surprise or estrangement to them. Therefore, what they had to do was create, complete, join and transform sentences, match columns, answer text comprehension questions; in other words, nothing was different from what they had been used to doing.

Nevertheless, it is important to point out that this first evaluation had to be done under extraordinary conditions, since we learned that a strike at CEFET was about to begin as soon as the teacher had finished teaching the subject for the test. In order not to spoil all the work that had already been done (no one knew when the strike would end), the students were told one day in advance that they would have to do the test before the strike started, and that happened on a different day from the one of their English classes, that is, the teacher asked one of her colleagues to apply the test to the students during his classes (in both B and C groups), to which he made no objection.

After the students had done the tests, the teacher handed them to me so that I would correct them, as we had agreed beforehand. 30 students from group B and 28 students from group C did the test. It is worth noting, however, that only the marks of the students that were present to at least one of the lessons observed are considered for all the tests done. That way, the first result is as follows[7]:

GROUPS	AVERAGE MARKS
GROUP B	6,82
GROUP C	7,31

From what can be seen on the table above, the students from group C, the ones who had worked with the playful activities, did slightly better on the test than the students from group B. It is relevant to notice that the average mark to pass at CEFET is 6,0.

Considering the fact that the students were told that they would have to do this 1st test only one day in advance, I would say that the results were satisfactory since they barely had time to get prepared for it, that is, by studying and reviewing the subject. On the other hand, concerning the methodology applied to teach the subject in each group (traditional and playful in groups B and C, respectively), there was not much difference as far as the students' marks are concerned.

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[7] The average marks were obtained by adding up the marks of all students present to at least one of the classes observed and dividing the total by the number of students.

The second test, in its turn, was about the Passive Voice and the Present Perfect Continuous. It was done by the students under ordinary conditions, that is to say, nothing uncommon happened between the end of the lessons and the day of the test. It is relevant to remind that the methodology used in both group was this time reversed: ludic for Group B and Traditional for C. The criterion used to obtain the average marks were the same of the first test.

GROUPS	AVERAGE MARKS
GROUP B	6,28
GROUP C	7,20

Although there was a change in methodology for each one of the groups, the results remained practically unaltered in terms of students' performances. However, if we take the change into account, we will be able to notice that Group B had the same performance as before and so did Group C, then the methodology did not make any difference. It is important to point out that one of the subject matters dealt with in this test, namely the Passive, caused more difficulty for them to assimilate – perhaps they have the same difficulty even in their mother tongue – which would demand more studying and dedication from them.

Finally, there came the third and last test of this research, which was about Sentence Connectors. It was done in the same conditions as Test 2, that is, everything went as expected. As far as the methodology is concerned, it was also the same as the one before: playful for Group B and Traditional for Group C. The result of the test is as follows:

GROUPS	AVERAGE MARKS
GROUP B	5,72
GROUP C	6,68

This time we notice there was a decrease in students' performances in both groups, and Group B did not even achieve the average mark of 6.0. Once more, there was a significant difference of almost 1 (one) point between the average marks of the groups. Anyway, students from Group B continued remaining a little behind the ones of Group C in terms of their performance in the tests.

CONCLUSIONS

In every real man a child is hidden that wants to play.

--Friedrich Nietzsche, philosopher, poet

The main objective of this study was to analyze the effects that playful activities cause in learners' attitudes in an English language high school classroom. Since the use of playful activities is usually connected to teaching children, there are few sources to resort to when talking about ludicity in education in general as well as related to teaching languages to adolescents and young adults. Therefore, I find this study to be relevant to provoke some reflection on the topic of playfulness in a teenagers' classroom. Furthermore, this study also gave me the condition to know more closely about the students' opinions and their feelings concerning the ludic activities elaborated and proposed.

It is common knowledge that human beings like to enjoy themselves and have fun and adolescents could not be different. Nowadays, more than at any other time, students are becoming more and more careless about their studies, for our despair. It seems that they want to enjoy themselves all the time, including at school, of course. It is the place where they meet their mates and friends, who are people with similar interests, objectives and likes; sometimes it is even the place where they have their first love experiences. In short, studying hard appears to be left aside. In the classes observed, for instance, some students often asked whether there would be a game or not during the class and what "the prize" would be, but I never heard any of them asking about an exercise or a text!

As could have been noticed when analyzing the second students' questionnaire, they were unanimous in saying that playful activities are good to be done in the classroom. They also believed that those activities helped them learn better and 'set' the subjects in their minds. As I see it, they had a point when they said that for they were able to produce accurate output and, thus, showed to have

understood the subject taught. Notwithstanding, when the subject taught was tested, by means of written exams, many of them only managed to get average or even low marks. Then why was it so?

One of the possible explanations for the problem above mentioned, on the one hand, is that when students are involved in a ludic activity, they do not stop to reflect; they are excited and, thus, seem to forget rationality and logical explanations for the facts. They let themselves be led by emotion and more often than not fail to be accurate. On the other hand, there is also the fact that they admitted not studying for the English tests beforehand, especially if there were other tests on the same day. There is no need to say that if a subject that is taught at school is not reflected upon and exercised at home, it has great chances of not being assimilated.

Furthermore, there is the status (or the lack of it) of the subject "English Language" at schools. Together with other human sciences such as: History, Geography and Arts, English is not a subject "feared" by students. They usually get more worried about the other subjects, especially the exact sciences or even Portuguese, and leave the others aside. There is also the fact that many of the students of the classes observed study English in language centers, which are usually considered to be more efficient. This might contribute for their lack of interest for the English taught at school.

Another variable that merits attention is the one of the students' profile. In her talk about the groups (p.44), the teacher considered that students from Group C were the ones who participated more in all activities presented, no matter if those were playful or not. Their participative profile prevailed, regardless of methods or activities They always got more engaged, reflected more and thus learned more. This fact seems to point to a probable evidence that their better performance in all tests might be attributed to that.

One of the aspects that made me feel interested in studying playful activities was its 'overuse' in one of the schools at which I used to work. Teachers were asked to include some playful activities in their lessons, for the promotion of a relaxing atmosphere. There seemed to be a general belief that students learn more when they are motivated (with which I totally agree) and when they have fun. In other words, motivation was seen only as an extrinsic factor: fun led to motivation, which led to better learning. Eventually, I myself was tending to think that way.
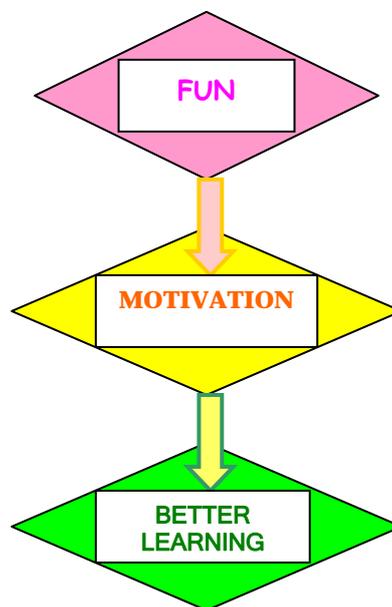
However, motivation as such is not enough. As it was said by Gardner (1985) motivation is the extent to which a person works or the effort they make to learn the language because they wish to do so and because of the pleasure felt in this activity. Being motivated to study a language and not being willing to make effort – by studying, reflecting, doing homework and so on – will probably not account for successful learning. So, it is not just by having fun at school, with games, role-plays and other ludic activities that we can take successful learning for granted.

As said before, I was almost taking for granted that playful activities conducted to more efficient and long-lasting learning. This study showed me that it is not exactly like that. Since this is an action-research, it is not predictable from the very beginning; it depends greatly on the informants, the teacher-collaborator, the research field, the intervening variables and so on and so forth.

In the study carried out, there were a number of intervening variables that are worth being mentioned. The large number of students per class is a reality in most Brazilian secondary schools. Working with more than forty students in a classroom is not an easy task, mainly when they decide not to collaborate. It gets very difficult to have control over who is producing and who is not. In addition to this, there was the time in which the lessons were carried out: in Group B, they were the first ones of the

day and in Group C, the last. That contributed a little for some students to be absent (e.g. by going home earlier) or arrive late in class, thus missing part of the lesson. Anyway, although there were these and other obstacles, I can say that the research was very significant as a whole.

Going back to the research question in the beginning of this work, the query was to *what extent do playful activities in EFL teaching contribute effectively for the acquisition and learning of that language in a secondary Brazilian school?* I can say that its contribution lies in the fact that ludic activities help students get into the mood for the main objective proposed, that is, they add a lot to students' interest in the subject "English language", probably because the playful activity is one away from routine, something "different" from what students are used to doing at school. Such activities appeal to them to the extent that they themselves believe ludicity helps them to learn more efficiently. We can say they are partially right. Playful activities help but they are not self-sufficient.

Thus, from all that has been said so far, what can be understood is that as long as the activities are well planned and also meaningful to the students, there may be no significant difference in the students' performance on tests or any other kind of examinations when the teachers apply either traditional or playful activities. Enjoying the classes, having fun during them, playing, laughing, competing, arguing, getting candy as prizes and the like are all very appreciated by most students. Nonetheless, they need more than that in order to have more successful learning.

A combination of playful activities and traditional exercises, with explicit instruction whenever necessary, meaningful practice and activities that make students feel the need for reflection and metacognition still seems to be the most appropriate choice to optimize their learning. With metacognition Vygotsky (1978) demonstrates that learning is a social process (acquisition of higher mental functions) for which the students need the help of a teacher, teaching materials, and plans for learning. So, the students must learn how to think about the language being studied. Yet, according to Flavell (1976) that process involves active monitoring and consequent regulation of the cognitive process needed to achieve cognitive objectives.

Obviously, students' attitudes towards their studies must also change. They need to acquire more initiative, will to study and self-study habit; otherwise, all the

teachers' efforts to improve the teaching-learning relationship will be fruitless. That would turn the educational process into a simple make-believe game: educators make believe they are teaching while students make believe they are learning.

It goes without saying that this research does not have the pretension of going too deep in the issue of playfulness in English language teaching. However, I really hope that it can somehow provide subsides for upcoming studies.

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APPENDICES

APPENDIX A – PLAYFUL ACTIVITY 1 (PAST PARTICIPLE PUZZLE)

CENTRO FEDERAL DE EDUCAÇÃO TECNOLÓGICA DE ALAGOAS
UNIDADE CURRICULAR: LÍNGUA INGLESA
PROFESSORA: _____ DATE: _____

Are you good at Past Participles? :o)
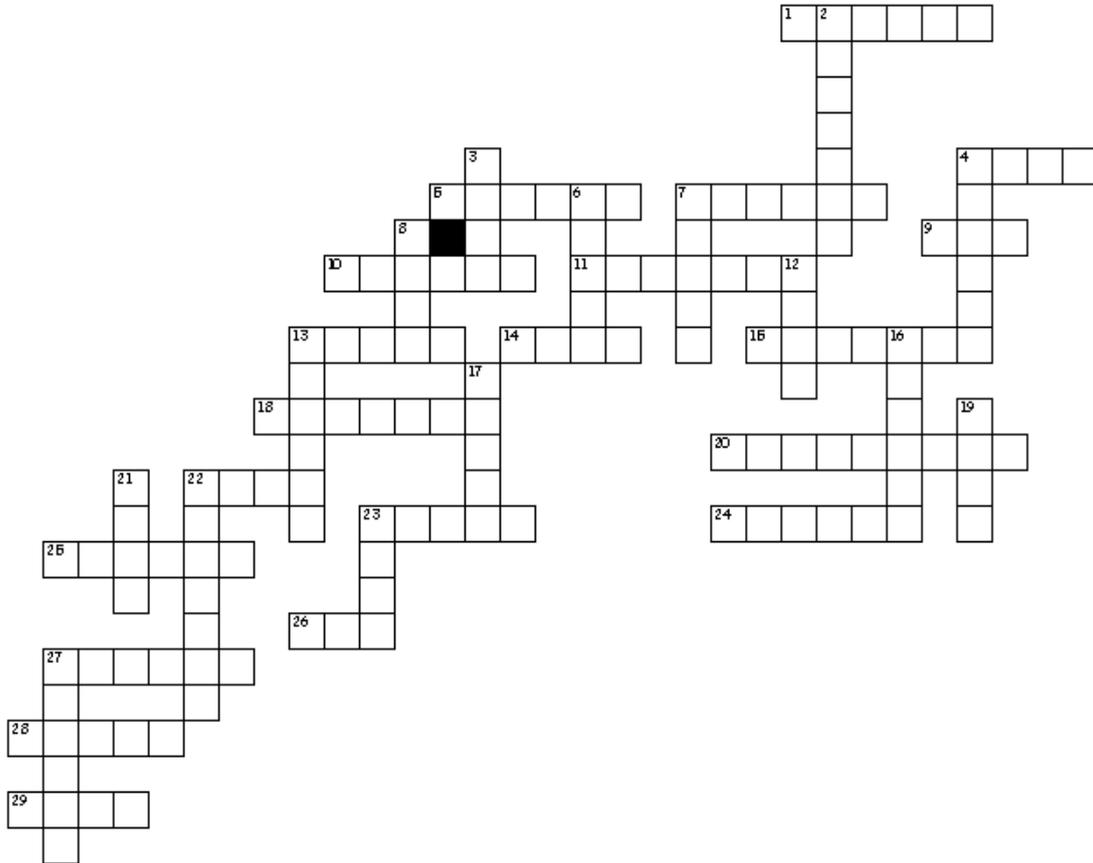
Across ➜
1. Speak
4. Be
5. Wash
7. Drive
9. Put
10. Choose
11. Think
13. Take
14. Do
15. Bring
18. Write
20. Forget
22. Come
23. Spend
24. Break
25. Play
26. Have
27. Cook
28. Find
29. See

Down ⬇
2. Paint
3. Make
4. Buy
6. Eat
7. Drink
8. Go
12. Tear
13. Turn
16. Get
17. Know
19. Send
21. Read
22. Clean
23. Say
27. Close

Present Perfect

SENTENCES FOR MIMING EXERCISE

1. He-she/take/a shower
2. He-she/erase/the blackboard
3. He-she/turn on/the TV
4. He-she/open/the window
5. He-she/eat/spaghetti
6. He-she/wash/his-her hands
7. He-she/close/the door
8. He-she/turn off/the lights
9. He-she/play/the piano
10. He-she/make/a sandwich
11. He-she/make/a telephone call
12. He-she/drink/a coke
13. He-she/paint/the wall
14. He-she/put on/a rain coat
15. He-she/read/a newspaper

EXERCISE

Complete the sentences below with the correct tense of the verbs in parentheses (simple past or present perfect) and SINCE, FOR or AGO.

1. Susan is an English teacher. She _____ (teach) English _____ 15 years.

2. Ayrton Senna _____ (die) 12 years _____.

3. My mother _____ (work) at BRADESCO _____ 1980.

4. *Titanic* _____ (win) 11 Oscars 8 years _____.

5. Marcio is a student at UFAL. He _____ (study) there _____ last year.

6. I _____ (know) my best friend _____ 10 years.

7. We _____ (live) in the same house _____ I was born.

8. Gloria Pires _____ (be) an actress _____ over 30 years.

9. My brother _____ (read) *The Da Vinci Code* two months _____.

CENTRO FEDERAL DE EDUCAÇÃO TECNOLÓGICA DE ALAGOAS
UNIDADE CURRICULAR: LÍNGUA INGLESA
PROFESSORA: _____ DATE: _____
STUDENT _____

Exercise: Complete the sentences with the verb in the past participle. Then, turn the page and match the sentences with adequate answers.

HAVE YOU EVER...?

1. (SEE) ……………………….A PORN MOVIE?
2. (SEE) ……………………….ANYONE TAKING DRUGS?
3. (BE) ……………………….TO A RAVE PARTY?
4. (STEAL) …………………….A KISS?
5. (LIE) ……………………….ABOUT YOUR APPEARANCE IN A CHAT SESSION?
6. (TAKE) …………………MONEY FROM YOUR MOTHER/FATHER WITHOUT PERMISSION?
7. (SPEND) ……………………….A DAY WITHOUT A SHOWER?
8. (GO) ……………………….SWIMMING NAKED?
9. (WRITE) …………………….A LOVE LETTER?
10. (HAVE) ……………………….A CRUSH ON A TEACHER?
11. (BE) …………………….BLIND DRUNK?
12. (KISS) …………………….A CLASSMATE?
13. (MAKE) …………………….A HOAX CALL?
14. (GO) ……………………TO A PARTY WITHOUT BEING INVITED?
15. (READ) …………………….A "PLAYBOY" OR A "G" MAGAZINE?
16. (STEAL) …………………….ANYTHING FROM A SHOP?
17. (CHEAT) …………………….IN AN EXAM?
18. (OPEN) …………………….SOMEBODY'S MAIL?
19. (DATE) …………………….MORE THAN ONE PERSON AT THE SAME TIME?
20. (FLIRT) …………………….WITH A FRIEND'S DATE?
21. (WRITE) …………………….ON A BATHROOM WALL?
22. (CHANGE) …………………….PRICES IN A SHOP?
23. (BE) …………………….TO A FUNK SHOW?
24. (KISS) …………………….A STRANGER DURING CARNIVAL OR "MACEIÓ FEST" ?
25. (BE) …………………….TO A FORTUNE TELLER?
26. (FALL) …………………….ASLEEP IN THE CLASSROOM?
27. (TEAR) …………………….OUT PAGES OF SOMEONE'S BOOK OR MAGAZINE?
28. (LIE) …………………….ABOUT YOUR AGE?
29. (DRIVE) …………………….A CAR WITHOUT THE LICENCE?
30. (FORGET) …………………….A DATE'S BIRTHDAY?

APPENDIX D – "HAVE YOU EVER…?" SENTENCES TO COMPLETE AND MATCH

Exercise: match the adequate answers to "Have you ever…?" sentences.

( ) I did it last year, in the dentist's waiting room. I saw a picture of a friend of mine who is a singer in a magazine, so I torn it out.

( ) I did it years ago but I bitterly regretted it because I almost lost my friend.

( ) I never did it myself, but once I paid less for a CD that had its price mistaken.

( ) I never did it. I leave it for romantic persons.

( ) I never did it. When I date someone I'm a very faithful person.

( ) I think I'd die without a shower in this hot weather, even for a day.

( ) I'm a rock'n'roll person. You have never seen me in a funk show and I hope you'll never see.

( ) I've been once and since then I've never drunk alcohol again.

( ) Never. I'm very good at reminding special dates like birthdays, and even more when it is my boyfriend's.

( ) No, I haven't seen anybody taking that kind of stuff in my whole life.

( ) No, never. I'm very afraid of being caught by some security guard.

( ) No, never. I think hoax calls are for chickens.

( ) No. I've learned since I was very young that it is not ethic to do it, and I would hate if somebody ever did it to my personal stuff.

( ) No. Whenever I need money I ask them for it.

( ) No. I don't believe anyone can foresee my future.

( ) No. I wouldn't like anyone writing on my bathroom wall, so I prefer to respect other people's spaces.

( ) Not yet, but I'm planning to steal one from a hunk boy that sits next to me in my classroom.

( ) Of course I have, for many times. I love parties

( ) Those magazines are not for reading…

( ) Unfortunately, yes. Even trying to respect the teachers, sometimes we have so boring classes that it's so hard to stay awake.

( ) Yes, about twice or three times when I was younger, to get into the movies.

( ) Yes, twice, and I've loved it. I'll try to repeat the experience next time I have the chance to go to the beach at night.

( ) Yes, I've already seen a few.

( ) Yes, I've been to many raves since they've started to happen here in town.

( ) Yes, last year when my license expired I drove for two months without it.

( ) Yes, of course I've cheated sometimes. Well, who has never done it at school?

( ) Yes, once I described myself as a thin and tall girl, with wavy red hair and navy blue eyes and freckles all over my face.

( ) Yes. Since the beginning of the year I've already kissed some of them.

( ) Yes, two years ago I fell in love with my math teacher, but unfortunately he never realized it and nothing happened between us.

( ) Yes, yes, many times. That's why I love carnival!

CENTRO FEDERAL DE EDUCAÇÃO TECNOLÓGICA DE ALAGOAS
DISCIPLINA: LÍNGUA INGLESA
PROFESSORA: _____

NOME: _____ N°: _____ Série: 3ª TURMA: _____

AVALIAÇÃO MENSAL 1

1. Complete o parágrafo abaixo com o particípio passado dos verbos entre parênteses.

A friend of mine has _____ (win) a 15-day trip to the United States. She traveled last week, so she has _____ (be) there for 7 days. She has _____ (write) me an e-mail to tell me the news. She has _____ (do) many things since she arrived there: she has _____ (visit) the museums and parks, _____ (practice) different sports, _____ (eat) a lot of fast food and, of course, _____ (speak) a lot of English. She has also _____ (buy) a digital camera and has _____ (take) many pictures to show everybody when she arrives. I'm sure that she has _____ (have) loads of fun there!

2. Complete os mini-diálogos abaixo, começando com *"Have you ever...?"* e utilizando as palavras do quadro.

DRINK TEQUILA – EAT CHINESE FOOD – SEE A DOCUMENTARY – BREAK YOUR LEG

a) -_____?

   - Yes, I have. I usually eat it at *Yan Ping* Restaurant.

b) -_____?

   - No, I haven't. I don't like alcoholic drinks.

c) -_____?

   - Only once. I prefer other kinds of movies.

d) -_____?

   - I haven't, but my sister has. It was in a car accident.

3. Escreva sentenças sobre você e pessoas conhecidas usando as dicas abaixo e os termos FOR, SINCE ou AGO.

a) YOU / STUDY ENGLISH

_____

b) YOUR MOTHER / TRAVEL

_____

c) YOUR TEACHER / TEACH AT CEFET

_____

d) A CLASSMATE / LIVE IN MACEIÓ

_____

4. Responda às questões com base na leitura do texto abaixo.

Since computers were first introduced to the public in the early 1980's, technology has changed a great deal. The first computers were simple machines designed for basic tasks. They didn't have much memory and they weren't very powerful. Early computers were often quite expensive and customers often paid thousands of dollars for machines which actually did very little. Most computers were separate, individual machines used mostly as expensive typewriters or for playing games.

Times have changed. Computers have become powerful machines with very practical applications. Programmers have created a large selection of useful programs which do everything from teaching foreign languages to bookkeeping. We are still playing video games, but today's games have become faster, more exciting interactive adventures. Many computer users have also got on the Internet and have begun communicating with other computer users around the world. We have started to create international communities online. In short, the simple, individual machines of the past have evolved into an international World Wide Web of knowledge.

a) Desde quando as pessoas em geral, e não só os especialistas, começaram a utilizar computadores?

_____

b) Cite algumas características desses primeiros computadores que chegaram ao grande público?

_____

_____

_____

c) Com as mudanças ocorridas pela constante evolução da tecnologia, em que se transformaram os computadores de hoje? Responda, citando, de acordo com o texto, algumas características das máquinas atuais.

_____

_____

_____

O texto é formado de dois parágrafos e, basicamente, de dois tempos verbais: o *simple past* e o *present perfect*. De acordo com isso, responda:

d) Qual o tempo verbal preponderante no primeiro parágrafo? Como você justifica o maior emprego desse tempo verbal nesse parágrafo?

_____

_____

_____

e) Qual o tempo verbal preponderante no segundo parágrafo? Como você justifica o maior emprego desse tempo verbal nesse parágrafo?

_____

_____

_____

X X X **TIC TAC TOE** O O O

TEACH ENGLISH / FOR	WIN / OSCAR / AGO	LIVE / HOUSE / SINCE
DIE / AGO	STUDY AT CEFET / SINCE	BE / AN ACTRESS / FOR
WORK AT... / SINCE	KNOW... / FOR	READ... / AGO

1. ACM / HAVING BREAKFAST

2. XUXA / LIGHTING UP CANDLES

3. HEBE / MAKING UP
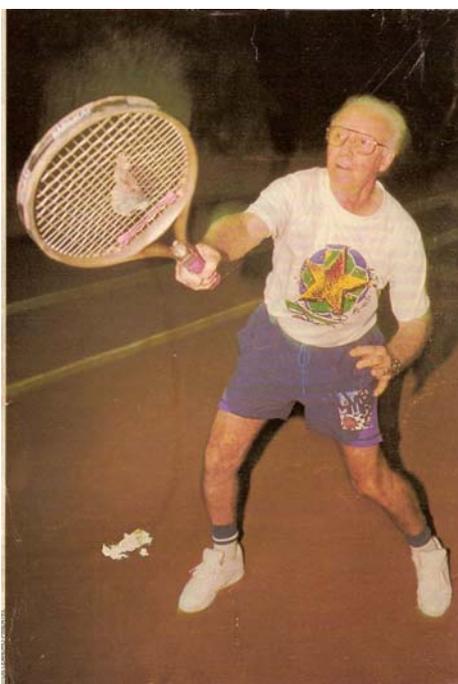
4. ZAGALLO / PLAYING TENNIS
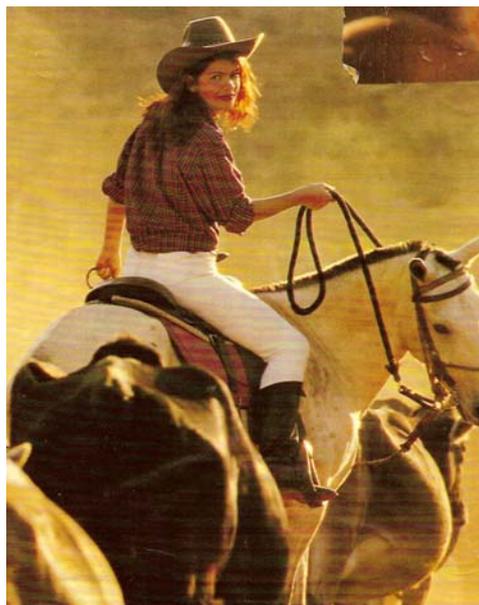
5. A MODEL / RIDING A HORSE
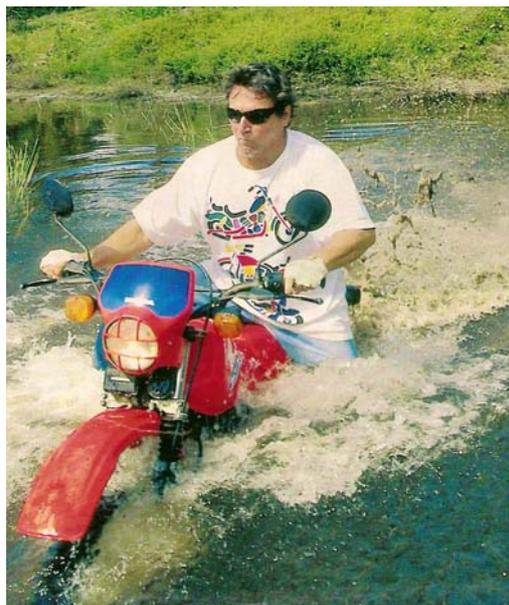
6. TÉO / RIDING A MOTORCYCLE

7. ROBERTO CARLOS / PUTTING ON HIS SHOES

8. MIRIAM AND HER HUSBAND / PLAYING CARDS
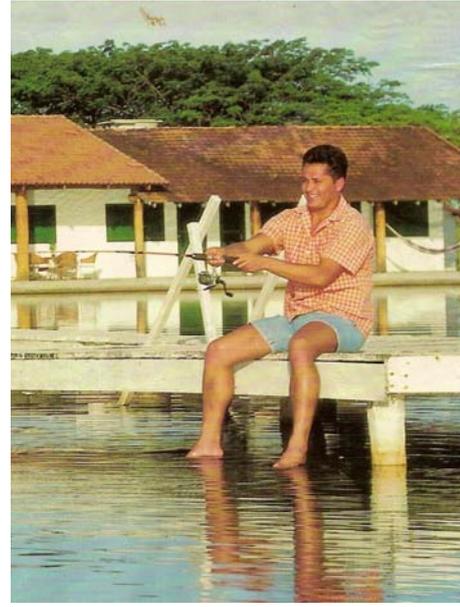
9. LEONARDO / FISHING

10. BABY DO BRASIL / HAVING A BATH

EXERCISE - PRESENT PERFECT CONTINUOUS

Dadas as seguintes situações (de 1 a 12), escreva frases no *Present Perfect Continuous* explicando o que as pessoas estão fazendo.

E**X.:** SITUATION.: My sister is at her bedroom. She's been there for three hours.

QUESTION: What has she been doing?

POSSIBLE ANSWERS: She has been sleeping; She has been studying; She has been talking at the telephone with her boyfriend; etc.

1. Mírian Rios and her husband are sitting at the table. They have been there for 20 minutes. What have they been doing?

   _____

2.   Leonardo is sitting on a bridge. He has been there for half an hour. What has he been doing?

   _____

3. Téo Vilela is in a lake. He has been there for some seconds. What has he been doing?

   _____

4. Zagallo is at a court holding something in his hand. He has been there for half an hour. What has he been doing?

   _____

5. ACM is sitting at a table. He has been there for five minutes. What has he been doing?

   _____

6. Xuxa is at a table with many people around her. They have been there for a few minutes. What has she been doing?

   _____

7. The top model is on a farm. She has been outdoors since early in the morning. What has she been doing?

   _____

8. Baby do Brasil is at the bathroom. She has been there for 20 minutes. What has she been doing?

   _____

9. Hebe Camargo is sitting in front of a mirror. She has been there for a few minutes. What has she been doing?

   _____

10. A deputy has been at the chamber. She's very happy. What has she been doing?

   _____

11. Cléo Pires is on the street holding something in her hands. What has she been doing?

   _____

12. Roberto Carlos is sitting in the middle of the soccer field. He has been there for some minutes. What has he been doing?

   _____

APPENDIX I – PLAYFUL ACTIVITY 5 (SCRAMBLED SENTENCES ON ACTIVE/PASSIVE VOICE)

SCRAMBLED SENTENCES TO BE PUT INTO THE PASSIVE VOICE

1) I HEARD THAT | THEY | WILL | BUILD | A NEW EXTRA SUPERMARKET | IN TABULEIRO SOON.

   I HEARD THAT A NEW *EXTRA* SUPERMARKET WILL BE BUILT IN TABULEIRO SOON.

2) THE POLICE | HAVE | SEARCHED FOR | SANDRINHO | SINCE HE ESCAPED FROM | PRISON.

   SANDRINHO HAS BEEN SEARCHED (BY THE POLICE) SINCE HE ESCAPED FROM PRISON.

3) EVERYBODY | EXPECTS THAT | THEY | WILL | CATCH | HIM | SOON

   EVERYBODY EXPECTS THAT HE WILL BE CAUGHT SOON.

4) SCIENTISTS | HAVE | JUST | DISCOVERED | A NEW VACCINE | AGAINST CANCER.

   A NEW VACCINE AGAINST CANCER HAS JUST BEEN DISCOVERED BY SCIENTISTS.

5) SNAKE POISON | HAS | KILLED | MANY PEOPLE | IN THE LAST DECADES.

   MANY PEOPLE HAVE BEEN KILLED BY SNAKE POISON IN THE LAST DECADES.

6) HAS | A SNAKE | EVER | BITTEN | YOU?

   HAVE YOU EVER BEEN BITTEN BY A SNAKE?

7) THE GOVERNMENT | WILL | RAISE | THE PRICE OF GAS | AGAIN!

   THE PRICE OF GAS WILL BE RAISED BY THE GOVERNMENT AGAIN!

8) THE SENIOR STUDENTS | WILL | ORGANIZE | A GREAT PARTY | IN THE END OF THE YEAR.

   A GREAT PARTY WILL BE ORGANIZED BY THE SENIOR STUDENTS IN THE END OF THE YEAR.

9) THE JURY | SENTENCED | SUZANNE AND THE CRAVINHOS BROTHERS | TO OVER 30 YEARS OF IMPRISONMENT.

   SUZANNE AND THE CRAVINHOS BROTHERS WERE SENTENCED TO OVER 30 YEARS OF IMPRISONMENT.

10) A BOMB | KILLED | TWO BRAZILIAN KIDS | IN LEBANON LAST WEEK.

    TWO BRAZILIAN KIDS WERE KILLED BY A BOMB IN LEBANON LAST WEEK.

11) WE | PRODUCE | SUGAR CANE | IN ALAGOAS.

    SUGAR CANE IS PRODUCED IN ALAGOAS.

12) WHAT LANGUAGES | DO | PEOPLE | SPEAK | IN SWITZERLAND?

    WHAT LANGUAGES ARE SPOKEN IN SWITZERLAND?

EXERCISE

*Desembaralhe as frases abaixo e escreva-as na ordem correta, depois passe-as para a passiva.

1) A NEW EXTRA SUPERMARKET | BUILD | I HEARD THAT | IN TABULEIRO SOON. | THEY | WILL

_____
_____

2) HAVE | SANDRINHO | THE POLICE | SEARCHED FOR | SINCE HE ESCAPED FROM PRISON.

_____
_____.

3) CATCH | EXPECTS THAT | EVERYBODY | HIM | SOON | THEY | WILL

_____
_____

4) AGAINST CANCER . A NEW VACCINE | DISCOVERED | HAVE | JUST | SCIENTISTS

_____
_____

5) HAS | IN THE LAST DECADES . KILLED | PEOPLE | SNAKE POISON | MANY

_____
_____

6) A SNAKE | BITTEN | EVER | HAS | YOU ?

_____
_____

7) WILL | THE GOVERNMENT | THE PRICE OF GAS | RAISE | AGAIN

_____
_____

8) ORGANIZE | THE SENIOR STUDENTS | WILL | A GREAT PARTY | IN THE END OF THE YEAR.

_____
_____

9) SENTENCED | THE JURY | SUZANNE AND THE CRAVINHOS BROTHERS TO OVER 30 YEARS OF IMPRISONMENT.

_____
_____

10) IN LEBANON LAST WEEK . KILLED | A BOMB | TWO BRAZILIAN KIDS

_____
_____

11) PRODUCE | SUGAR CANE | WE | IN ALAGOAS .

_____
_____

12) SPEAK | WHAT LANGUAGES | IN SWITZERLAND? | PEOPLE | DO

_____
_____

CENTRO FEDERAL DE EDUCAÇÃO TECNOLÓGICA DE ALAGOAS
DISCIPLINA: LÍNGUA INGLESA
PROFESSORA: _____

NOME: _____ N°: _____ Série: 3ª TURMA: _____

AVALIAÇÃO BIMESTRAL

1. As sentenças abaixo foram retiradas de notícias jornalísticas. Usando a forma passiva, reescreva-as, de modo que se tornem mais autênticas.

a) VARIG will dismiss 5,500 employees as part of a restructuring plan.
_____

b) They have shown the movie "Two Sons of Francisco" in New York since July 13th.
_____

c) The conflict between Hezbollah and Israel has killed thousands of people.
_____

d) A FAB airplane brought a group of Brazilians from Lebanon last week.
_____

e) The police has arrested actor Mel Gibson on suspicion of drunk driving.
_____

f) Many farmers will lose plantations because of the low temperatures in the south of Brazil.
_____

g) Clandestine liposuction kills a Brazilian girl in the USA. Two Brazilian doctors made the surgery in the basement of their house.
_____
_____

h) Researchers explore ways bird flu may spread.
_____

i) MEC will evaluate technological courses through a new test.
_____

2. O que você acha que as pessoas abaixo estão fazendo? De acordo com as informações dadas sobre elas, escreva frases, incluindo algumas das expressões abaixo.

FOR 2 HOURS – SINCE 7 O'CLOCK IN THE MORNING – FOR HALF AN HOUR – FOR A FEW MINUTES –
SINCE YESTERDAY – FOR A LONG TIME – SINCE

a) My sister is lying on the sofa in the living room.
_____

b) João is using the computer.
_____

c) My mother is in the kitchen.
_____

d) It's Sunday. The children are at the club.
_____

e) You are in the classroom at CEFET.
I _____

3. Complete o texto com as expressões verbais do quadro abaixo nos espaços adequados:

> **has become - has played - is also known - have been made - have been manufactured**
> **- was founded**

My Hometown

Many years ago, I was born in Seattle, Washington USA. Seattle is located in the Northwest corner of the USA. Recently, Seattle _____ the focus of much international attention.   Many films _____ there, probably the most famous of which is "Sleepless in Seattle" starring Meg Ryan and Tom Hanks.
Seattle _____ as the birthplace of *Grunge* music, both Pearl Jam and Nirvana are from Seattle. For older people like myself, it should be noted that Jimmi Hendrix was born in Seattle! NBA fans know Seattle for the "Seattle Supersonics" which _____ basketball in Seattle for more than 30 years. Unfortunately, Seattle is also famous for its bad weather. I can remember weeks and weeks of grey, wet weather when I was growing up.
Seattle has also become one of the fastest growing business areas in the United States. Two of the most important names in the booming business scene in Seattle are Microsoft and Boeing. Microsoft _____ and is owned by the world-famous Bill Gates (how much of his software is on your computer?). Boeing has always been essential to the economic situation in Seattle. It is located to the north of Seattle and famous jets such as the "Jumbo" _____ there for more than 50 years!
Seattle is positioned between the Puget Sound and the Cascade Mountains. The combination of its scenic location, thriving business conditions and exciting cultural scene makes Seattle one of America's most interesting cities.

GLOSSÁRIO:
Booming: que se expande rapidamente; crescente.
Scenic: relativo à paisagem
Thriving: próspero(a), afortunado(a)
Weather: tempo; estado atmosférico.

4. Agora, responda, em português, as seguintes questões sobre o texto:

a. Qual o comentário feito sobre cinema, no texto, em relação à cidade de Seattle?
_____
_____

b. Qual o estilo musical que teve sua origem em Seattle, e que bandas são citadas no texto?
_____

c. Qual o ponto negativo da cidade mencionado, com pesar, pelo autor do texto?
_____

d. Qual empresa localizada em Seattle é considerada pelo autor como essencial para a economia da cidade?
O que é fabricado na cidade por essa empresa?
_____

e. Segundo a visão do autor, o que faz de Seattle uma das cidades mais interessantes dos Estados Unidos?
_____
_____

Guess which connector is hidden!

WE GO HOME <u>WHEN</u> THE CLASSES FINISH

THEY ARRIVED EARLY <u>IN ORDER TO</u> WATCH THE GAME ON TV

THEY CAN STAY IN THE ROOM <u>AS LONG AS</u> THEY KEEP QUIET

I DON'T KNOW <u>WHETHER OR NOT</u> SHE'LL COME

HE COMMITED A CRIME, <u>THUS</u> HE WAS SENT TO PRISON

THE CONCERT WAS CANCELED <u>DUE TO</u> THE BAD WEATHER

WHEN I ARRIVED THERE WAS NOBODY <u>BUT</u> THE SECURITY GUARD

YOU CAN VISIT MANY PLACES IN RIO, <u>LIKE</u> THE CORCOVADO, THE SUGAR LOAF MOUNTAIN, THE MUSEUMS..

TO SUCCED IN LIFE, YOU NEED TO BE SELF CONFIDENT, <u>I MEAN</u>, BELIEVE IN YOURSELF

JOÃO IS VERY HARD-WORKING, COMPETENT AND INTELLIGENT. <u>FURTHERMORE</u>, HE CAN SPEAK 3 FOREIGN LANGUAGES

THE TEST WAS VERY LONG, <u>HOWEVER</u>, IT WAS EASY

I'M NOT FEELING WELL. <u>FOR THIS REASON</u> I WILL GO HOME EARLIER TODAY

I <u>SIMPLY</u> DON'T LIKE POLITICS

<u>ALTHOUGH</u> PETER STUDIED HARD, HE DIDN'T PASS THE TEST

CENTRO FEDERAL DE EDUCAÇÃO TECNOLÓGICA DE ALAGOAS
UNIDADE CURRICULAR: LÍNGUA INGLESA
PROFESSORA: _____

TASK: *COMPLETE THE SENTENCES WITH AN APPROPRIATE CONNECTOR:*

1. We go home _____ the classes finish.

2. They arrived early _____ watch the game on tv.

3. They can stay in the room _____ they keep quiet.

4. I don't know _____ she'll come.

5. He committed a crime, _____ he was sent to prison.

6. The concert was canceled _____ the bad weather.

7. When I arrived there was nobody _____ the security guard.

8. You can visit many places in Rio, _____ the Corcovado, the
   Sugar Loaf Mountain, the museums, etc.

9. To succeed in life, you need to be self confident, _____ , believe
   in yourself.

10. João is very hard-working, competent and intelligent. _____ ,
    he can speak three foreign languages.

11. The test was very long, _____ , it was easy.

12. I'm not feeling well. _____ I will go home earlier today.

13. I _____ don't like politics.

14. _____ Peter studied hard, he didn't pass the test.

CONNECTORS JEOPARDY

	ADIÇÃO	CAUSA	FINALIDADE	?	CONDIÇÃO	CONTRASTE	TEMPO
100	She plays volleyball and also basketball.	She went to the doctor. She had a constant headache.	He came here. He wanted to see us.	I could come any day but Thursday.	Plastic will melt if it gets too hot.	I love Physics. I hate Biology.	Plastic melts when it gets too hot.
200	If either the teachers or my classmates call, I'm not at home.	You are my friend. I will help you./ You are my friend. I will help you.	I will go on a diet. I need to lose weight.	I'm tall but you are taller. I'm not as tall as you.	I couldn't decide whether or not to go to the party.	His new jeans are practical and elegant. However, they're expensive.	I heard a noise. I got out of bed and turned the lights on.
300	The rent is reasonable and, moreover, the location is perfect	We didn't go out because it was raining./ We didn't go out because of the rain.	You want to understand how the body works. You need to have some knowledge of chemistry.	Some sports, such as/like surfing and rafting, can be dangerous.	You can use my car as long as you drive carefully.	We went out although it was raining./ We went out in spite of the rain.	I fell asleep while I was watching television.
400	Candy bars, brownies, doughnuts, M&Ms, what else has chocolate in it?	The teacher was feeling bad. For this reason, she left earlier.	I will do a lot of exercises, so that I can get a good grade on the test.	He must be either mad or drunk.	The club is for members only. You can't go in unless you are a member.	I couldn't sleep. I was really tired.	I fell asleep during the film. I was asleep until the end of the film.
500	Leonardo da Vinci was a painter. Leonardo da Vinci was an architect, an inventor and a scientist.	It rained very much last night. We decided to stay home and watch TV.	The new teacher will work full time, thus assisting a greater number of students.	*(formal English:) They had no offer of finance, and thus were unable to achieve completion.	Milk quickly turns sour. It is refrigerated.	Although she joined the company only a year ago, she's already been promoted twice.	It will be sometime before we know the full results of the elections.

CENTRO FEDERAL DE EDUCAÇÃO TECNOLÓGICA DE ALAGOAS
DISCIPLINA: LÍNGUA INGLESA
PROFESSORA: _____

NOME: _____ N°: _____ Série: 3ª TURMA: _____

1. Complete as sentenças abaixo com um conectivo da categoria que está entre parênteses. Caso seja possível, escreva mais de uma opção para cada alternativa.

a) She plays volleyball _____ basketball. (adição)

b) I could come any day _____ Thursday.   (exceção)

c) I'm tall but you are taller. I'm not _____ tall _____ you. (comparação)

d) Plastic will melt _____ it gets too hot. (condição)

e) Plastic melts _____ it gets too hot. (tempo)

f) If _____ the teachers _____ my classmates call, I'm not at home. (adição)

g) I couldn't decide _____ to go to the party. (dúvida)

h) His new jeans are practical and elegant. _____, they're expensive.

(contraste)

i) The rent is reasonable and, _____, the location is perfect. (adição)

j) We didn't go out _____ it was raining. (causa)

k) We didn't go out _____ the rain.(causa)

l) Some sports, _____ surfing and rafting, can be dangerous. (exemplificação)

m) You can use my car _____ you drive carefully. (condição)

n) We went out _____ it was raining. (contraste)

o) We went out _____ the rain. (contraste)

p) I fell asleep _____ I was watching television. (tempo)

q) The teacher was feeling bad. _____, she left earlier. (causa)

r) I will do a lot of exercises, _____ I can get a good grade on the test.

(finalidade)

s) The club is for members only. You can't go in _____ you are a member.

(condição)

t) The new teacher will work full time, _____ assisting a greater number of students.

(finalidade)

u) _____ she joined the company only a year ago, she's already been promoted twice.

(contraste)

v) It will be sometime _____ we know the full results of the elections. (tempo)

w) *(formal English) They had no offer of finance, ____ were unable to achieve completion.

(conclusão)

APPENDIX O – SENTENCES FROM "JEOPARDY" TO COMPLETE AND JOIN

x) Candy bars, brownies, doughnuts, M&Ms, what _____ has chocolate in it? (adição)

y) He must be _____ mad _____ drunk. (alternativa)

z) I fell asleep during the film. I was asleep _____ the end of the film. (tempo)

2. Agora, transforme cada duas frases das alternativas abaixo em uma só, usando o conectivo adequado para uni-las.

a) She went to the doctor. She had a constant headache.

    _____

b) He came here. He wanted to see us.

    _____

c) I love Physics. I hate Biology.

    _____

d) You are my friend. I will help you.

    _____

e) I will go on a diet. I need to lose weight.

    _____

f) I heard a noise. I got out of bed and turned the lights on.

    _____

g) You want to understand how the body works. You need to have some knowledge of chemistry.

    _____

h) I couldn't sleep. I was really tired.

    _____

i) Leonardo da Vinci was a painter. He was an architect, an inventor and a scientist.

    _____

j) It rained very much last night. We decided to stay home and watch TV.

    _____

k) Milk quickly turns sour. It is refrigerated.

    _____

✍

CENTRO FEDERAL DE EDUCAÇÃO TECNOLÓGICA DE ALAGOAS
DISCIPLINA: LÍNGUA INGLESA
PROFESSORA: _____

NOME: _____ N°: _____ Série: 3ª TURMA: _____

AVALIAÇÃO MENSAL

1. Combine as colunas A e B.

a) CAUSA   (   ) mainly, really, indeed

b) CONCLUSÃO   (   ) likewise, as well as, both

c) CONDIÇÃO   (   ) thus, therefore, so

d) CONTRASTE   (   ) but, unless, except

e) TEMPO   (   ) due to, since, because

f) ÊNFASE   (   ) provided that, as though, unless

g) ADIÇÃO   (   ) thus, so that, in order to

h) COMPARAÇÃO   (   ) in spite of, however, nevertheless

i) FINALIDADE   (   ) also, moreover, furthermore

j) EXCEÇÃO   (   ) while, until, as soon as

2. Complete as sentenças abaixo com o conectivo adequado.

a) She accepted the job _____ the salary, which was very low.

b) She accepted the job _____ the salary, which was very high.

c) I hope you come to Maceió some time. _____ you come, you can stay with us.

d) _____ yesterday was a public holiday, we didn't have class.

e) We were _____ disappointed with the result of the World Cup.

f) My grandfather doesn't know _____ to vote this year.

g) Some students missed a lot of English classes. _____ they had difficulty to understand the subject.

h) The sale of electronic products, _____ TV sets, home theaters and mp3 players have increased in the past few years.

i) _____ he is a corrupt politician, he got many votes.

j) My refrigerator is almost empty. There is nothing _____ milk and water.

3. Agora, transforme duas sentenças em apenas uma, unido-as com uma das conjunções do quadro.

IN ORDER TO – THEREFORE – EVEN THOUGH – MOREOVER – AS SOON AS

a) There was an accident on Fernandes Lima Avenue. The traffic is very slow.

_____

b) Paulo works during the day and goes to college in the evening. He studies English on Saturdays.

_____

c) The postman arrived at my house. Our dog started to bark.

_____

d) I will go to the supermarket today. I need to buy some food.

_____

e) It was raining. My father left without the umbrella.

_____

4. O texto abaixo dá dicas de etiqueta para fumantes, ou seja, informa as pessoas que fumam, dentre outros detalhes, sobre os locais e momentos que são apropriados ou não para fumar.

SMOKING

Smoking is permissible in most places unless there is a "No Smoking" sign, or unless you are in a school, auditorium, etc. Before light a cigarette, always make sure to look for any signs regarding smoking. If you are in a house or in a public building, and cannot find and use an ashtray, do not smoke. Never put out a cigarette on the floor.

A man should always light a cigarette for a woman before he lights his own. Smoking is correct during meals if all the others are doing it and if there are ashtrays on the table. Never substitute a plate for an ashtray.

Although it is usually permissible to smoke, as a courtesy to your hostess, always ask permission before lighting your cigarette. If you smoke always carry your own cigarettes, and accept others only if they are offered to you.

(Fonte desconhecida)

De acordo com o texto acima, classifique as frases em Verdadeiras ou Falsas.

a. (   ) You can smoke in many places but in those where are signs regarding smoking.

b. (   ) You should always have your own cigarettes unless you are a smoker.

c. (   ) As soon as a man lights his cigarette he should light the woman's cigarette.

d. (   ) While having meals, you cannot smoke unless everybody smokes.

e. (   ) It's really inadequate to use either a plate or the floor in order to put out a cigarette.

f. (   ) Unless you find an ashtray do not light your cigarette in public buildings.

g. (   ) Since there are not ashtrays on the table, it is incorrect to smoke during meals.

h. (   ) When smoking in somebody's house you must offer a cigarette to the hostess.

i) (   ) You cannot smoke in closed places such as schools or auditoriums.

j) (   ) You shouldn't smoke in somebody's house provided that you ask for permission.

ATTACHMENTS

QUESTIONNAIRE FOR THE TEACHER

Dear Colleague

I would like to count on your collaboration in the sense of answering these questions so that I can obtain specific data for my master course research. I assure you that your identity will be preserved.

Thank you in advance,

Soraya Fernandes da Silva

August, 2006.

1. What is your academic formation?

2. How long have you been teaching English?

3. What is your experience teaching the language?

4. In your opinion, what is the biggest difficulty (if any) to teach it?

5. Which approach do you use in your lessons?

6. Before taking part in this research, had you ever used any playful activity in your classes? Which one(s)?

7. Do you think such activities can be helpful somehow?

8. Concerning the activities carried out during the research, how do you evaluate them?

9. How did you like your students' reaction?

10. Do you intend to continue using playful activities in your classes?

11. Do you find any difference in the results of playful activities? Are they more effective than the conventional ones? Why?

ANSWERS:

1. Graduation in (Letras), Specialization Course in Teaching/Learning of Foreign Language – English, and Masters Degree in Linguistics.

2. For eleven (11) years.

3. I started teaching in a private school of English language called System 2000, where I taught for two years. Then I entered Escola Técnica de Alagoas (present CEFET), where I have been teaching English since 1997. At CEFET I have had many different levels of students, from the first to the last series of the secondary education, and also some classes of third degree (college) education.

4. The lack of interest of students to learn the language.

5. Well, I try to respect some principles of the communicative approach, although I'm aware that I don't follow it in all its aspects.

6. Yes, I had used some playful activities in my classes, mainly in the warm up, like Hang Man, Odd One Out, Crosswords, and some others that I can't name.
7. Yes, I do. The point is to get students interest, and I think that these kinds of activities are very helpful in this way.

8. In terms of methodology I think they were very appropriate to the level of the students. I just question their contents, because I think they were too structural. But I have to admit that I just came up with this idea after classes were given, and data collection finished.

9. I think they've promoted a higher level of participation in general, with some exceptions when they happened to be in large groups. In these cases, some students always leave "the work" to others and their individual participation decrease.

10. Yes, I do, for sure.

11. In general, yes, and I think that is because students get more interested in participating of activities like games or similar challenging tasks. But I think there are many aspects that have to be taken into account when doing an evaluation like that. These aspects are the elements of all the situations where the activities take part, such as, which school it is, how the class is in terms of space (the building), in terms of students profile, number of students in each class, even the time the classes begin and finish, the acting of the teacher when he/she is coordinating the activity, the language focus of the activity, and many other aspects that are part of the situation. So, I would say that these activities can be more effective than the conventional ones when all or, at least, many of the elements of the situational context are propitious to the development of the activity, providing an effective participation of the students.

DEATH FROM SPACE?

A group of scientists has just announced the discovery of a vast dinosaur nesting ground in Argentina. The site is covered with thousands of fossilized dinosaur eggs.

Remarkably, inside several of the eggs are the fossilized embryos, or unhatched babies, of dinosaurs that roamed the Earth 65 to 90 million years ago. The scientists hope the eggs will reveal more about how dinosaurs lived. Meanwhile, other scientists believe that they have found more evidence of how and why the dinosaurs died.

Scientists in Denmark and Spain have found samples of a substance called chromium on a layer of Earth's crust that dates back to the time when scientists believe that dinosaurs became extinct.

Chromium is rare on Earth, but the substance is common in meteors and comets. The layer of chromium probably came from a comet or a meteorite that slammed into Earth. Many scientists believe that such an object struck Earth, causing billions of tons of dust and vapor to be thrown into the air, blocking the sun's heat and light. As a result, temperatures around the world dropped. The Earth became cold and dark and the dinosaurs eventually died.

(Adapted from *Weekly Reader*, Senior Edition, January 8, 1999)

SOURCE: MARQUES, A. *Inglês – Série Novo Ensino Médio (Volume Único)*. São Paulo: Ática, 2003. p.186

PAST PARTICIPLE VERBS / PRESENT PERFECT – EXERCISE

I. Write the past simple / past participle of these verbs. (The past simple and past participle are the same for all the verbs in this exercise I.)

1. make _____	6. sit _____	11. hear _____
2. cut _____	7. leave _____	12. cost _____
3. get _____	8. build _____	13. catch _____
4. think _____	9. put _____	14. lose _____
5. pay _____	10. buy _____	15. understand _____

II. Write the past simple and the past participle of these verbs.

1. run _____ _____	8. take _____ _____
2. begin _____ _____	9. go _____ _____
3. eat _____ _____	10. write _____ _____
4. drink _____ _____	11. come _____ _____
5. give _____ _____	12. drive _____ _____
6. know _____ _____	13. throw _____ _____
7. forget _____ _____	14. speak _____ _____

III. Complete the sentences with the past participle of the verbs from the list.

Break   Drive   Finish   Know   Lose
Make   Meet   See   Tell

1. Somebody has ………………. this window.
2. I've …………………. my bag. Have you ………………. it?
3. Have you …………………… your book yet?
4. She's a good friend of mine. I've …………………. her a long time.
5. I have ………………. Some coffee. Would you like some?
6. Have you ever ………………….. a very fast car?
7. Have you …………………. John about your new job?
8. I know Gary but I've never ……………………. His wife.

IV. Form sentences according to what has happened.

10. I/take/a shower ……………………………………………………………
11. He/erase/the blackboard ……………………………………………………….
12. She/turn on/the TV ..……………………………………………………….
13. You/open/the window …………………………………………………………….
14. They/eat/spaghetti ……………………………………………………………
15. He/wash/his hands …………………………………………………………….
16. He/close/the door ……………………………………………………………
17. We/turn off/the lights …………………………………………………………….
18. She/play/the piano …………………………………………………………….
19. You/play/volleyball …………………………………………………………….
20. She/make/a sandwich …………………………………………………………….
21. I/drink/a coke …………………………………………………………
22. We/paint/the wall …………………………………………………………….
23. He/put on/a rain coat …………………………………………………………….
24. She/read/a newspaper …………………………………………………………….

ONE HUNDRED YEARS OF DREAMS

One hundred years ago Sigmund Freud published *The Interpretation of Dreams*, the book which began his exploration of the mind and his development of psychoanalysis.

Before Freud, before *The Interpretation of Dreams*, doctors studied the brain as an object. Since the publication of *Dreams*, scientists have studied the connection between the nebulous and hard-to-define mind and the physical, gray brain. What they have discovered, and what they are still discovering, is the incredible complexity of both brain and mind.

The line where brain and behavior meet is the focus of much of modern neuroscience. And dreams have proved to be a foundation for much of that research. After a brief period when dreams were considered to be little more than mental fireworks, scientists have found that they provide many insights into the mind's workings.

Without *The Interpretation of Dreams*, psychology might still be the study of ill humors and their effects on the brain. Without that book, modern scientific study might not be finding the insights into the mind that have saved millions from the horrors of mental illness. Freud's work has led to everything from drug treatments for depression and psychosis to better understanding of learning, memory, and mental development. In this effort to understand the meaning of dreams Freud developed psychoanalysis and began a revolution. That revolution has been alive and well for one hundred years and is still continuing.

(Adapted from a news release issued by *American Psychoanalytic Association, September 14,* 1999)

FIGHTING AIDS

AIDS. Fifty years ago, it didn't exist. Fifteen years ago, a few doctors noticed the first cases. Within a few years, it was clear that it had reached epidemic status. It has now killed almost 14 million people around the world.

For the nearly 35 million people around the world who have been living with HIV (the virus that causes AIDS) for some time, there may never be a cure. Once cells are infected with HIV it's extremely difficult – perhaps impossible – to rid them of the virus. The only sure way to stop the epidemic is to prevent infection in the first place, and only a vaccine can do that.

Unfortunately, HIV is one of the most changeable viruses known to science. It can mutate rapidly so that a vaccine that is active against one strain may not work against others. For more than a dozen years, researchers have been chasing the moving target through all its mutations. They have been trying to find a few common elements among the strains of the virus in circulation that they can use to produce an effective vaccine.

To contain the virus effectively, it may take a balance between drug therapy that keeps HIV levels low and a bolstered immune system that can then target and destroy the remaining virus. Until scientists find a vaccine, however, they may control but never cure the century's final scourge.

(From "Fighting AIDS", by Alice Park, in Time, March 29, 1999)

SOURCE: MARQUES, A. *Inglês – Série Novo Ensino Médio (Volume Único)*. São Paulo: Ática, 2003. p.200

CENTRO FEDERAL DE EDUCAÇÃO TECNOLÓGICA DE

UNIDADE CURRICULAR: LÍNGUA INGLESA
PROFESSORA: _____

STUDENT: _____ DATE: _____

1. De acordo com o contexto dado, complete as frases com um verbo adequado no Present Perfect Continuous. Veja o exemplo.

1. __You've been swimming_____for three hours. Come out of the sea now!

2. _____ TV for too long. Turn it off now!

3. _____ for ten hours. Get out of bed now!

4. _____at yourself for ages. Put away the mirror!

5. _____in the same office for twenty years. It's time to change your job.

6. _____to your boyfriend for hours. Say goodbye and put down the phone.

7. _____all day. Close your books and relax.

8. _____for six hours. Are we nearly there?

1. Em cada um dos pares de situações dadas, escreva uma frase no Present Perfect simple e outra no Present Perfect Continuous. Veja o exemplo.

1. a) There's a bed smell. (I/cook fish) _____I've been cooking fish_____

   b) Let's eat (I/cook dinner) _____I've cooked dinner_____

2. a) Let's go to the disco (I/do my homework) _____

   b) I'm tired. (I/do my homework for six hours) _____

3. a) She's ready for the party. (she/buy a new dress) _____

   b) She is still at the shops. (she/buy a lot of things) _____

4. a) They are at the stadium

      (they/play football for two hours) _____

   b) We are happy. (We/ win the match) _____

5. a) Thank you for the video. (I/watch it three times) _____

   b) She's in the living room.

      (She/ watch TV for two hours) _____

6. a) She doesn't know the answer

      (She/ not talk to her friend yet) _____

   b) I'm sorry we're late. (We/talk to our friends) _____

7. a) Why are you crying? (I/peel onions) _____

   b) Why are you crying? (I/break my leg) _____

QUESTIONÁRIO DE FAMILIARIZAÇÃO

Nome (opcional): _____ Idade: _____ anos

Bairro onde mora: _____ Sexo: ( ) Masculino ( ) Feminino

1) Há quanto tempo você estuda no CEFET? _____ anos.

2) Você gosta de inglês?

3) Tem dificuldade nessa matéria? Qual?

4) Estuda (ou estudou) inglês fora do CEFET? Em caso afirmativo, por quanto tempo?

5) Você considera o inglês importante? Por quê?

6) De que forma você acha que o aprendizado da disciplina se torna mais fácil?

7) De que atividade você gosta mais nas aulas de inglês?

| ( ) leitura | ( ) exercícios gramaticais | ( ) conversação | ( ) jogos ou atividades lúdicas | ( ) outras _____ |

THANK YOU VERY MUCH FOR YOUR COLLABORATION!!! ☺👍

A VISIT TO THE BUTANTÃ

At the Butantã Institute in São Paulo, Brazil, the largest venom research center in the world, snake venom is extracted by hand to develop antidotes to snake bite.

Antidotes cannot be created artificially from snake venom because the liquid is too organically complex. The poison must be extracted by hand, a risky operation for the herpetologists (the scientists who deal with the snakes). The danger from snakes in Brazil is great: 20,000 Brazilians are bitten every year and 200 of them die.

At the Butantã Institute each month poison is extracted from the 50,000 snakes that are kept at the center and sent to a horse farm in São Joaquim. Here they inject it into the horses in very carefully measured doses: not enough to kill, but just enough for the animal to develop a natural resistance. Once the right antibodies have developed in the horses' bloodstream, they are extracted to produce serum.

Snake venom is complex mix of proteins and enzymes, some of which attack the nervous system and others the blood. Either way, you're in trouble without an antidote. Around the world, as many as 40,000 people die from snake bite every year.

(Adapted from "Poison bank" in Focus, June 1998)

SOURCE: MARQUES, A. *Inglês – Série Novo Ensino Médio (Volume Único)*. São Paulo: Ática, 2003. p.206

CASAR OU NÃO, EIS A QUESTÃO!

As taxas de casamento têm vindo a baixar (ligeiramente) em Portugal. Paralelamente, os jovens casais optam cada vez mais pela união de fato, pelo menos numa fase inicial. Esta opção permite-lhes prolongar o processo de aprendizagem/ adaptação característico do namoro e fomentar certezas quanto aos objetivos comuns.

Em última instância, _____ as coisas não correrem bem, o casal separa-se e ambos podem reconstruir a sua vida sem passar pela experiência do divórcio. _____, o sofrimento provocado pela separação não é agravado pelas burocracias jurídicas, nem é acompanhado da mesma pressão social. Talvez _____, algumas pessoas afirmam que já se sentem casadas e que não precisam de "assinar um papel".

Não distingo, em termos terapêuticos, os casais que oficializaram a relação daqueles que optaram por viver em união de fato. _____, não posso concordar com a idéia de que o casamento possa resumir-se à assinatura de um contrato. Onde foi parar o romantismo?

O casamento sempre teve uma forte carga simbólica e não consigo perceber exatamente em que período da História recente é que o conceito se alterou. Interrogo-me, _____, sobre o peso do hiper-realismo nestas decisões. _____ os membros do casal partirem para a vida a dois demasiado contagiados pelo fantasma do divórcio, o investimento emocional na relação conjugal sairá prejudicado.

Não concebo o casamento como um compromisso "cego", em que duas pessoas se disponibilizam para viver juntas até que a morte as separe, aconteça o que acontecer. _____ uma relação conjugal satisfatória requer algumas "ilusões" e menos frieza. Amar é acreditar que é possível ficar com aquela pessoa para sempre. E isso tem pouco a ver com qualquer tipo de hiper-realismo.

Em termos práticos também há repercussões: quanto maior for o investimento emocional dos membros do casal, maior a sua capacidade para lidar com as dificuldades, as divergências _____ os obstáculos inerentes a uma relação conjugal. É dessa construção que saem as forças que impedem os membros do casal de se separarem à primeira desavença.

Este texto não é um ato de propaganda ao casamento. _____, gosto de pensar que a cultura hedonista em que estamos mergulhados não deve afastar-nos dos sonhos a longo prazo.

PRODUZIDO POR Cláudia Morais @ 11.11.05

CONTUDO – DESTE MODO – E – MAIS DO QUE ISSO – MAS – POR ISSO – POR ISSO – SE – SE

CASAR OU NÃO, EIS A QUESTÃO!

As taxas de casamento têm vindo a baixar (ligeiramente) em Portugal. Paralelamente, os jovens casais optam cada vez mais pela união de fato, pelo menos numa fase inicial. Esta opção permite-lhes prolongar o processo de aprendizagem/ adaptação característico do namoro e fomentar certezas quanto aos objetivos comuns.

Em última instância, **se** as coisas não correrem bem, o casal separa-se e ambos podem reconstruir a sua vida sem passar pela experiência do divórcio. **Deste modo**, o sofrimento provocado pela separação não é agravado pelas burocracias jurídicas, nem é acompanhado da mesma pressão social. Talvez **por isso**, algumas pessoas afirmam que já se sentem casadas e que não precisam de "assinar um papel".

Não distingo, em termos terapêuticos, os casais que oficializaram a relação daqueles que optaram por viver em união de fato. **Contudo**, não posso concordar com a idéia de que o casamento possa resumir-se à assinatura de um contrato. Onde foi parar o romantismo?

O casamento sempre teve uma forte carga simbólica e não consigo perceber exatamente em que período da História recente é que o conceito se alterou. Interrogo-me, **por isso**, sobre o peso do hiper-realismo nestas decisões. **Se** os membros do casal partirem para a vida a dois demasiado contagiados pelo fantasma do divórcio, o investimento emocional na relação conjugal sairá prejudicado.

Não concebo o casamento como um compromisso "cego", em que duas pessoas se disponibilizam para viver juntas até que a morte as separe, aconteça o que acontecer. **Mas** uma relação conjugal satisfatória requer algumas "ilusões" e menos frieza. Amar é acreditar que é possível ficar com aquela pessoa para sempre. E isso tem pouco a ver com qualquer tipo de hiper-realismo.

Em termos práticos também há repercussões: quanto maior for o investimento emocional dos membros do casal, maior a sua capacidade para lidar com as dificuldades, as divergências **e** os obstáculos inerentes a uma relação conjugal. É dessa construção que saem as forças que impedem os membros do casal de se separarem à primeira desavença.

Este texto não é um ato de propaganda ao casamento. **Mais do que isso**, gosto de pensar que a cultura hedonista em que estamos mergulhados não deve afastar-nos dos sonhos a longo prazo.

PRODUZIDO POR Cláudia Morais @ 11.11.05

1. Após uma leitura rápida do texto, diga se as informações abaixo são F (falsas) ou (V) verdadeiras.

LIVING TOGETHER

Taking the Next Step

COUPLES WHO MOVE IN TOGETHER may be rejecting, at least temporarily, old-fashioned notions of marriage. <u>But</u> when it comes to deciding whether to wed, they fall into the same gender roles as staunch traditionalists.

<u>In other words</u>, the guy still calls the shots. This according to a survey that looked at nearly 400 cohabiting couples – and what happens when only one partner thinks the twosome will eventually marry.

If the man is the one hearing wedding bells, it seems, a couple is nearly as likely to marry as when both partners plan to say "I do." <u>But</u> if it's the woman who hopes to wed, the couple is only half as likely to wind up at the altar.

All of which surprised Bowling Green State University's Wendy Manning, Ph.D. "This is a group that subscribes to less traditional gender roles. <u>So</u> we just assumed they would behave in a less traditional manner." – *Alyssa Rappaport*

Psychology Today – March / April 1996

1. (   ) Casais que moram juntos são diferentes dos casais tradicionais em todos os aspectos.
_____

2. (   ) Aproximadamente 800 pessoas foram entrevistadas.
_____

3. (   ) É mais provável que haja casamento quando o desejo de casar-se parte da mulher.
_____

4. (   ) O resultado da pesquisa já era esperado por Wendy Manning.
_____

Qual a conclusão da pesquisa?
_____
_____
_____

Qual a sua opinião? O resultado desta pesquisa seria o mesmo no Brasil?
_____
_____
_____

CONNECTORS CHART

ADIÇÃO	and; also; else; furthermore; next; finally; in addition; moreover; either... or; neither... nor. Ex.: If **either** Lennie **or** Miranda calls, I'm not at home.
ALTERNATIVA	or; either... or; neither... nor. Ex.: It's your choice! **Either** she leaves **or** I will!
CAUSA	because; because of this/that; for; for this/that reason; so; therefore; due to; In fact; as; since.
CONCLUSÃO	as a result; consequently; thus; therefore; so; then; for this reason.
CONDIÇÃO	if; as if; as long as; unless; provided that; as though.
COMPARAÇÃO	as compared to; as; as well as; both; equally; in comparison with; like; likewise; in the same way; similarly; correspondingly; more/less ... than; while.
CONTRASTE	although; even though; but; however; nevertheless; on the other hand; still; though; whereas; yet; in spite of; despite; on the contrary; instead.
DÚVIDA	what; whether ; whether or not.
ÊNFASE	above all; chiefly; mainly; especially; actually; really; simply; indeed; even; still (till).
EXCEÇÃO	but; unless; except; in exception.
EXEMPLIFICAÇÃO	for example; like; such as; for instance; namely; i.e.; e.g.
EXPLICAÇÃO	in other words; I mean; that; that is; that is to say.
FINALIDADE	in order to; so that; thus.
SIMILARIDADE	equally; in the same way; similarly; correspondingly.
TEMPO	then; when; after; while; as soon as; before; during; until.

QUESTIONÁRIO DE SONDAGEM

Prezado(a) Aluno(a)

      Gostaria de contar com sua colaboração no sentido de responder da maneira mais franca possível as perguntas abaixo, cujas respostas comporão os dados da pesquisa da minha dissertação de mestrado. Asseguro-lhe que sua identidade será preservada.

Muito obrigada,
Profa. Soraya Fernandes da Silva

_____

NOME: _____IDADE: _____ TURMA: ___

1. Qual a sua opinião sobre as atividades lúdicas (jogos, brincadeiras etc.) que foram desenvolvidas nas aulas de inglês?

2. Você acha que tais atividades contribuíram para que você aprendesse mais? Por quê?

3. Você costuma estudar sistematicamente antes das avaliações?

4. Qual tem sido o seu rendimento na matéria Língua Inglesa até o momento? A que você atribui esse rendimento?

5. Que tipo de atividades você sugere que sua professora faça para que os alunos se sintam mais motivados a estudar inglês?

RESPOSTAS:

Oi, darling,
Farei agora o que me pedes, ok?
Seguinte:

Turma 113-B (a das 7h00)
Pode-se dizer que a turma é das mais homogêneas e coesas, dentre os outros terceiros anos que ensino esse ano. Os alunos são unidos em tudo e têm todos um rendimento que varia de médio para bom e muito bom, com raras exceções de baixo rendimento. A turma é participativa e anseia por atividades desafiadoras, que exijam mais deles. Querem mostrar o quanto são bons. Têm fama de rebeldes, bagunceiros, e muitos professores já se deram mal com a turma em anos anteriores. Esse ano parece que melhoraram, talvez por ser o último ano do médio. Comigo não houve atritos, mas, de qualquer forma, mostraram-se sempre questionadores e, por vezes, relutantes em realizar certas atividades. Mostram sempre muita auto-confiança, e parecem sinceros nos posicionamentos em geral. No último bimestre foi realizado um trabalho em grupo sobre músicas, e a maioria teve uma ótima participação, apresentando, oralmente e por escrito, trabalhos muito bons. Em resumo, alguns adjetivos que podem classificar a turma são: inteligentes, críticos, de forte personalidade e unidos em todas as horas, tanto na hora do trabalho quanto na hora da bagunça. Well...

Já a turma 113-C (das 10h40)
Não tem grandes diferenças em termos de rendimento da turma 113-B. A grande diferença entre essa turma e a outra me parece ser a maior participação dessa turma, sempre, em todas as atividades. As vezes, com muita concentração, outras com mais brincadeiras, mas sempre participativa. É também uma turma crítica, mas, com certas lideranças divergentes. Parecem haver grupos mais definidos, e separados entre si, o que não acontece na outra turma. Essa (C) é uma turma muito bem humorada. Parecem ser mais "relaxados" que a turma B, mas não em sentido de preguiçosos, e sim em termos de serem mais simples, de mais fácil acesso, até mais assumidamente infantis, deu pra entender? Gostam de brincadeiras e são bem ativos. O trabalho de grupo, com músicas, feito na outra turma, também foi feito nessa, e o rendimento foi bem semelhante. Mas, como esperado, essa turma solicitou mais as minhas orientações do que a outra, mostrando, assim, ainda mais interesse no trabalho.

Particularmente, gosto muito das duas turmas, mas ainda tenho uma leve preferência pela turma C. Acho que é porque também sou meio criança, hehehe...

E é isso aí! Espero ter ajudado.
Beijão,

_____