LA TANGIBILITAT D'UN PROJECTE DE TREBALL EN ANGLES: LA PERCEPCIÓ DE LA REALITAT D'ALUMNES I PROFESSOR

ELT IN THE REFORMA CURRICULUM: A PROJECT WORK CASE STUDY

Núria de Salvador de Arana
Febrer 2000

AKNOWLEDGEMENTS

First of all I would like to acknowledge the help of:

Fernando and Núria de Valdivia, my husband and daughter, to whom I am indebted for their understanding and love.
Alan Reeves, who supervised this research and whose help and encouragement made it possible.
The **Observed Teacher**, who allowed me into her classroom, displaying an openness and generosity I would only like to parallel in the future.
The **Observed Learners**, who have also made this research possible.

I would like to thank as well, the following in-service or previous Secondary Teachers, in alphabetical order,

Isabel Benito
Mercé Bernaus
Silvia Borrell
Carlos Caruana
Lorena Díez
Luis Fernández del Rio
Epifanio Gutierrez
Christine Howes
Llorenç Marsà
Mª Jesús Méndez
Victoria Nicuesa
Esther Pagès
Mª Angeles Pulido
Ramon Ribé
Ana Robles
Núria Vidal
Marta Vivancos

This research was possible thanks to a 5 month study leave granted by the Generalitat de Catalunya (GOGC number 2622 of April 4th, 1998)

INDEX

- **INTRODUCTION** **3**

  I. Case Studies 3
  I. The New educational Reform 5
  II. Project Work 8
  III. The need for descriptive Case Studies on Project Work 11
  IV. Learners Metacognitive strategies and projects 13
  1. Metacognitive strategies and metacognitive knowledge 15
  2. Planning 16
  3. Social/affective strategies 19
  4. Language processing demands of projects 20

- **RESEARCH METHOD** **23**

  1. Learner's questionnaires 25
  2. Classroom observations - Coding criteria 26
  3. Interviews 31
  4. The informants 33

- **FACTORS AFFECTING THE DATA COLLECTED** **37**

- **ANALYSIS OF RESULTS** **39**

  1. Observation sessions 40
  2. Summary of findings using FOCUS 48
  3. Results from findings using FOCUS 52
  4. Findings from the magazine 81
  5. Findings from questionnaires 86
  6. Summary of findings from interviews 91
  7. Findings from interviews 95

- **DISCUSSION** **113**

  - Patterns of language use and social affective strategies 113
  - Some suggestions as to how social affective strategies could have been enhanced in this instance of Project Work 127
  - Planning 129
  - Some suggestions as to how planning could have been Enhanced in this project 143

- **CONCLUSIONS** **148**

- **REFERENCES** **154**

INTRODUCTION

I. CASE STUDIES

This piece of research is a case study in that it is "The investigation of the way a single instance or phenomenon functions in context" (Nunan, 1992). Broadly speaking, the purpose of this case study is to observe how a class of thirteen learners and a teacher dealt with a more learner-centered curriculum in the context of a three month project, focusing specifically in four one hour sessions throughout the project .

This study is guided by the belief that theories of teaching are needed first of all because there are teachers. Theories of teaching are only good as long as they are a clear help to the teachers' improvement of their teaching. This calls for teachers to be open to improvement, but it also calls for theorists to be ready to test theories in action, learn from observation and keep an hypothetical attitude in which all knowledge is open to tuning, improvement or change. In Stenhouse's (1978) words, research should "*underwrite speculation and undermine assertion*" .

The belief that guides case study research is that we can learn from a careful study of real cases. Expecting to find uniform procedures that can be good for all would be assuming learners, teachers and contexts are all alike. That something works for someone somewhere does not mean it would work for someone else in another context. For this reason teachers must approach new theories constructively, but also cautiously and critically while research must be ready to listen to what teachers have to say. Teaching is not a law, but an art, and art applied to the future generation.

Extensive observation of cases is needed to empirically test theory. The suggestion is that looking at what teachers really do in their classes when they implement a given theory, although it cannot claim generalisation of findings, might be of enormous use to refine or elaborate the theory.

Case study research differs from research conducted in samples in that it does not look for a representative instance of the target population, whether this can actually be done in the teaching situation in spite of all the calculations in the world. Research conducted in samples must abstract from context to be able to generalise findings and prescribe action. Instead, case study research believes that context is not an impediment but must be carefully described and judged in order to find new ways of action for future implementation of teaching. Thus, *thick description* is provided aiming at verisimilitude and events and situations are placed in time and space so that evolution and changes can be observed.

Case study research does not prescribe action, but it appeals to something which can be more sound, which is the capacity the experienced reader/teacher has to revise interpretations in the light of her knowledge. This does not mean in case study statistical techniques must not be used, and that the description of the case in question must not be thorough and systematic

This is classroom research in the tradition of such studies as Frölich, Spada and Allen (1985), who analysed different L2 classrooms using COLT classroom observation

system, or Spada's research (1990), again using COLT, to determine how communicative a number of studied classes were. Slimani (1989) conducted a piece of classroom research as well where she found interrelation between level of proficiency and interaction rather than with interaction and level of achievement Some years later Slimani (1990) studied uptake[1] through classroom research and concluded it is strongly idiosyncratic. Other examples in the same tradition are Blease and Cohen (1990) and Strong (1988).

Stenhouse (1982) distinguishes between two major traditions in case study: The ethnographic and the historical. This case study is an ethnographic case study on project work first because it depends "*for confirmatory response upon the reader's experience of like situations"* rather than on documentary sources (1984: 53) and secondly because it "*calls the culture it studies into question rather than building on their taken-for-grantedness*" (1984:53).

[1] What learners claim to have learned from a particular lesson

II. THE NEW EDUCATIONAL REFORM

The government and teacher trainers in Catalonia have encouraged teaching English following a task based approach ever since the new Educational System started to be implemented. This can be easily understood if we take a close look at what the new Spanish Educational System or "Reforma" is about.

The Educational Reform stands on two pillars. The first one is that schooling is the universal right of all Spanish citizens under sixteen years of age, and so, that all must attend school. The second is the assumption that learning can only be achieved by relating meaningfully prior knowledge and experience with the new information the learners come across, grasping the relationship among facts, procedures, concepts, and principles. Since every person's history is different, this path to knowledge must be travelled alone and is unique for every individual.

This Constructivist approach to learning that the Educational Reform assumes has several implications, which can be summarised as follows:

1. Learners are ultimately responsible for their own learning.
2. The teacher's role is to provide the right learning conditions to occur for each and every individual, assuming that no learners are alike.
3. The school system must make learners autonomous adults, able to co-operate with each other. To do so, it must foster their personal development as individuals and members of the community, and help them acquire the necessary learning tools while encouraging curiosity and criticism, rather than teaching them bare and disconnected facts.
4. In order for learners to be able to form connections between old and new knowledge, the curriculum applied must consciously be holistic, and based on problem solving activities that involve students in evaluating their own thinking and progress while solving problems.

The new "Reforma" teacher of English is thus asked to:

1. Foster the use of different teaching techniques and materials that might suit the different learning styles of his or her learners, and provide more than one source of information so that they can see numerous perspectives and have a variety of different input. This also includes grouping student in various and different ways.
2. Diversify assessment tools and make them more flexible.
3. Assume that learning is not linear, but rather cyclical, that errors are good and necessary for learning, and that uptake is highly idiosyncratic[2].
4. Assure the learners question and participate in doing, creating and discussing, and encourage them to compare and contrast ideas and include writing so that students can form their own ideas.

[2] In all lessons "no matter how well the teacher does his or her job, what any learner can learn from each lesson will depend on what happens in the course of classroom interaction, and on whether or not that learner bothers to pay attention to the different learning opportunities that arise" (Allwright and Bailey, 1991:22)

The Reforma implies a shift from teacher centerdness to learner centerdness. The traditional teacher centered presentation-based approach or PPP model[3], that many teachers have followed for years in language teaching, is officially unsuitable. As Fröhlich, Spada and Allen (1985) point out, in the traditional approach, the learners have a passive role as they:

1. Seldom initiate discourse.
2. Are rarely asked questions other than display questions, for which the teacher knows the answer beforehand.
3. Are expected to produce specific language forms.
4. Are not often given the opportunity to exchange information with peers in a natural manner.

However, as Skehan (1998) indicates, using PPP has some clear advantages, too:

1. It gives the teacher a conforting feeling of acting professionally.
2. The teacher has control over what is happening and how the class is proceeding at all times.
3. It provides clear itemizable goals, to evaluate teacher and students' effectiveness ("*My* students already know *this*. *I* have already explained *that*")
4. Testing is based on sampling the syllabus items contained in that unit or group of units to be tested and seen as a simple matter.

Meanwhile, the demands of the new Educational Reform seem to be met by *tasks*. Although definitions vary, tasks have in common that (Skehan, 1998, Nunan, 1989, Wajnryb, 1992):

- They promote communication in a "real" manner, that is, there is some sort of relationship to comparable real-world activities.
- There is some communication problem to solve, which, at task level, gives the task a non-linguistic aim.
- There is some input data (e.g. oral instructions on how to draw a map…).
- The length of the task is variable, as tasks might be subsidiary components of a larger task.
- The degree of complexity of tasks is also variable.
- They may involve language production or not, though they certainly involve the learners' comprehending, manipulating, producing or interacting in the L2.
- Learners have a varying degree of control over content.
- There are often opportunities for communication in groups or pairs.
- The assessment of the task is in terms of outcome.

However, the task based approach is not free from criticism. Although the task based approach claims to be a more communicative approach, based on a non-linguistic

[3] The traditional presentation-based approach, or PPP model is based on (Skehan, 1998):

1. The *Presentation* of a single point of grammar which would develop declarative knowledge.
2. Subsequent *Practice* activities aimed at converting declarative knowledge into procedural.
3. A final *Production* stage where learners work more spontaneously on meanings they would like to convey using the language that had been just presented and practised.

objective, how learners can be prevented from using their native language in an EFL Secondary context, at least while the task is in process, is certainly a thorny question. Some other risks of the task based approach that Skehan(1998) points out are:

1. Overemphasising communication strategies might be harmful to linguistic factors and result in fossilised structures.
2. There is no way of assuring a systematic language development.
3. The teacher and the syllabus designer have an unsatisfactory passive role.
4. Classroom management, assessment and accountability become much more complex and intangible matters.

In fact, teachers using project work in secondary schools have often been criticised for not giving enough emphasis to formal accuracy, being unsystematic, unconventional or permitting lack of discipline and noise. Conversely, the fact remains that some very successful, enthusiastic and popular teachers claim to have worked in this way, to have changed theirs and their learners' attitude towards error and its treatment, and achieved communicative effectiveness inside classrooms.

The new Education Reform implies a very complex methodology shift. This shift comes as a top-down major scale change based on what the authorities, theorists and some enthusiastic teachers have considered as more appropriate for the future generation. The fact that a more learner centered approach is not generalised is not strange in a context where this is only one of the innovations taking place[4], but it seems to suggest this approach overburdens rather than facilitates in-service teacher's work, at least for the time being.

[4] Teachers also have to cope with two other major changes. The first is learners being compulsorily at school until the age of sixteen and the attitude change this implies. The second is the having twelve year old learners at institutes.

III. PROJECT WORK

Tasks have been classified in many different ways according to their characteristics. It is also possible to situate tasks on a continuum according to the power and control given to students over them. Nunan and Lamb (1996) talk about *high structured* and *low structured* tasks. In the former, the teacher has all the power and control while in the latter students have many options and maximum autonomy. Similarly, Ribé and Vidal (1993) classify tasks as *first, second and third generation tasks* defining project as "*A full implementation of a second or third generation task"* (1993:5). The latter would be situated at the farthest end of the continuum as the most extensive, open, learner centered, creative and communicative manifestation of what a task can be.

The characteristics of a third generation task or project (Ribe and Vidal, 1993) are:

- *"A high degree of task authenticity"*
- *"Globality and integration of language and contents and involvement of all the aspects of the individual's personality, previous experience and knowledge; this includes artistic, musical, literary interests, hobbies and concerns"*
- *"Creativity is usually the factor that links all these elements"*

Ideally, in projects as in real life, all skills must be developed integratively, and grammar is no more an end in itself but a means to achieve real communication. Starting from an idea and a given input, the characteristics, needs and interests of learners are observed and learners are allowed to choose what they want to work on (Fotos and Ellis, 1991). In this way they are expected to get involved and become responsible for their own choices and learning while developing their autonomy, curiosity and criticism. Because projects claim to adapt to the learner's interests and prior knowledge they are predicted to become active and meaningful. Besides, as reading, writing, oral expositions, search for information, collaboration among peers, creativity and everyday work are necessary to carry them out, they promote the use of multiple teaching techniques and materials. This complex amalgam of activities would allow the teacher the use of alternative assessment while s/he becomes a learning counsellor and educator rather than the only source of knowledge. What a third generation task aims at certainly meets the ends of the Constructivist approach that the Reforma assumes.

The disadvantages this approach has are also apparent. Guiding learners to learn English using their talents and interest implies time so that the teacher listens to and gets to know the learners, their learning strategies and their learning styles and preferences from which to help them to start building their own knowledge. Then s/he will have to look for, adapt, select and review possible materials, so as to provide learners with a suitable input.

In projects, learners are the main reference point for decision-making regarding both the content and the form of teaching. However, there is little use in giving too much autonomy to learners who are not prepared to take advantage of it[5]. A clear insight on

[5] "As a general rule, then, it would seem advisable to adopt a more integrated approach with learners who show less cognitive or personal maturity, and/or who are less motivated in their

student's needs is necessary, and it can only be achieved by the teacher through consultation and negotiation.

Teachers, though, might be reticent to ask for feedback to learners to create rapport, because they feel their learners are not prepared. Criticism is always painful, and it might be felt as unnecessary if it is felt to be immature, superficial and destructive. Feedback from learners might also be considered counterproductive by teachers on the grounds that learners would react negatively to anything that implies hard work and assessment.

Projects are often designed in the English classroom to create magazines or textbooks, small plays or concerts or to design trips to real or imaginary places where learners are allowed to develop the content they want, or feel happier with. An example of an ambitious project for teenager Art students in their last year of school carried out in a state school in Sabadell in 1995 consisted in learning about AIDS through movies and deciding how real the vision those movies gave of the disease was. Learners read a small book on AIDS in English and watched 4 films, 2 in English subtitled in English, one both in Spanish and in English and one only in Spanish[6]. They created a set of questions that they expected would be related to how the film dealt with AIDS, such as "*What's the average age of seropositives in this film?*". They found the answers for each film and compared them. They also interviewed a member of an AIDS Association (in Spanish), found out what the learners in the institute knew of AIDS (in Spanish) and finally exposed their conclusions orally (in English).

The Reforma's objective to make a learner centered approach feasible gives learners the possibility of choosing their own curriculum, helped by their tutors, through three month courses or *Crèdits Variables.* These are 30 to 35 hour courses whose main objective is to cater for the individual needs and preferences of every student. Secondary schools in Catalonia offer them to learners in all subjects. In these courses no more than twenty students per class are allowed.

There are three types of *Crèdits Variables,* or *Cvs*:

- *Reinforcement Cvs*, to strengthen those subjects the learner is having problems with (i.e. Students who fail maths should choose a maths reinforcement *Cv*).
- *Enlargement Cvs,* to expand their knowledge on a subject of their interest (i.e. a student that is specially interested or likes Maths also has the opportunity to expand his or her knowledge on the subject by choosing a Maths enlargement *Cv*)
- *Introductory Cvs* for students to get acquainted with aspects of knowledge that are related to their interests and which do not belong to the general curriculum (i.e. a student that likes Maths and Physics might be interested in Astronomy, and from the Maths or the Physics department an introductory *Cv* on astronomy might be offered).

---

language learning. On the other hand, more mature learners, especially if they have an existing propensity for self-direction, may feel more at ease with less integrated approach, one which allows for greater scope for personal reflection and exploration" (Tudor 1996:59)

[6] *Peter's Friends*. Kenneth Branagh (UK-USA, 1992), *Philadelphia.* Jonathan Demme (USA, 1993), *And the Band Played on*. Roger Spottiswoode (USA, 1993) and *Long Time Companion.* Norman René (USA, 1992)

The relationship between Crèdits Variables and project work established by the government and teacher trainers in Catalonia can easily be noticed if we look at the material designed by the Ministry of Education in Catalonia, which must be compulsorily taught to learners, or *Crèdits tipificats*[7]. The Catalan government has established that 60% of all the Cvs learners do in all subjects must be adapted from these.

However, projects are still not widely used by in-service teachers. This fact certainly puts a professional strain on teachers as their teaching does not follow the expected patterns. In other words, a breach between what is officially expected from teachers and what does actually take place in classrooms is created. Of course, this is a normal situation in a context of change as the one we are going through in Catalonia with the implementation of the Educational reform. However, more research is needed in order to investigate the reason for this gap.

[7] In the case of English, there are two enlargement CVs published called "*Let's talk English through Drama*" and "*Getting to know an English Speaking Country*" for the first cycle of Secondary teaching (12 to 14 year old learners) For the second cycle (14 to 16 year old learners) there is another CV called "*Let's do drama*", one called "*Reading*", a third called "*Planning a trip*" and a fourth called "*Looking for a Job*". They all are enlargement CVs. All of them follow a task based approach.

IV. THE NEED FOR DESCRIPTIVE CASE STUDIES ON PROJECT WORK

There is an ongoing recognition in the literature of the importance of peer observation on the principle of teacher-generated teacher-oriented observation (Allwright and Bailey 1991, Gebhart 1996, Nunan and Lamb 1996, Richard and Lockhard 1994). The assumption is that as teachers observing a peer, rather than a judgmental assessing activity, might lead to a shared end of professional growth. The hypothesis is that becoming a good teacher is a process where much peer collaboration is needed, rather than a point at which one finally arrives (Cosh 1999, Wang and Seth, 1998).

However this practice is not greatly extended in the Catalan State school system. Authorities are asking in-service teachers to adapt to a very complex way of teaching while unwilling and uncooperative learners are a reality in State schools. The responsibility for students being uncooperative and unwilling in a Constructivist approach is also attributed to the teacher's lack of ability to adapt to the learner's needs. Under these circumstances, the risk of unwanted criticism, even by a trusted peer, makes teachers reluctant to venture into being observed and thus classroom observations are not conducted [8]. Classroom observations on the implementation of the task based approach might however be now more necessary than ever to improve those aspects that would make these uncooperative students more willing to learn, in a model where learners are considered ultimately responsible for their own learning.

Personal accounts that affirm project work is worth the effort can be found easily[9] (Bernaus,1995, Diez Navarro, 1995, Guijarro, 1994, Hernandez, 1988, among others). Enthusiastic explanations are often given at conferences and teacher meetings. In fact, enthusiasm is one of the characteristics of the proponents of a task based approach. Energy is certainly needed to be able to adapt to the different learning styles of adolescent learners and to engage them creatively. It is not mere chance that two of the six first Crèdits tipificats for English are based on drama[10].

However, subjective reports of what happens in a project based on personal experience are unsatisfactory. As long as their use is not widely spread and their benefits and dangers are not widely recognised by those who have to apply them in classrooms, these reports can always be blamed for being subjective, marked by character, teaching conditions and teaching preferences[11].

---

[8] "Many teachers, in state school systems in particular, feel their self-esteem under considerable threat from their daily classroom encounters with unwilling and uncooperative school children, and they certainly do not need the extra burden of unflattering published reports, even if they are alone in being able to identify themselves." (Allwright and Bailey, 1991:70)

[9] "Ha sido tan rápido, tan encantadoramente repentino este entrar de cabeza en Egipto nada más empezar clases, que me he contagiado las prisas y, corriendo, me he puesto a contarlo todo para no perder comba. Eso sí, muy consciente de pecar de irreflexión, de insuficiente información metodológica, de parquedad de la exposición… / ¡Qué lío es esto de trabajar así! Sin embargo, no lo cambio por nada."

[10] see note 7.

[11] "While effective reflection implies an ability to ask incisive questions about our own teaching, experience of asking such questions about the work of other teachers may be necessary before we can ask them about ourselves." (Borg, 1998:273)

As long as objective longitudinal case studies on project work are not carried out, where all these circumstances might be clearly specified, the impression one forms is that a major curriculum change is based on subjective impressions of a limited number of converts, which is unlikely to lead to a more systematic development of a learner centered curriculum.

Case studies aim at a thick description that would lead to a productive self-reflection and self-awareness in both the observed teacher and the observer, based on a careful reconstruction in terms of findings and interpretations that must be credible to both[12]. Then, the reader is asked to consider whether *transferability*[13] is possible or not to his or her own situation and how what is found out by research can apply to her circumstances. Case studies on project work are needed because they will give in service and trainee teachers the possibility to compare and contrast what is depicted in a case study to their personal case. A body of case studies on project work is needed in that it would give those teachers that are experimenting with it in the context of Catalan state schools "A*n interpretation or a theory of one's one case"* (Stenhouse, 1982:54). They would also "*Provide documentary reference for the discussion of practice"* (Stenhouse 1982:53) to which to refer to in meetings and discussions and would allow the creation of a body of standards by which the practice of project work could be evaluated.

This piece of research aims at providing one of those case-studies that are missing, by describing as objectively as possible what actually happened in a project implemented in real classroom by a real teacher with real students within the context of a Catalan State School classroom in Barcelona's industrial belt in the hope that whatever understanding may be gained by it will illuminate issues for other people.

[12] What Davis (1992) refers to as "Member Checking"

[13] Rather than attempting external validity, this research aims at transferability. This idea in qualitative research is based on the belief that only working hypotheses about a particular situation may be abstracted from the study. Transferability is only possible depending on the degree of similarity between two contexts. The responsibility of the researcher is to provide a "thick description" to allow a reader to consider whether transfer is possible or not to his own situation. (Davis, 1992)

V. LEARNERS' METACOGNITIVE STRATEGIES AND PROJECTS

O'Malley and Chamot (1990) stated that learning strategies "*Are not the preserve of highly capable individuals, but could be learned by others who had not discovered them on their own"* (1990:2). To draw such a conclusion, they viewed learning strategies as complex cognitive skills and relied on Anderson's distinction between declarative and procedural knowledge. Declarative knowledge, is defined as the knowledge "*We typically are able to describe the contents of*" (O'Malley and Chamot,1990:20), and that is static. Procedural knowledge exists when knowledge gradually becomes automatised and can be used, but often the access to the rules that originally produced or enabled the procedure have been lost.

The assumption is that both mastering a second language and the learning strategies involved in the process of acquiring it are complex skills. Mastering involves attaining procedural knowledge. Learning strategies can be taught through tasks, that focus on declarative knowledge, by breaking them into pieces for the learner to better cope with them. Learning strategies are complex procedures that individuals apply to tasks. If the tasks chosen by the L2 teacher reinforce learning strategies as well, should not that result in a more efficient learning?. The suggestion is that teachers can help learners not only to master language, but also to become more efficient language learners. The role of the teacher is then one of creating the proper conditions so that the bridge between declarative and procedural knowledge and the storage of what is initially in short-term memory in long-term memory, is done in the most efficient way by the learner.

Some learners will certainly be able to apply their learning strategies to sustain and complete a project, as these strategies have already been acquired, otherwise, they should be guided and trained by the teacher. Guidance is all the more important in a learner-centered approach. Training learners would involve helping them tune their learning strategies according to their personal characteristics while their self development as learner is also catered for, and helping them use and eventually automatise those metacognitive strategies that would better serve them both individually and in group to acquire a second language[14].

As project work is a learner centered approach, then the role of learners in making a project successful is obviously important. If learners have been taught following a traditional teacher-centered approach, they may reach secondary education having had little need to plan and monitor their learning, roles traditionally assigned to the teacher, and scant experience in working in groups.

[14] "In our experience, learners need to be systematically taught the skills needed to implement a learner-centred approach to pedagogy. In other words, language programs should have twin goals: Language content goals and learning process goals. Such a program, we would characterise as being "learning centred". By systematically educating learners about what it means to be a learner, learners reach a point where they are able to make informed decisions about what they want to learn and how they want to learn. It is at this point that a truly learner-centred curriculum can be implemented. Learning-centredness is thus designed to lead to learner-centredness." (Tudor,1996:12)

The Reforma fosters the idea of learner centredness, and of making learners responsible for their own learning through tasks and projects. However, projects are not widely spread yet. The teacher implementing a project is taking a risky choice for two reasons. Firstly, she might be facing learners who have never worked in this way. Guiding them through the necessary procedures to achieve the project's outcome might be really complex. Secondly, the teacher is confronted with a marked innovation with respect to her skills and classroom behaviour as well.

* * * * * * * * * * *

The learning strategies used by Second and Foreign language students have been listed and described by several researchers. Brown et al. (1983) drew the distinction between cognitive and metacognitive strategies. O'Malley and Chamot (1995) distinguished also the Social affective strategies, Oxford (1990) classified them into *direct*, or cognitive strategies, and indirect strategies which "*Are divided into metacognitive, affective and social*". It is indirect strategies this study focuses on, and particularly planning, and social affective strategies.

1. Metacognitive Strategies and Metacognitive Knowledge

Metacognitive strategies have to do with the direction learning takes and the ability to review progress, (Allwright and Bailey,1991, O'Malley and Chamot, 1995). They involve thinking about the learning process, planning for learning, monitoring of comprehension and of production while it is taking place, and self-evaluation after the learning activity has been completed.

Metacognitive knowledge must be distinguished from metacognitive strategies (Wenden, 1998 and Allwright and Bailey, 1991). One thing is the learners beliefs and assumptions about learning, their learning abilities and their interlanguage development (metacognitive knowledge), and quite another their capacity to regulate learning (metacognitive strategies). The learners' metacognitive knowledge might even be a hindrance to their efficient application of learning strategies.

Wenden (1998) refers to Metacognitive knowledge *as "Learner's naive psychology of learning*". Learners "*Generate their own hypotheses about factors that contribute to learning*" that "*are not arbitrary*" (1998:517).

Metacognitive knowledge (Wenden, 1998, Allwright and Bailey, 1991) is :

1. Part of the learner's store of acquired knowledge.
2. Relatively stable.
3. Retrievable for use with learning tasks.
4. A system of related ideas.
5. An abstract representation of a learner's experience.
6. fallible.

The fact that most subjects are taught in Spanish secondary schools following a teacher-oriented approach must be recognised as it will probably have an influence on the learner's beliefs of how English is best learned. Learners beliefs of this kind will certainly influence how they face a project, especially if sustainability problems appear. We must also bear in mind that the teacher will bring to the class her metacognitive knowledge and that we tend to teach the way we were taught (Williams and Burden, 1999).

2. Planning

Planning is a metacognitive strategy that involves "*structuring behaviour*" (Crookes, 1989). To plan means to direct the course of language reception and production, establishing goals for communication and developing plans to make those goals possible. In fact, using planning consciously is one of the characteristics of good language learners (Rubin, 1975). The assumption is that planning helps task completion in the English classroom in general, and in projects in particular.

Previous research on planning has focused on short specific tasks set by the teacher in the field of oral production. These studies have shown that planning is certainly relevant, but basically still unknown in nature, and that its effects are complex and of different nature depending on whether task purpose is fluency, accuracy or complexity (Ellis, 1987, Crookes, 1989, Foster and Skehan, 1996, Mehnert, 1998). We must also bear in mind, that both Mehnert (1998) and Foster and Skehan (1996) talk about the possibility of planning being counterproductive by increasing the processing load over learners. On the other hand, Mehnert talks of planning periods of as little as a minute which have proved to be significant in improving speech performance.

In the present research both production and receptive planning are viewed from a holistic perspective, as a project is a long and complex task seen as a whole, which is made from smaller tasks that are interrelated and not always shared by all learners, and where learners decisions and creativity have a crucial role (Crookes, 1989). Planning in tasks and projects involves two aspects. On the one hand learners must focus on language accuracy, as a prerequisite of communication (focus on form[15]). On the other, they must concentrate on the meaning they want to convey (focus on meaning) as well as the management of the constraints learners have due to task demand and the present stage of their interlanguage.

Of special relevance to learner training is the fact that "*The effects of planning can be channelled, and so linked to particular pedagogic goals*." (Skehan, 1998:144) which gives the teacher a very important role in the learners' planning process. In this sense, depending on the level of the students and the cognitive load it imposes on learners and teachers, learner's production planning in the EFL Secondary class can be designed to be:

1) In English (learners interact in groups in that language).
2) Reported in English (learners interact in their native language, but the decisions they take are reported in English).

[15] The one responsible for this term was Michael Long, who in 1988 gave a paper entitled thus were he pointed out that both focusing on grammar alone or purely communicative syllabuses were inadequate. "*According to this view, after awareness of grammatical structures has been developed by formal instruction or some type of implicit focus on form treatment, many learners tend to notice the target structures in subsequent communicative input (Fotos, 1993, Schmidt 1990). Such repeated acts of noticing are suggested to promote the learners' comparison of the correct form with their own interlanguage forms (Schmidt, 1990), triggering the cognitive processes involved in restructuring the learners' internal linguistic system, and thus facilitating acquisition." (Fotos 1998:303)*

3) Designed to be in the native language using English input that would provide clues as to the necessary grammar structures to review or make salient in the input.

In all cases we are talking about the ability adolescent learners have to organise themselves in a longer stretch of time, which is a required condition in a project. The assumption is that if planning strategies are not acquired, this will be an additional pitfall to learners and the teacher. On the contrary, if they are, this would be an advantage to a project which would foster earlier acquisition and motivation and considerably ease the teacher's role in a classroom. One of the conclusions Foster and Skehan (1996) arrive at is that planning becomes more important as the situation becomes increasingly unfamiliar, and we might hypothesise that projects will be seen as complex unfamiliar situations in the context of the Spanish Secondary System.

Two aspects of planning which are *Directed attention* and *Selective attention* have been considered by researchers as crucial in projects(O'Malley and Chamot, 1990, O'Malley et al, 1985b, Oxford, 1990, Tudor, 1996). *Directed attention* means attending in class in a general sense in language reception[16]. Directed attention seems to depend upon creating the best possible physical environment. In production it implies the ability of focusing "*On the main ideas and overall structure of the project*". This implies organising the project in content terms to establish those aspects that would be done in class, or are internal to the class, and those that must be done outside the classroom and who must be responsible for what. When working in group, it also means distributing work efficiently when producing, making decisions on lay-out and presentation, etc., and setting goals and objectives.

Selective attention means deciding in advance what to listen to when language is received, or identifying the specific requirements of the task. When production is involved, selective attention implies identifying which key aspects of the grammar and lexicon must be used to communicate a given content. It also implies the learner's ability to match what want want to say with their current state of interlanguage and the correct distribution of the time available

[16] In all lessons "no matter how well the teacher does his or her job, what any learner can learn from each lesson will depend on what happens in the course of classroom interaction, and on whether or not that learner bothers to pay attention to the different learning opportunities that arise" (Allwright and Bailey 1991:22)

Planning aspects that learners need in a project are summarised in the following chart:

	DIRECTED ATTENTION	SELECTIVE ATTENTION
LANGUAGE RECEPTION	- Attending to the teacher and to other learners when task requirements imply it - Contributing to create the best possible physical environment (sitting arrangements, etc.) - Bringing materials to class, doing the homework, etc.	- Deciding in advance what to listen to.
LANGUAGE PRODUCTION	- Focusing on the main ideas and overall structure of the project. - Establishing content. - Determining who is going to do what. - Distributing work efficiently in Group work.	- Identifying the specific requirements of a task both at form and content levels. - Matching what they want to say with the current state of their interlanguage.

3. Social/affective strategies

Social/affective strategies are strategies that require the presence of another person to achieve a common goal in learning, be it the teacher or a peer. Social strategies are directly linked to interaction in the L2, with the teacher or with other learners. The nature and quality of interaction has given rise to much research (Allwright and Bailey, 1991, Long, 1983). Social strategies have been shown to enhance learning of a variety of reading comprehension tasks (Dansereau et al. 1983). Both in the task based approach and in Cooperative Learning they have been considered crucial and have been a criteria in the selection and classification of task types (Kagan, 1992, Skehan, 1998).

Affective strategies, on the other hand, are used by the learners to redirect negative thoughts about their capability to perform a task and reassure them that the task performance is within reach.

In an approach where communication is enhanced and where learners must unite to produce an outcome, creating a good atmosphere is very important. Developing social strategies is one of the objectives projects have. Training learners to work in groups effectively is teaching them to collaborate, share their ideas and respect those of others. In groups, also, planning and monitoring become even more important, as consensus decisions must be taken. Planning and monitoring in projects are social in nature.

No conclusive evidence has been reached as to how learners can be grouped more effectively, and whether learners do work better in groups. Slavin's (1988) review of the literature, though, supports several findings which advise the use of heterogeneous grouping as opposed to ability grouping. Cooperative Learning (CL) (Kagan, 1992) shares this view and claims that working in groups has the advantages of building self-esteem, promoting individual accountability and inter-personal and small group skills and creating inter-dependence between strong and weak students as groups develop common goals. However, this cannot be done unless each person has a role in the team, and this requires the teacher to assign roles and check for learners to follow them. Activities must be designed having these roles in mind and be well structured. Clear statements of each task and of the co-operating behaviour expected must be given by the teacher (Benito and Méndez,1999).

All teachers know that teams take time, skills, and knowledge to be successful. If learners are asked to work in groups a good atmosphere within the group and clear goals will accelerate learning, while the contrary will make them detrimental. Some teachers would never make their learners work in groups on the grounds that they are a source of noise and lack of discipline.

4. LANGUAGE PROCESSING DEMANDS OF PROJECTS

That the teachers that implement projects successfully do not have a magic wand, and that there must be some systematicity in their behaviour and the one they impose on learners, whether conscious or not, cannot be put to question. The assumption in a task based approach is that that learners would learn by doing, that is, that people learn better when they are actively employed in the learning process (Nunan, 1989, Fotos and Ellis, 1991). The problem, in an EFL context, is how.

There is an increasing tendency among methodologists to approach tasks following an information processing approach where both implicit and explicit teaching are complementary. In their view, teaching that aims to promote implicit learning can be comprehension driven, provided that there is the adequate focus on form in the input materials (Van Patten and Cadierno, 1993, Doughty, 1991, Spada, 1990, Fotos and Ellis, 1991, Fotos, 1998, Skehan, 1998). Projects that provide a focus on form would benefit from all the advantages of a Constructivist approach while avoiding the main danger the task based approach has been accused of, as far as language learning is concerned, namely, that it creates a pressure for immediate communication causing harmful effects to accuracy and creating a danger for fossilised structures. (Skehan, 1996, Seedhouse, 1997).

There have been attempts at creating frameworks for task implementation (Skehan, 1996, Willis, 1996). In Skehan's model, tasks must follow a cycle where *pre-tasks* and *post-tasks* are considered necessary to achieve balanced progress. Pre-tasks are required to assure the feasibility of tasks and assure a necessary attention to form. Skehan talks about two different types of pre-tasks:

1. Those which equip the learner with the necessary language (some sort of pre-teaching at form level, whether explicit or implicit).
2. Those which would help the learner to ease the processing load the task has, which involve learner's planning as well (cognitive pre-tasks).

Post-tasks can, according to Skehan, change the way in which learners direct their attention during the task. The pressure put upon learners by post-tasks such as public performances or tests can introduce a concern with syntax and analysis into the task which makes teacher direct intervention less disturbing.

Skehan also talks about *Parallel tasks* which he considers as a type of post-task, although we would prefer to consider them separately. Parallel tasks are groups of tasks that follow the same structure or pattern. By using parallel tasks, task requirements and goals are clarified to learners. Parallel tasks create a sort of motivational routine.

Another factor a teacher must take into account when designing a task in Skehan's framework is *task complexity*. Task complexity might be determined by cognitive or form complexity and communicative stress, and is directly related to task objective:

Cognitive and form complexity are interrelated as the decisions on task design a teacher makes will be taken in relation to what the teacher assumes the learner's perceived level of input difficulty will be. Task design might simplify tasks (by giving for example some sort of diagram) or make them more difficult (by introducing surprise elements).

Summarising, we have now reviewed the concerns of this implementation of case study. Thus, the general aims of this research are:

1. Providing a detailed picture of a project in action.
2. Assessing whether or not the project seemed to encourage the development of planning strategies.
3. Providing a general picture of the kind of L2 language used which resulted from the project.
4. Providing a reference document including insights which other teachers may draw on and adapt to their contexts.

RESEARCH METHOD

This research takes an ethnographic approach in that it aims at providing a detailed and non-manipulative description of what occurred during four sessions in the third trimester of year 1998/99 in a Secondary classroom of a State institute in Barcelona's industrial belt, when implementing a project. This is a longitudinal study, based on data collected before, at the beginning, , in the middle and at the end of the project, and expecting to see changes between the sessions observed at the beginning and the sessions observed at the end. A parallel project was taking place at the same time, with the same teacher and learners of similar characteristics. Some data were also collected from that group.

A chart of the data collection as it was initially planned is provided below:

	INTERVIEWS	OBSERVATIONS	QUESTIONNAIRS
PRE-PROJECT PROJECT Session 1	Interview to teacher		Questionnaire to learners of the observed and the unobserved group
FIRST SET OF OBSERVATIONS Beginning of the project		Beginning of Task 2: OBSERVATION CLASS 1	
	Planning interview to the teacher and the learners.		
		TASK 2 in process: OBSERVATION CLASS 2	
	Monitoring interview to the teacher and the learners		
SECOND SET OF OBSERVATIONS End of the project		Beginning of Task 5 : OBSERVATION CLASS 3	
	Planning interview to the teacher and the learners.		
		Task 5 in process: OBSERVATION CLASS 4	
	Monitoring interview to the teacher and the learners		
POST PROJECT			Questionnaire to learners of the observed and the unobserved group

Research validity was sought through *prolonged engagement* and *persistent observation*[17] and *triangulation*[18] (Brown, 1991, Davis, 1992), which involved data collection at periodical intervals over a time span of three months. It also assumes an interpretative analysis of the data gathered through qualitative field

[17] Prolonged engagement and persistent observation involve a commitment of time to the research project in terms of duration and frequency.(Brown, 1991)

[18] "To triangulate means to utilise multiple sources, methods and investigators when studying the same phenomenon. Triangulation may involve the use of multiple copies of one type of source (e.g. interview respondents), different sources for the same information (e.g. interview and documents); different methods for triangulation, such as interviewing, questionnaires, observation, and testing, or different investigators who compare data in efforts to formulate and test emerging hypotheses about the phenomena being studied." (Davis, 1992)

methods, although statistical methods are also employed. It is organic in nature, in that an interaction between questions/hypotheses and data collection/interpretation exists, but it had a focal point that guided research and that focused it from the very beginning, which was that social-affective and metacognitive strategies play an important role in projects.

The observer was present in 12 sessions of the project, 7 at the beginning and 5 at the end, from which four were selected for study. Of these four classes, two were at the beginning and two at the end of the project, expecting to see changes in learners' strategies in the course of a trimester. In the middle of the project I had an informal interview and frequent phone calls with the teacher to see how things were proceeding. I focused the first part of my research on task 2[19] and the second on task 5.

Although only four sessions were selected for detailed study, the observer also attended the first and last session in the project, and several more to help her better understand the nature of what was going on. The classes selected were those classes that could be more useful for obtaining data on learner's metacognitive and social affective strategies in use. Classes 1 and 3 are classes at the beginning of a task, to observe any planning actions learners engaged in. In classes 2 and 4 the tasks were in process.

A questionnaire was passed to learners in both the observed group and the parallel group before the project started and when it came to an end. Results were compared and observed in the light of the information provided by the coding of the transcripts from the four classrooms following Fanselow's (1987) FOCUS system of classroom observation. Interviews to both the teacher and the learners were carried out after each observed class. All of these provide different evidence to support claims on the nature of the planning, and social affective strategies learners used in this instance of project work.

In Appendix I all the transcripts that were coded using FOCUS are included. Appendix II includes the transcription of all the interviews. In appendix III a copy of the questionnaires and interview formats, as well as the questionnaire results are provided.

A more detailed description of the methods used as database to assure triangulation is now provided:

[19] The observed teacher and I often argue in the interviews whether the seven first sessions correspond to either one or two tasks (see page 121 from appendix II). This is irrelevant for the sake of our research provided it is clear that, if we consider them two different task we assume the teacher designed them as the first leading to the second.

1. LEARNERS' QUESTIONNAIRES

Questionnaires are controllable tools. However, The relevance of the data they provide might be limited or affected by what Skehan refers to as the *Approval Motive*. He considers the Approval Motive as "*A danger for any sort of questionnaire or self-report data. The respondent may answer an item not with his true beliefs, attitudes, etc., but rather with the answers which he thinks will reflect well on him, i.e. the respondent works out what the "good" or "right" answer is and gives it."* (1989:62).

The questionnaires were discussed with peer teachers and reviewed. One questionnaire on learners' satisfaction from the methodology (LSMQ) was passed to students of the observed group and the parallel group on the first day of the project, after the observed teacher's presentation. The same questionnaire, with only slight differences, was passed at the end of the project. The idea was to compare to what extent the project had changed their beliefs and whether any differences could be spotted between the group that had been observed and the one that was not.

2. CLASSROOM OBSERVATIONS - CODING CRITERIA

Four class sessions were observed, video taped and audio taped, and then coded adapting Fanselow's (1987) FOCUS observation system. Of the five characteristics of communication referred to by this author, four have been used.

The distinctive features each of the categories has were adapted to the actual excerpts and criteria were established. Any doubt that arose during coding was confronted to these criteria. After every class was coded it was fully revised and confronted to the criteria. The moves that had been coded the same in each of the categories were then selected on the computer and compared, to check there were no mismatches. Once the coding of the four classes was completed, a final revision was made, to verify that the criteria and the coding corresponded and formed a consistent picture from which factual statements could be extracted.

In this system the sentences would have been coded as follows:

	Source/target	Medium/lang.	Move type	Content
T- Open your books, please	t/c	En	str	p
S1- Which page?	s1/t	En	sol	p

A excerpt of a real interaction that took place in class 1 is included at the end of this section, for the reader to refer to for clarification.

- **CATEGORY I: SOURCE/TARGET**

  This category specifies who initiated the move, or *source*, and who it was addressed to, or *target*.

  The number of moves either the teacher of the learners initiated tells us whether it is the teacher or the learners who are in charge. When cross-referenced with other categories it provides information on what type of moves are more used and on which language and content moves were more common to either the teacher or the students.

  The observed teacher was coded *t* and an interviewed teacher in class 2, Carlos Gibraltar[20], was coded *cg*. The learners' names were abbreviated[21]. When the *source* or the *target* could not be determined it was coded *sx.* If the *target* was not a person but a group, it was coded *g* plus the name of the group, formed with the initials of its members. If any member was not present in a class, his or her initial letter was put in brackets. When the source or target was the class, it was coded *c.* If the target was in fact reacting to himself or herself, it was coded, for example, *sx/sx+*, and if the teacher or the learners were for example writing to the blackboard or the tape recorder, the target was considered and object, and coded *o.*

[20] This is not his real name.
[21] All their names were changed.

- **CATEGORY II: MEDIUM AND LANGUAGE USED**

Fanselow's *Medium*, refers to whether a move is linguistic, nonlinguistic, paralinguistic or silence. The coding includes not only this, but also whether linguistic moves were initiated in English (*En*) or Spanish (*Sp*), as finding out the patterns of language use in each of the four classes observed is one of the objectives of this study,

Linguistic moves

If English or Spanish were dominant the move was coded *En* or *Sp* respectively. When the number of words in English in a move was very similar to the number of words in Spanish, then the communicative intention of the *source* was considered.

When the move was directly related to something that appealed to the *source*'s eyes, rather than to his or her ears, it was coded either *En+lv, Sp+lv or p+lv.* When tone of voice, pitch, rhythm or movement were also important elements involved, the moves were coded *Sp+p* or *En+p.*

Paralinguistic moves

Moves coded as *paralinguistic* (*p*) entailed laughing, whispering, making strange sounds, whistling and any sort of movement from one place to another done by either the learners or the teacher.

Silence

For the purpose of coding, *silence* or lack of response has been coded as *p+s.*

Nonliguistic moves

Nonlinguistic moves are those which appeal to senses other than sight or speaking. Temperature, touching, smell, dancing or perfume scent are nonlinguistic. No nonlinguistic moves have been found in the excerpts.

- **CATEGORY III: MOVE TYPE**

This characteristic of communication is based on Bellack et al (1966)[22] categories of classroom discourse analysis. These can be classified as *Structuring*, or informing about instructional plans; *Soliciting,* or asking questions; *Responding* or answering questions; and *Reacting,* or providing any type of evaluative comment.

Structuring moves.

Structuring moves (*str*) are all "*Self initiated communications that set the stage for subsequent behaviour, describe recently completed activities, or provide information"* (Fanselow 1987:430).

Structuring is directly related to planning and monitoring as it involves moves that show learners taking the initiative and making decisions. Both

[22] Cited by Allwright and Bayley (1991)

when a learner working in groups thought of a new question or sentence in English and when that question or sentence was finally incorporated to the group's repertoire, the move was considered structuring . Whenever the learners were on task and stopped doing something and decided to address the teacher or a peer for help, that move, whether paralinguistic or linguistic, was also considered a structuring move.

When a learner in group work put forward a sentence or question, that move was coded as structuring. The ensuing moves, when other members of the group tried to improve or correct that first proposal, were considered *reacting* moves. Finally, when a final version was agreed, that move was again considered structuring

Reacting moves.

Fanselow defines *reacting moves* (*rea*) as a "*Reflexive communication that comments on what others have communicated. They can occur after any other type of move and can occur in strings as well. So, when communications are not elicited by others, they are likely to be reactions."* (1987:486)

The quality of reactions is responsible for the direction planning takes. Reacting would also show the learners' command of social affective strategies.

The teacher often repeated her moves for clarification, which has been considered as a type of reacting, as it shows her concern for making her message clear to the learners. When she disciplined learners, or when she corrected them these moves have also been contemplated as reactions.

Soliciting moves

Solicits (*sol*) are all the questions to which the source genuinely wanted an answer, when he or she felt or knew that answer could be obtained from the target. In some cases the person asking wanted the answer because s/he did not know. In other instances, the source was prompting the target to respond[23].

When one learner in a group asked another to copy something on their sheet of paper, or was dictating something, that move was considered a solicit. Rhetorical questions by the teacher such as *"Do you agree?"*, after an explanation was provided and where no response was provided by learners were coded as reactions.

Responding moves

Responses (*res*) are only those moves that specifically answer something that had been solicited by someone.

- **CATEGORY IV: AREAS OF CONTENT**

[23] Either Referential or Display questions (Allwright, D. 1988)

Content is defined by Fanselow (1987) as "*the topics being communicated*", which can be related to *life*, *procedure* or *study*.

Procedure

The content *procedure* (*p*) was assigned to moves that related to the tasks the teacher had set. It was also given to those moves initiated to create the proper conditions to carry out a task, and consequently *p* is directly related to planning. *p* was also coded in those moves that involved those practices that are inherent to an English class such as reading, dictating, repeating, etc. The teacher disciplining the class was also considered procedure.

Life general

This content was considered when information about the world is being provided by the move.

Life personal

A content was coded *life Personal* (*fp),* either when the teacher or the learners asked for a personal opinion on something that was not, clearly, a procedure or when they gave one, either required or not.

If one student called on another or reacted for purposes that were not clearly related to the task, it was coded *life personal* (*fp)*. When the teacher was clearly expressing personal feelings, it was coded *fp* as well.

Study language

A content was coded *language* (*sl*) when learners were trying to improve a sentence and were concerned only with language. Sentences in Spanish were coded *sl* when the learners were trying to adapt what they wanted to say to a simpler sentence that could be easily translated into English.

When the teacher corrected something the learners had done and focused on language alone it was also considered *sl*.

Procedure combined with other contents

When the teacher was asking for the learners opinion or clearly giving hers and this was also related to the task in process, the moves were considered *p+fp*.

When the learners or the teacher asked for personal information because this was a requirement of the task and there was a genuine interest to know that information it was coded *p+fp*. If there was a need to know at what particular stage of the task someone was, or the general state of affairs in a given group it was coded *p+fp* as well. When the teacher compelled learners to be more daring and personal in their questions or sentences it was coded *p+fp* too.

If learners expressed a doubt or uncertainty about a given procedure or when they expressed and opinion or took an action concerning how things were developing or how they should proceed, within task it was coded *p+fp*.

In a few cases the content was both related to procedure and to general knowledge. In those cases, moves were coded as *p+fg.*

When learners were on task and the focus was both on procedure, that is, on completing the task the teacher had set, and on language, showing a concern to communicate as accurately as possible in the target language, then the combination was coded *p+sl*.

When procedure, a concern to communicate accurately in English and an interest in obtaining or providing personal information were present in a move, the three contents were coded *p+sl+fp*

Study language combined with other contents

When learners clearly expressed uncertainty about whether a given sentence or structure was correct it was coded *sl+fp.*

sl+fp also occurred when a learner corrected another showing off what s/he perceived as his or her "superior" knowledge. When learners preferred one sentence to another for reasons that were based on personal tastes or perceptions, or on their desire to impose their criteria upon their peers it was coded *sl+fp*.

An excerpt from class 1 is here provided as an example:

14/4/99 - WEDNESDAY 9:00 A.M.

Activity III: LEARNERS ARE MAKING QUESTIONS FOR THEIR INTERVIEWS TO TEACHERS

	Sour/target		Move type	content
T- (Pointing at the blackboard.)	t/c	p+lv	str	p
For example, here we can write down the "Do you like" questions…	t/c	En	str	p+fp
¿Os parece que lo ponga aquí?	t/c	Sp	rea	p
(She writes "Do you like teaching" on the blackboard.)	t/o	p+lv	str	p+sl
"Do you like teaching?"	t/c	En+lv	rea	p+sl
T- (She addresses the LLAJ group specifically.)	t/gllaj	p	str	p
Girls, you can use all the things I write here on the blackboard…	t/gllaj	En+lv	rea	p+sl
(Writing "Do you like" sentences on the blackboard.)	t/o	p+lv	str	p+sl
(Repeating as she writes) "Do you like…" "…Cinema..."	t/c	En+lv	rea	p+sl
(The teacher moves back to the girl's group.)	t/gllaj	p	str	p
(She reads what they have on their sheet of paper)	t/o	p+lv	str	p
T- (Pointing at their sheet of paper.) "Do you live alone?"	t/gllaj	En+p	rea	p+sl
(The teacher goes back to the blackboard.)	t/o	p	rea	p
(She writes "Do you live alone?" and "Have you got any pets?")	t/o	p+lv	str	p+sl
Right?	t/gllaj	En	rea	p
(The teacher returns to the girl's group.)	t/gllaj	p	str	p
T- More personal questions…	t/gllaj	En	rea	p+fp
(Dictating.) "Are you in love?"	t/gllaj	En+lv	sol	p+sl
In relation to the past…	t/gllaj	En	rea	sl
(A teacher asking for Salim enters the classroom and calls for the atention of the teacher.)	t/t2	p	str	p

3. INTERVIEWS

Students were interviewed in groups, respecting the work groups they had formed in the classroom, after the three first classroom observations. The assumption was that interviewing them in groups would provide a more vivid picture of how well they were planning, and applying social-affective strategies. The contributions of one member of the group would help other members to make their own if they were not used to reflect on how they planned their own work. The questions asked were chosen according to whether the task assigned by the observed teacher had just been planned (Planning Interview, or PI) or was in process (Monitoring Interview or MI). The interviews were conducted in Spanish or Catalan, according to students' preference, and tape recorded. They were then transcribed, (see Appendix II). Although the questionnaires were prepared beforehand, they were adapted to include what had actually happened during that particular class. The interviewer also changed the format on the spot to probe students who were reticent to speak.

The observed teacher was interviewed in English before the project started, and after it ended. The first interview was to know what she intended to do, the last one aimed at the general assessment of the project. There was also a mid-project informal interview conducted in Spanish on which the observer took notes. The teacher was also formally interviewed in English on planning and monitoring after each of the four observed classes, asking her questions parallel to those asked to the learners.

A chart summarising how the data collection actually took place is provided below:

	Before	TASK I	TASK 2	TASK 3	TASK 4	TASK 5	After
Task definition		"Talking about ourselves."	Interviewing a teacher.	Writing an article on a subject of their interest.	Writing about singers or pop groups.	Making an horoscope.	
Linguistic aim		Using the present and the past. Writing a personal description	Asking questions in the present and the past.	Writing on a subject of their interest in English	Writing on a subject of their interest in English	Reviewing the use of "Will" and "May" for predictions.	
Control over content		Task idea guided or suggested by the teacher.	Task idea guided or suggested by the teacher.	Idea suggested and chosen by learners.	Idea suggested or chosen by learners.	Idea suggested by the learners but chosen by the teacher.	
Expected outcome		Personal description to be introduced with a photograph of each member of the groups at the beginning of their magazine.	An interview in English to a teacher of the institute.	An article per group on the following subjects: Games Violence at the end of the century Love and adolescence.	An article per group on the following singers: The Spice Girls Backstreet Boys Geri.	Each Learner had to write the prediction for an horoscope sign.	
Type of interaction		Lockstep And learner's individual work	Group work.	Group work.	Group Work.	Students sitting in groups but working on their individual horoscope signs. Output and feedback in lockstep	
Observer present		Yes.	Yes.		At the final stages	Yes.	Yes.
Questionnaires	Both to the group observed and to another group where the teacher was carrying out the same project.						Both to the group observed and to another group where the teacher was carrying out the same project.
Observed task			Yes.			Yes.	
Interviews carried out	To the teacher on how she planned the project to be.		PI and MI to learners. PI and MI to the teacher.	Informal interview to the teacher.		PI to learners. The teacher reviewed the objectives with the. PI to the teacher. Review with the teacher of the project objectives.	Final interview to the teacher on the stages of the project and the different tasks.

4. THE INFORMANTS

▪ PROFILE OF THE TEACHER

For the purpose of this study a teacher willing to help was contacted and asked to implement a project within the context of a 35-hour course, or *Crédito Variable* (Cv). Out of personal interest in projects and willingness to co-operate, she agreed to collaborate and carry out her first "Third Generation Task" project.

After a preliminary interview[24], the profile of the teacher emerged as that of a state school teacher with ten years of experience who took methodology courses on a regular basis, although she seemed not to be specially keen on them as she considered them both necessary ("*I know I have to do it*")and of little use ("*They are always the same*").

In the methodology courses she had taken she had received some training on the characteristics of project work, and she had already done several (eight to ten) short projects, such as the ones usually presented in textbooks, which she had liked doing. However, this was her first "full-scale" project. She considered herself experienced enough to be able to cope with the project, even though she had never done it before. She was conscious, though, that she should be cautious, because her students could be termed as "*difficult*".

One of the most remarkable traits of the teacher was that she did not seem to be afraid of being observed. Although she attached a judgmental role to the observer, she saw the whole process as positive rather than negative. In fact, she accepted being observed without hesitation. Not many teachers in the state system, be it of English or any other subject, would allow a peer teacher-observer in their classrooms, in my experience. Classroom observations are not a common practice and unwanted criticism is not sought.[25]

She understood as a task or a project a different approach to achieving objectives, where students are seen as decision makers. In her view the best project would be the one where learners could decide completely what they wanted to do and how they wanted to do it. In this sense, the role of the teacher would be to guide the learners and the process by which the objectives are achieved would be more important than the actual outcome of the project (a magazine, in this case). Her objectives seemed to be very much related to teaching learners positive attitudes and correct procedures, as this project was basically conceived as one where learners were to review and strengthen already known grammar structures.

The teacher did not know what the object of this study was until the project ended, although the observer promised to let her know everything as soon as it

[24]See appendix II, pages 1 to 9

[25] The observer asked a personal friend, who is also a teacher of English, to allow her into her classes to make sample observations to test the material and determine unforeseen problems. It was fun observing other teachers and learners look at me as if I were a sort of inspector. Learners thought I came from a distant University and kept saying nice things to me about their teacher, thinking I was assessing her teaching.

was over[26]. The observer tried to cope with the teacher's possible anxiety at being observed by closely co-operating with her for a year, observing her classes and allowing her to observe hers and trying to make constructive comments on each others teaching. Throughout the process a sincere personal and professional respect was developed.

[26]According to Allwright and Bailey (1991), if you let everyone know the focus of your investigation, then they may well try to make their behaviour fit whatever pattern they think you are looking for. If you keep it a secret, they may find it much more difficult to believe that you do not pose any sort of threat to them. The solution they propose is to promise the observed teacher to reveal the purpose as soon as possible.

THE TEACHER'S OBJECTIVES FOR THE PROJECT

The objectives the teacher established for this Cv must be stated. These were written and passed to learners on the first session of the project. They were again referred to at the end of the project to see whether learners valued the objectives had been reached or not. A translation of these objectives is provided[27] here.

▪ CV OBJECTIVES

Learners are expected to :

1. Respect the opinions of peers and teachers.
2. Show an open attitude and interest to communicate in the L2.
3. Value creativity and imagination in activities in the L2.
4. Show a critical attitude towards the information, opinions, hypothesis, models and stereotypes provided during the project. Demonstrate in this way the capacity to formulate independent personal opinions.
5. Organise work efficiently and use the materials needed for learning (handouts, dictionaries, encyclopaedias, diagrams, catalogues, grammars, etc.).
6. Achieve a certain capacity to evaluate their own learning of the L2, the objectives attained and the further needs.
7. Adapt to group work so that acquiring the L2 means sharing and collaborating with peers and taking an active part in planning and in the collective responsibility of the learning activities.

▪ MOST RELEVANT LINGUISTIC CONTENTS

a. Describing people (to be, have got, present simple, present continuous)
b. Narration (simple past, past continuous, present perfect, past perfect)
c. Talking about the future (will, present continuous, may)

All the objectives the teacher established for the Cv related to social affective or metacognitive strategies either directly or indirectly, demonstrating her experience as a teacher clearly dictated to her these were important in a more learner centered approach.

The *most relevant linguistic contents* are related to linguistic aims, which are also relevant to this research.

[27] The teacher did not number them, but I have for the sake of clarity. The order has of course been provided in the same way she expressed it.

▪ PROFILE OF THE LEARNERS

The project was implemented with two different groups. The participants were fourteen to fifteen year old adolescents, both boys and girls, chosen among the best performing students of 3rd level of ESO from a State Institute in a town belonging to Barcelona's industrial belt. It was the desire of the observed teacher to experiment with the best language students, probably to reduce her level of anxiety at the possible risks of the observation[28]. These learners would supposedly have better metacognitive strategies than weaker ones (O'Malley and Chamot, 1990), which might affect the result of the analysis in relation to planning, social affective strategies and patterns of language use.

The best performing students among the six classes of 3rd ESO in that school were selected in a meeting where all the members of the English department in that school, who had been their previous teachers, were present. Students were then divided into three levels according to teacher's criteria. Those assigned to the upper level were then divided into two groups. Who would go to one group or the other could not be assigned at random, or following ranking criteria, as the students from 3rd ESO A, C and E belonged compulsorily to one of the groups and those from 3rd ESO B, D and F formed the other, for timetable reasons. The observer chose to observe one of the groups at random.

[28] She was exposed to the strain not only of being observed, but also being observed on something she, and probably the students, had never done before (a 30 hour project).

FACTORS AFFECTING THE DATA COLLECTED

- ## Observations

The data collected for research is a sample in the sense that it focused on some classes and discarded others. Recording conditions were not ideal either, and the quality of the data suffered as a result. Learners were often working in groups and the video camera could only record either a too general or a too specific scene. The tape recorder used was changed from group to group, providing again a fragmented picture.

It is well known that the presence of the observer can have a distorting effect on data collected[29]. One clear instance was when the tape recorder was placed among a group of four boys for the first time. As a reaction to it they started showing off their "manliness", the task being choosing a name for their group. They thought of such names for their group as "Play Boy" or "Show Girls". One of the boys, Javier, thought comments were inappropriate, as they were being recorded, while the others thought they were acceptable . So, conflict arose from the perception different learners had of the fact of being tape recorded. This ended up in a row where Javier was insulted. He got really angry not only because he had been insulted, but also because the insult had been recorded. Although there were no more examples of this kind, the effect of the observer on the learners cannot be discarded.

In addition to affecting the learners, the observer's presence affected the teacher, as early in the project the fact of the observer being there had proved a hindrance rather than a help to her. That was not what we had anticipated would happen, as our hypothesis had been that the observer's presence would make students work better than usual.

- ## THE TEACHER'S INTERVIEWS

This project was the cause of much tension to the teacher. It was the first time she had ever used the computer room, the scanner and computers in general to create a magazine, while her knowledge on computers was poor.

She had engaged in all these procedures out of personal curiosity and constructive desire to improve her teaching, but they put on her a strain that at given moments was apparently high. Had learners been more cooperative, she would have easily coped with them, as it is a trait of her character to experiment with challenging things. However, she certainly found it

[29] Allwright and Bailey (1991) refer to this problem calling it *"Reactivity"*, which they define as "An alteration of the normal behaviour of a subject under observation, due to the observation itself. In sociolinguistics this problem is called "the observer's paradox". Minimising this problem is a major headache for classroom researcher but it can be overcome with familiarisation, making yourself available before and after the observation and maintaining openness to the people involved in the study."

oppressive that the learners were not more cooperative, during the second set of observations, particularly as she did not know what the observer was actually focusing on. The interviews during the second set of observations were a little tense at times, while the observer felt unfair for not explaining to a respected peer what her research was about.

It was also unavoidable that the observer put some time constraints on the teacher. It was unlikely that learners would be willing to be interviewed during breaks, so she advised the researcher to conduct interviews on Tuesdays, during class time. Both the teacher and the observer agreed so the observer used three different Tuesdays to interview students in groups during class time.

- **THE LEARNERS INTERVIEWS**

Javier was angry after class 1 and did not show up to the first PI, which was to be conducted with the learners that had insulted him. This is the only instance where learners were not polite and apparently uncooperative in the interviews in the first set of observations.

In the interviews from the second set of observations learners tended to accuse other learners more of not having completed some tasks, being unfair or misbehaving, which made the information they gave quite useful to some aspects of planning and social affective strategies. However, they were, in general, less cooperative than they had been on the first set of observations.

For this reason, the observer asked the teacher whether she could review her objectives for the project[30] in a class session with the learners. This seemed more useful than carrying out a second monitoring interview. These objectives had been extensively referred to during the project[31], and they were clearly related to making learners use more English, planning and social affective strategies. The researcher's idea was to observe whether, according to the learners' perceptions, these objectives had been attained or not. Of course, the teacher was still uninformed of what the objectives of the research were, and did not know her objectives for the project were related to the research. She was informed, though, of the lack of co-operation from learners in the last interview. She agreed to help the researcher, and this class session was again video taped and transcribed.

[30] See page 32

[31] The observed teacher had devoted the first session of the project to explain what these objectives were and had provided a handout. The teacher had again referred to these objectives in class 2, as a way to discipline learners

ANALYSIS OF RESULTS

Results are presented in the following sequence. First of all, those aspects that are relevant to each of the classes are detailed. The results from coding using Fanselow's (1987) FOCUS observation system are then provided. Thirdly, the findings from interviews with the teacher and the learners are given. A comparison between what the learners were expected to produce and what was published in their magazine comes after. Finally, the results of the two questionnaires are shown.

1. OBSERVATION SESSIONS

▪ OBSERVATION SESSION 1
14/4/99
Wednesday, 9:00 a.m.

Tasks: Choosing a name for their groups
Preparing questions for an interview with a teacher from the Institute

Class 1 was the fourth class of the project, and the first to be studied as it was the first class they were going to work in groups. Before this, learners had spent three classes describing themselves as a getting-to-know-each-other activity and a pre-task to the task they were now starting. The new task consisted in interviewing a teacher from the Institute. The learners were to spend the first part of the class choosing a name for their group and then making the questions for their interviews.

Three groups were made where learners were able to choose who to work with. In two of them conflicts started soon after the class began. The groups became very distracted by outside factors. The teacher, after realising she couldn't control the class decided to make new groups randomly.

▪ JJDJ GROUP

It was the first group where the tape recorder was placed. This was a group of boys, formed by **J**avier, **J**esus, **D**aniel and **J**ohn Charles (JJDJ Group). In this group, while thinking of a name, learners started a discussion about the characteristics of different men's magazines, commented on an advert of a telecommunication Company. However, a conflict arose when another member accused Javier of masturbating. This was the first conflict in class 1. No more data about this group were obtained in class 1 as Javier, in a fit of anger, violently stopped the cassette when the observer placed it in his group again. To this Kenneth, from the ADK(I) group reacted with laughter. The teacher was forced to stop the class and scold Kenneth.

The class finished with the teacher being really angry and scolding Daniel. Javier showed he was angry and explained why, making Daniel responsible for the insult.

▪ ADK(I) GROUP

A second group consisted of three members, **A**nnie **D**ionysus and **K**enneth. The fourth member, **I**an, was absent (ADK(I) Group). Here a second conflict arose, although the observer was unaware of this until the teacher informed her after the class had ended. Kenneth wanted the group to be named after a cartoon strip character which had very negative connotations for Dionysus. As a consequence Dionysus became nervous and uncooperative. The teacher was conscious of the situation although probably

Kenneth was not. Because of this unlucky event the teacher devoted more attention to this group than to the rest.

- **LLAJ GROUP**

The third group, was formed by **L**ori, **L**isa, **A**ri and **J**eannie (LLAJ Group). This group concentrated on the tasks, although after a while they also started a conversation on boyfriends.

FIRST BLACKBOARD - 8 MINUTES OF CLASS APPROXIMATELY

What's your name?

Are you married?
Single?
Divorced?

What do you like doing in your
Free time?

Have you always been a teacher?

SECOND BLACKBOARD - 15 MINUTES OF CLASS APROXIMATELY

What's your name?

Are you married?
Single?
Divorced?

What do you like doing in your
Free time?

Have you always been a teacher?

Do you like teaching?
Dancing?
Theatre
Going to the cinema
Disco
What do you like doing in _____?

Have you always been a teacher?

Do you live alone?

Have you got any pets?

THIRD BLACKBOARD - 20 MINUTES OF CLASS APROXIMATELY

What's your name?

Are you married?
Single?
Divorced?
Have you got any brothers or sisters?
Have you got any children?
Where do you live, in
A house or in a flat?

What do you like doing in your
Free time?
Have you got any pets?
Do you live alone?

Have you always been a teacher?

Do you like teaching?
Dancing?
Theatre
Going to the cinema
Disco
What do you like doing in _____?

Have you always been a teacher?

Did you like school when you were
Fourteen?

When did you fall in love for the first time?

*The sentences in italics where written by Lori, as a contribution from her group. The rest of the sentences were written by the teacher.

- **OBSERVATION SESSION 2**
  19/4/99
  Monday, 10:00 a.m.

  Tasks: Preparing questions for an interview with a teacher from the Institute.
  Two of the groups conducted their interviews during this class.

This class followed class 1 and it started with the teacher referring back to the objectives she had already talked about on the first session of the project. This was particularly relevant as the first objective of her project, which was respecting peers, was the problem that had become apparent in class 1. The language she used was Spanish.

As soon as learners got into the new groups, the teacher interacted with students to see who they were going to interview. The teacher was again interacting in Spanish with the learners. As soon as this was set, her criteria was that as groups had changed, so would the sentences. So learners started to rewrite their interviews anew.

- **ADA(I) Group :**

  The ADA(I) was formed by Adri, Dionysus, Annie and Ian, who was missing again. This group was the first to interview a teacher, as Carlos Gibraltar came into the class, presumably as he had been asked to come by the teacher.

  After the learners had asked their questions, Carlos Gibraltar expressed his intention to leave, when the observed teacher told him the activity had not finished and started writing adjectives on the blackboard. The instructions she gave were that the interviewed teachers had to define themselves using five positive and five negative adjectives. She started writing a list of adjectives on the blackboard. The instructions were given to the whole class. The teacher confirmed in the interviews that she hadn't originally planned to use this activity at this moment.

  Finally, learners were asked to write an introduction to their interviews. This activity was again improvised by the observed teacher as she later confirmed in her interview..

- **JJL(K) GROUP**

  This group was formed by Jesús, Javier, Lori and Kenneth, who was absent. The only instance of learners not being respectful to one another in class 2 occurred in this group. Javier had been showing off how good his English was for a while. Lori, soon backed by Jesus claimed that she could smell Javier's feet. Whether they did this as an act of revenge or not is difficult to affirm, although this episode bears a clear resemblance to the one on class 2 where Javier was accused of masturbating.

This group interviewed me, and as the tape recorder was placed on the ADA(I) group I chose to take notes of their reactions to my answers rather than moving the tape recorder. The student writing down my answers was Javier.

- **LJJD GROUP**

  This group was formed by Lisa, John Charles, Jeannie and Daniel. This interview is not recorded, and I was not present when it took place. It was conducted later than the teacher required, as it is confirmed by the interviews[32].

[32] In their words, when they went to interview the teacher, on the required date, he asked them to finish eating their sandwich and come back, and they forgot.

- **OBSERVATION SESSION 3**
  31/5/99
  Monday, 10:00 a.m.
  Tasks: Writing a horoscope

This session took place three weeks before the end of the project, on the first day of the week. The previous week about a half of the learners had been out in a village called Bubal, on a school outing with the technology teachers. The second day of the week learners went to the computer room, and the third they reported to the other members of the group about what they had done on tasks 3, 4 and 5. The following week learners were going to be engaged in the *Crèdit de Síntesi*[33], and so there were only three more sessions left.

The class started with the teacher checking whether they had finished writing their previous task, which consisted of writing an article about a famous singer or group. From this point on, the session was characterised by a lockstep interaction where the teacher explained the task and provided input and feedback on the use of "Will" and "May" for predictions. The learners wrote a horoscope during the second half of the lesson. The steps followed were:

1. She wrote the different signs and dates on the blackboard.
2. She elicited the learner's sign *("What is your sign?).*
3. She wrote an example of a horoscope for Aries on the blackboard. The learners read and translated. Special emphasis was put on "Will" and "May" for predictions.
4. Daniel proposed that the task should be individual and that each learner should write the prediction for one sign, as there were twelve of them and there are twelve signs. It was accepted.
5. Each learner chose a sign..
6. Learners wrote their texts, half individually, half in groups, asking the teacher and their peers for feedback.

At 10:55 six learners had completely finished and the rest had almost completed the task as well, although there were three students who were missing[34]. The teacher had revised and corrected all the texts. It must be pointed out that Javier did not start with the rest, although he had completed it by the end of the class.

[33] Crèdits de Síntesi are one week implementations of project work, when learners practice in an interdisciplinary way all what has been learned in all the subjects during the year.
[34] Annie, Dionysus and Jesus.

- **OBSERVATION SESSION 4**
  16/6/99
  Wednesday, 10:00 a.m.

  Task: Typing their texts for the magazine

This class was the very last class of the project. Monday's class had been used, with the help of the teacher, to review the objectives with all the learners. Tuesday's class, in the computer room, was used to type their texts. This class took place in the computer room as well, and in it learners were to finish typing, printing and reviewing their work. Daniel, Kenneth and Dionysus were missing.

The teacher was absent for approximately a half of the class, and when she was present she mostly checked what the learners were doing or assigned a task to them in those cases where learners were lost or doing nothing. She also corrected John Charles' text on the Backstreet boys on her desk with him.

The learners walked to the teacher's desk or to see what a peer was doing or left the room quite freely. Some learners were working quite independently while others seemed a bit lost. Those learners who were not working resorted to whispering so what they were actually saying was very difficult to understand.

A(D)AI GROUP

Ian was slowly and unenthusiastically working on the cover for the magazine, and then Adri and Annie started doing that. When the teacher returned she asked Ian to be the one who drew the cover, as Adri and Annie are not particularly good at drawing. Adri and Annie did not know what to do very much.

JJL(K) GROUP

Javier was working on his own on a composition about an outing to Port Aventura and clearly refused to work with Lori and Jesus.

Lori was looking for something to do and finally engaged in a long conversation with Jesus which lasted for the first half of the class. This chat was not always related to the task, but Lori learnt that Jesus has not brought their text on the Spice Girls. Jesus promised to bring it, in spite of the fact this was the last class and they knew it. As a way to solve the problem, they started working on a title for their paper about the Spice Girls. When the teacher realised they were doing nothing and learnt that their text on the Spice Girls was presumably at Jesus' home, but clearly not inside the computer, she made them responsible of preparing the lay out for the horoscopes.

LJJ(D) GROUP

Jeannie and Lori first reviewed their texts on the Backstreet boys' text on the computer and checked and printed other materials they had typed on previous

sessions at the computer room. They were already printing their horoscopes and Jesus realised they were doing something that the teacher had asked them to do.

What John Charles was exactly doing is not clear from the recordings, although he seemed to be working. He spent approximately ten minutes with the teacher while she was correcting a text he had written on the Backstreet Boys.

2. SUMMARY OF FINDINGS USING FOCUS

Distribution of move types

1. Students initiated more moves in all classes except in class 3 (Graph 1, page 50).

2. Reactions were the most common move followed at a considerable distance by structuring moves (Graph 2, page 51).

3. The usual format in a teacher centered class where the teacher structures, solicits and reacts while the learners respond is not followed in any of the classes (Graph 3 and 4, page 52).

4. Classes 2 and 4 are clearly less adjusted to the pattern of a teacher centered approach than classes 1 and 3. (Graph 3 and 4, page 52)

Patterns of language use

5. Spanish was the most used language followed by English and then paralinguistic moves in all classes except in class 4, where paralinguistic moves are more common than English (Graph 6, page 53).

6. The teacher initiated more English moves in all the classes but the learners share of English moves was higher in class 2. Her use of English followed a steady decrease (Graph 7 and 8, page 56).

7. Learners, and particularly the teacher, used more English in the first set of observations and more Spanish in the second. The share of English the teacher used increased considerably, though (Graph 7 and 8, page 56).

8. The teacher initiated more paralinguistic moves in all the classes except class 4. In class 2, her paralinguistic moves drop in percentage terms, to increase again in class 3 and drop even lower than in class 2 in class 4 (Graph 7 and 8, page 56).

9. In the learner's case, the percentage of paralinguistic moves they initiated decreased from class 1 to 3, and an outstanding increase took place in class 4 (Graph 7 and 8, page 56).

10. Class 1 was the class where less Spanish was spoken in general. It was also the class where the teacher spoke less Spanish and more English (Graph 7 and 8, page 56).

11. In class 1 the incidence of paralinguistic moves was the highest, very closely followed by class 4. The teacher was responsible for most of the paralinguistic moves in class 1 (Graph 7 and 8, page 56).

12. Class 2 was the class were the learners spoke more English and less Spanish. The share of English spoken by learners is higher than the teacher's. It was also the class where paralinguistic moves were less frequent (Graph 7 and 8, page 56).

13. Class 3 was the class where the learners spoke more Spanish. The teacher and the learner's share of Spanish initiated moves became very similar in class 3, where the teacher initiated more moves than in any other class (Graph 7 and 8, page 56).

14. Class 4 was the class where less English was spoken and the one where both the teacher and the learners spoke less English. It was also the class where learners initiated more paralinguistic moves by far (Graph 7 and 8, page 56).

Structuring and reacting moves in English

15. The incidence of learners' reacting moves in English in class 1 had a negative effect on discipline in that class (Graph 9 and 10, page 58).

16. Class 2 was the only class where structuring and reacting moves in English started by learners were relevant to task completion (Graph 9 and 10, page 58).

17. Class 3 was the class where structuring and reacting moves in English started by the teacher were more common (Graph 9 and 10, page 58).

Structuring moves in Spanish

18. The learners started more structuring moves in Spanish than the teacher in all the classes but class 3. Class 2 was the class where the learners started more structuring moves in Spanish (Graph 11, page 61).

19. The content where learners started more structuring moves in Spanish was *p+fp* in all the classes except class 3, where the most common content was *fp,* showing that in that class they were not focusing on task. (Graph 11, page 61).

20. Class 2 was the only class where the learners started structuring moves in Spanish related to *sl* (Graph 12, page 61).

21. The content where the teacher started more structuring moves in Spanish was *p* in all the classes. Her second most common combination was *p+fp* in all the classes except class 3, where it was *sl* (Graph 13, page 62).

Reacting moves in Spanish

22. The learner's share of Spanish reactions was extremely high in all classes but class 3. However, the percentage of learners' reactions did not decrease in

class 3, although the number of moves they started was far inferior (Graph 14 and 145, page 63).

23. In percentage terms, learners started more Spanish reactions than the teacher in all the classes. class 1 was the class where there were more Spanish reactions initiated by learners (Graph 15, page 63).

24. The commonest content in Spanish reactions initiated by learners was *fp* in classes 1, 2 and 3. Its extremely high incidence in class 1 indicates discipline problems. This percentage decreased steadily (Graph 16, page 64).

25. The most common content in learners' Spanish reactions in class 4 and the second most common in classes 1, 2 and 3 was *p+fp* indicating the presence of doubts or uncertainties (Graph, 16, page 64).

26. The two contents related to the target language: *sl* and *sl+fp* were more frequent in class 2 in learner's Spanish reactions (Graph 16, page 64).

27. The two contents that were present in the four classes in teacher Spanish reactions were *Sp rea p,* where the teacher was reacting to what the learner's had done or were doing in relation to the task and *Sp rea p+fp* with which the teacher expressed opinions, doubts or uncertainties about a given procedure in their native language (Graph 17, page 65).

Paralinguistic structuring moves

28. The teacher's paralinguistic behaviour was mainly related to structuring moves and had a very important incidence in class 1, where she was strongly concerned with setting the right procedures for the task (*p str p)* (Graph 18, page 68).

29. The learners' paralinguistic behaviour that was related to structuring moves had a very important incidence in class 4. Again, learners were mainly concerned with setting the right procedures for the task (*p str p*) (Graph 18, page 68)

Paralinguistic reacting moves

30. The percentage of learner's moves that were paralinguistic reactions was over 50% of all paralinguistic moves in all the classes except class 4. This percentage rose to 68,9% in class 1. These moves in class 1, coded in the *fp* content showed discipline problems (Graph 19, page 69).

Content moves started by learners in each of the four classes

31. Class 2 is the class where more moves in the *sl* contents were initiated, It is also the class that shows the most balanced picture as far as content occurrence is concerned (Graph 22, page 73).

32. The *fp* content was the commonest in class 1 and the commonest learner's content in classes 1, 2 and 3 (Graph 23, page 74).

33. The content *fp* was mainly used by learners in Spanish, although in class 1 there are a considerable number of paralinguistic moves in that content (Graph 23, page 74).

34. The teacher uses the content *fp* occasionally (Graph 23, page 74).

35. *P+fp* was the second most common content in classes 1 and 4 in general and also the second most common in teacher and learner initiated moves in classes 1 and 4 (Graph 24, page 75).

36. The incidence in teacher moves in English in the content *p+fp* was high in classes 1 and specially 3 and low in classes 2 and 4 (Graph 24, page 75).

37. *P* was the most common content in the observation. It was the teacher most common content in classes 1, 2 and 4 and her second most common in class 3. It was the learners' most common content in class 4 (Graph 25, page 76).

38. The teacher used English, Spanish and paralinguistic moves in the *p* content, while the learners used Spanish and paralinguistic moves. Paralinguistic moves were particularly relevant to the teacher in class 1 in this content, while this was true for learners in class 4 (Graph 25, page 76).

39. The *p+sl* content was the most common content in class 3. It was also the teacher's most common content and the learners' second in class 3. It also was the second most common teacher and learners' content in class 2 (Graph 26, page 77).

40. The content *p+sl* is where we find the most varied picture of combinations in the four classes and the one where more instances of learners speaking English can be found (Graph 26, page 77).

41. *Sl* was not a common content (Graph 27, page 78).

3. RESULTS FROM CODINGS USING FOCUS

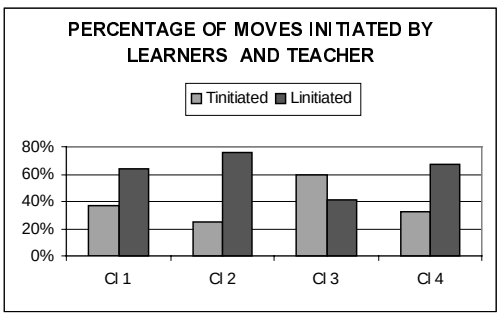
The results from coding the excerpts using four of the five FOCUS characteristics of communication gave rise to different combinations that were quantified in a chart which is provided in Appendix II. The moves were in the first instance observed in each of the four classes on the basis of which language had been used, and whether it was the learners or the teacher who had initiated the move. From that chart new charts and graphs were extracted, and percentages drawn which are also provided in Appendix III. A series of factual statements were derived from all the data, that are again included in appendix III.

LEARNER CENTEREDNESS

The number of moves initiated by either the teacher or the learners can be used as a criterion to determine to what extent each of the four classes was teacher or learner centered.

CHART AND GRAPH 1:
PERCENTAGE OF MOVES INITIATED BY LEARNERS AND TEACHER

	Tinitiated	Linitiated
Cl 1	36,3%	**63,6%**
Cl 2	24,8%	**75,2%**
Cl 3	**59,0%**	41,0%
Cl 4	32,7%	**67,3%**



The learners initiated more moves than the teacher in all the classes except in class 3[35]. Considering the number of moves initiated as an indicator for how responsibility for classroom interaction is shared, class 3 was teacher centered, while the others were learner centered. The class in which the percentage of learner initiated moves was highest was clearly class 2.

[35] The teacher initiated 117 more moves than the learners on that class. See appendix III.

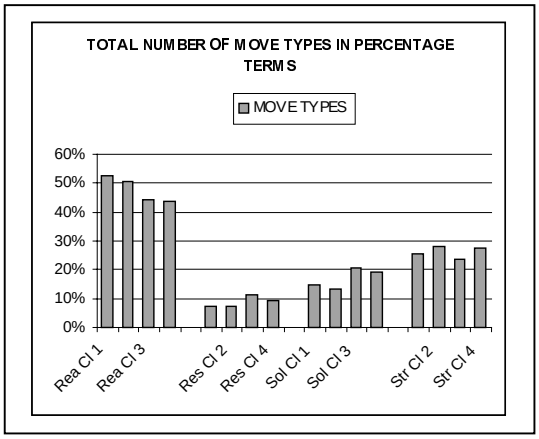
DISTRIBUTION OF MOVE TYPES

No other pattern can be extracted from any other of the move types when looking at the data without separating teacher and learner moves if teacher and learner sources are not distinguished. The distribution of move types in percentage terms shows a general picture in which reacting moves had a much greater incidence than the rest of the moves. Reactions represented around a half of all the moves in the four classes. There was, though, a smooth but constant decrease in its percentage. Class 1 (52,6% of the moves) was followed by class 2 (50,9%), then class 3 (44,2%), and finally class 4 (43,8%).

Structuring moves were the second most common move type at a considerable distance. Soliciting and finally responding moves showed a smaller occurrence, although the importance of solicits was greater in the second set of observations. Class 3 was the one where responding and soliciting moves were more frequent and also the one with less structuring moves. In class 2 there were slightly more structuring moves than in the rest and class 1 was the one with more reactions.

CHART AND GRAPH 2
TOTAL NUMBER OF MOVE TYPES IN PERCENTAGE TERMS

MOVE TYPES	
Rea Cl 1	**52,6%**
Rea Cl 2	50,9%
Rea Cl 3	44,2%
Rea Cl 4	43,8%
Res Cl 1	7,2%
Res Cl 2	7,5%
Res Cl 3	**11,2%**
Res Cl 4	9,5%
Sol Cl 1	14,6%
Sol Cl 2	13,4%
Sol Cl 3	**20,9%**
Sol Cl 4	19,0%
Str Cl 1	25,6%
Str Cl 2	**28,2%**
Str Cl 3	23,7%
Str Cl 4	27,7%



If we take a closer look at how the different move types were used in each of the four classes by either the teacher or the learners then more data can be extracted. Two different charts and graphs on the same data (Charts and graphs 3 and 4) are needed to observe moves from two different perspectives. On the one hand, what is aimed at is discovering what percentage of all the moves the teacher or the learners initiated in any of the four classes was aimed at either reacting, responding, soliciting or structuring. On the other, what is taken into account is what share of moves from the total number of reactions, responses, solicits or

structuring moves in a given class corresponded to either the learners or the teacher.

CHART AND GRAPH 3:
DISTRIBUTION OF MOVE TYPES IN PERCENTAGE TERMS

	Tinitiated	Linitiated
Rea Cl 1	33,3%	**63,6%**
Rea Cl 2	35,3%	**55,1%**
Rea Cl 3	**44,3%**	43,9%
Rea Cl 4	**44,3%**	43,5%
Res Cl 1	3%	**9,6%**
Res Cl 2	**9,8%**	7,7%
Res Cl 3	5%	**20,2%**
Res Cl 4	3,3%	**12,5%**
Sol Cl 1	**20,3%**	11,3%
Sol Cl 2	**19,6%**	11,4%
Sol Cl 3	20,6%	**21,4%**
Sol Cl 4	**28,6%**	14,4%
Str Cl 1	**43,4%**	15,4%
Str Cl 2	**35,3%**	25,8%
Str Cl 3	**30,1%**	14,5%
Str Cl 4	23,8%	**29,6%**

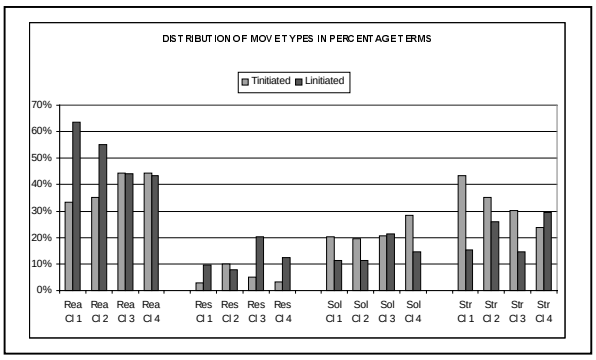
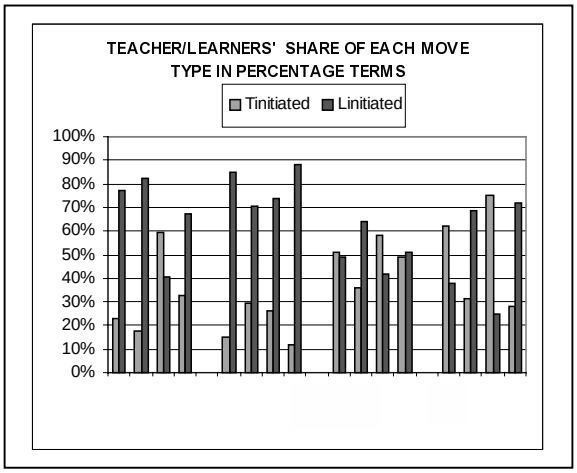


CHART AND GRAPH 4:
TEACHER/LEARNER'S SHARE OF EACH MOVE TYPE IN PERCENTAGE TERMS

	Tinitiated	Linitiated
Rea Cl 1	23,1%	**76,9%**
Rea Cl 2	17,5%	**82,5%**
Rea Cl 3	**59,4%**	40,6%
Rea Cl 4	33%	**67%**
Res Cl 1	14,9%	**85,1%**
Res Cl 2	29,6%	**70,5%**
Res Cl 3	26,4%	**73,6%**
Res Cl 4	11,5%	**88,5%**
Sol Cl 1	**51,1%**	48,9%
Sol Cl 2	36,1%	**63,9%**
Sol Cl 3	**58,2%**	41,8%
Sol Cl 4	49,2%	**50,8%**
St Cl 1	**62,1%**	37,9%
St Cl 2	31,1%	**68,9%**
St Cl 3	**75%**	25%
St Cl 4	28,1%	**71,9%**



Fanselow talks about traditional teaching settings as "*Sticking to the usual format of teacher solicit followed by student response followed by teacher reaction"* (1987:158). In fact, in a teacher centered approach we would expect the structuring, soliciting and reacting moves to be centered on the teacher, while learners are responsible for responding. This is not what happened in any of the four classes. Learners initiated more reactions than the teacher in percentage terms in classes 1 and 2, and their share of reactions was also higher in class 3. The percentage of their reactions was also very high in class 4. Learners also structured more than the teacher in class 4 and their share of structuring moves was higher in classes 2 and 4. The percentages of learners' structuring moves in all the classes are higher than we would expect in a teacher centered classroom.

The greater incidence of reacting and structuring moves in the four classes suggests learners did have a say in what was taking place which is a characteristic of a more learner centered approach. It also suggest data on learner's metacognitive and social affective strategies will be found.

On the other hand, although solicits are reserved to the teacher in a teacher centered approach, the teacher did solicit less in percentage terms than the learners in class 3. Her share of soliciting moves was lower than the learners' in classes 2 and 4. The learner's share of responses was always much higher than the teacher's but in class 2, where they initiated many more moves than the teacher, she responded more than the learners in percentage terms.

In the chart bellow, the move distribution that departs from a traditional teaching format is marked in bold letters

CHART 5 - PREDOMINANCE OF MOVE DISTRIBUTION

	Class 1		Class 2		Class 3		Class 4	
	%	Share	%	Share	%	Share	%	Share
Reacting	**L**	**L**	**L**	**L**	T	T	T	**L**
Responding	L	L	**T**	L	L	L	L	L
Soliciting	T	T	T	**L**	**L**	T	T	**L**
Structuring	T	**L**	T	**L**	T	T	**L**	**L**

Classes 2 and 4 are clearly less adjusted to the pattern of a teacher centered approach than classes 1 and 3.

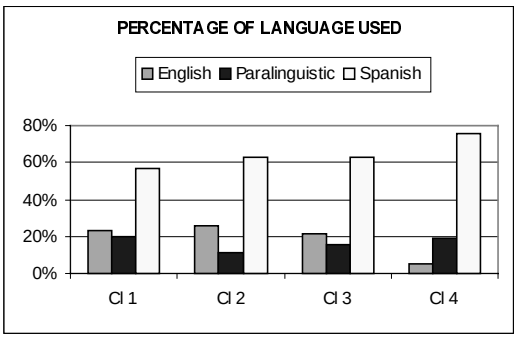
THE MEDIUM CATEGORY: PATTERNS OF LANGUAGE USE

Observing the patterns of language use in four sessions of a project to analyse whether the task based approach fostered the use of the target language is, as mentioned earlier, one of the objectives of this piece of research. The relevance of the data on patterns of language use are directly related to the aims of the study.

The patterns of language use in the four classes are summarised in the following chart and graph. The percentages have been calculated according to the total number of moves initiated in each class[36].

CHART AND GRAPH 6:
PERCENTAGE OF LANGUAGE USED

	English	Paralinguistic	Spanish
Cl 1	23,2%	19,8%	57,0%
Cl 2	26,0%	11,5%	62,5%
Cl 3	21,7%	15,3%	63%
Cl 4	5,5%	19,0%	75,5%



Spanish was by far the language that was most used, followed by English in all the classes except class 4. The sum of paralinguistic and English moves did not reach the percentage of Spanish moves in any of the classes. The class where more English was heard was class 2. English was less spoken in class 4

For the purpose of a more detailed analysis, the moves that the teacher and the learners initiated have been counted separately, by referring to the characteristic *source/target*. In all instances the data are given in percentage terms. The need for two different charts and graphs on the same data (Charts and graphs 6 and 7) is justified on the same grounds that charts 3 and 4 were justified. On the one hand, what is aimed at is discovering what percentage of all the moves she or the students initiated, were communicated in each of the three languages. On the other, what is taken into account is what share of moves from the total number of moves in a category in a given class corresponded to either the learners or the teacher.

Patterns of language use in structuring and reacting move types will then be observed. These two move types, reserved for the teacher in a more traditional approach, were initiated by learners in the observed classes. Structuring moves are of special relevance to this piece of research, as they involve taking the

[36] 612 in class 1, 536 in class 2, 641 in class 3 and 642 in class 4. For more details see appendix III

initiative, that is, taking a step towards planning or monitoring. Reacting moves are also important, as reactions would determine the direction that is going to be taken, and so are of vital importance to the evolution of planning. Reactions also played a vital role in establishing the use of social affective strategies learners showed.

The most important structuring and reacting combinations in each of the four classes will finally be analysed taking *content* into consideration.

The content of move types is also of great importance to determine their pedagogic relevance. The content *fp*[37] is very positive to the practice and acquisition of the L2 when the learners' moves start in English, but obviously this opportunity is lost if these moves are initiated in Spanish. If what is coded in the *fp* column is a grunt to a peer indicating annoyance or lack of interest, paralinguistic medium in the *fp* content is not fostering task completion either. The *fp* content can be a clear indicator of learner's feelings and of their ability to work in groups effectively.

When learners interact in Spanish communicating a *sl* content, that would indicate a desire to talk about English, if not in that language, which has a pedagogical relevance, too. The content *p* is associated with planning and monitoring strategies in that it is related to creating the proper conditions to carry out a task and perform those practices that are inherent to an English classroom.

[37] Life personal, when either the learners or the teacher asked for or provided personal opinion, or when reacting for purposes that were not clearly related to the task.

CHART AND GRAPH 7:
DISTRIBUTION OF LANGUAGE USED IN PERCENTAGE TERMS

	Tinitiated	Linitiated
En Cl 1	**43%**	11,8%
En Cl 2	**36,1%**	22,6%
En Cl 3	**31,1%**	8%
En Cl 4	**16,2%**	0,2%
Sp Cl 1	27%	**74,2%**
Sp Cl 2	50,4%	**66,5%**
Sp Cl 3	49,1%	**83,2%**
Sp Cl 4	75,2%	**75,7%**
P Cl 1	**30%**	14%
P Cl 2	**13,5%**	10,9%
P Cl 3	**19,8%**	8,8%
P Cl 4	8,6%	**24,1%**

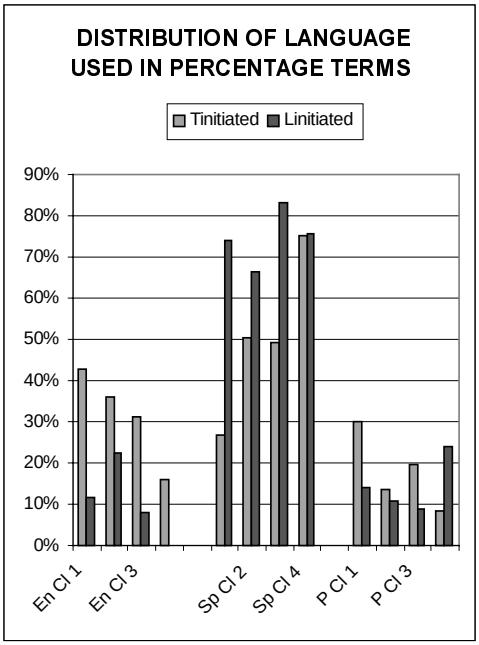
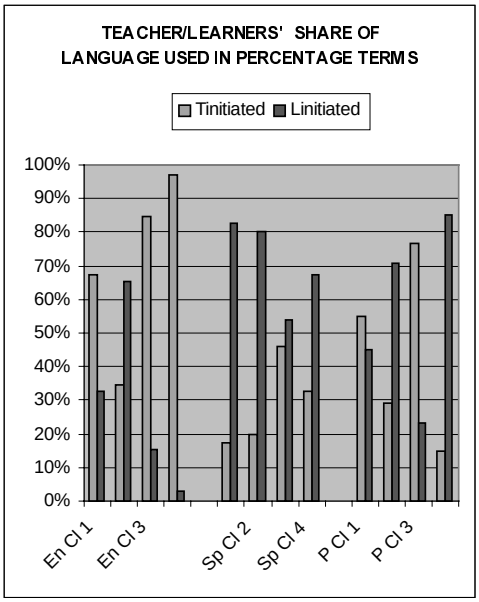


CHART AND GRAPH 8:
TEACHER/LEARNER'S SHARE OF LANGUAGE USED IN PERCENTAGE TERMS

	Tinitiated	Linitiated
En Cl 1	**67,5%**	32,5%
En Cl 2	34,5%	**65,5%**
En Cl 3	**84,9%**	15,1%
En Cl 4	**97,1%**	2,9%
Sp Cl 1	17,2%	**82,8%**
Sp Cl 2	20,0%	**80,0%**
Sp Cl 3	46,0%	**54,0%**
Sp Cl 4	32,6%	**67,4%**
P Cl 1	**55,0%**	45,0%
P Cl 2	29,0%	**71,0%**
P Cl 3	**76,5%**	23,5%
P Cl 4	14,8%	**85,2%**



PATTERNS OF ENGLISH USE:

Chart and Graph 6

Class 2 was the class where more English was used. 26% of the total moves were in English, followed by classes 1 (23,2%) and 3 (21,7%) where the percentage of English used was very similar. There was a drastic drop in the use of English in class 4 (5,5%).

Chart and Graph 7

Class 2 was the class where more English was spoken in general terms because the learner's number of moves initiated in English in that class. It is not class 1, but class 2 the one where the teacher spoke more English.

Although the teacher spoke more English than the learners in percentage terms in the four classes, her English moves never reached 50% of all her moves in any class. The percentage of English used by the teacher follows a steady decrease from classes 1 to 4.

The classes where the learners spoke more English were class 2, where learners initiated 22,6% of all their moves in English, and class 1 (11,8%). Much less English was used by learners on the second set of observations than it was on the first.

Chart and graph 8

Although the teacher spoke more English in percentage terms in all the classes, her share of English moves was lower in class 2, where 65,5% of all the English moves were initiated by learners as opposed to 34,5% initiated by the teacher. This difference between graphs 6 and 7 is due to the fact that the number of moves initiated by learners was much higher in that class than the number of teacher moves[38].

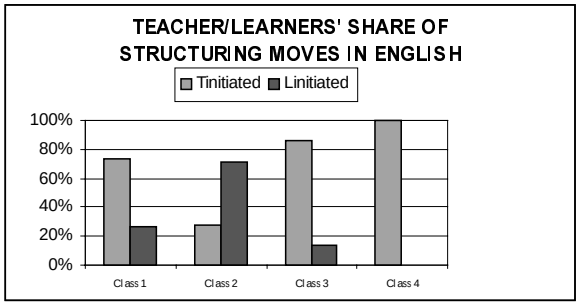
Although, as it has already been mentioned, her use of English followed a constant decrease, with a remarkable drop in percentage terms between classes 3 and 4, her share of English initiated moves increased considerably.

[38] See chart and graph 1

Structuring moves in English

CHART AND GRAPH 9
TEACHER/LEARNERS' SHARE OF STRUCTURING MOVES IN ENGLISH

	Tinitiated	Linitiated
Class 1	73,30%	26,70%
Class 2	28,10%	**71,30%**
Class 3	**85,70%**	14,30%
Class 4	100%	0%



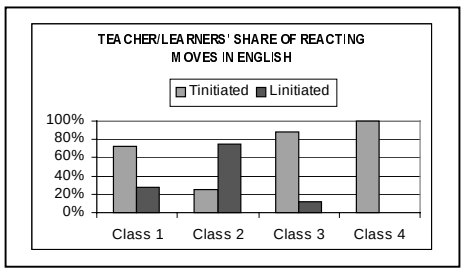
The learners initiated eight structuring moves in English in various contents in class 1, four in classes 3 and none in class 4.

In class 2, though, they initiated twenty three structuring moves in English. The most common combination was *En str p+sl*, of which we find twelve examples[39]. These moves correspond basically to learners working in groups and thinking of a new question for their interviews[40]. The most striking data is that the share of learner's structuring moves in English in class 2 was much higher than the teacher's.

Reacting moves in English

CHART AND GRAPH 10:
TEACHER/LEARNER'S SHARE OF REACTING MOVES IN ENGLISH

	Tinitiated	Linitiated
Class 1	71,9%	28,1%
Class 2	25%	**75%**
Class 3	**87,7%**	12,3%
Class 4	100%	0%



[39] See appendix III for more details.
[40] See excerpt 2.3 in appendix I
Ja- "What do you prefer, the mountains or the sea?" (Javier proposing a question to ask in their interview to a teacher)

The most striking feature of graph 9 is how much it resembles graph 8. Again class 2 was the one where the share of English initiated reaction by learners was higher than the teacher's.

In class 1 learners initiated eighteen reacting moves in English. Out of these seven were very similar moves that occurred out of context in a string in GLJJD[41]. These moves were coded *En+p rea p+fp* because they involved a high voice and a mocking tone with which learners pretended to be talking in English (which explains the *p+fp* rather than *fp* alone coding for the content column), while not seriously trying to use the target language[42] .

In class 2 there were forty eight reacting moves in English initiated by learners. All but 3, which have been coded *fp* in the content column, are related to *procedure*, *sl* or both. Among them, the two combinations that learners repeated more were:

4. *En rea p+sl* 12 moves
5. *En rea sl* 14 moves

The *En rea s*l combination describes learners trying to improve a question they had thought of for their interview to a teacher in English, when they were concerned with language alone[43].

The *En rea p+sl* combination is used when both procedure and language are important[44]

Learners initiated scarcely eight reacting moves in English in different contents in class 3. There were no reacting moves in English in class 4.

Class 2 was the only class where structuring and reacting moves in English were relevant to task completion, while their incidence in class 1 had a negative effect on discipline in that class.

[41] See excerpt 1.1 in Appendix I.
[42] (i.e. Jc- "Guat iz yu bedey")
[43] See excerpt 2.4 in appendix I
Jn- "When did you "maRy"?"
Li- "MaRRy", con "I griega".
D- "Married".

[44] See excerpt 2.5 in appendix I
Ja- (Writing it down.) "PREFERE" (Javier working on their sentence "What do you prefer, the mountains or the sea?

PATTERNS OF SPANISH USE

Chart and Graph 5

There was a sustained increase in the use of Spanish from class 1 to class 4. Class 1 was the class where less Spanish was spoken (57% of all the moves were in Spanish), followed by class 2 (62,5%) and 3 (63%), where the percentage of Spanish moves were very similar. In class 4 there was a significant increase in the use of Spanish (75,5%).

Chart and Graph 6

It was the low percentage of teacher initiated moves in Spanish (27%) which made class 1 the one where less Spanish was spoken. Learners used more Spanish in that class (74,2% of their moves) than they did in class 2 (66,5% of their moves)..

The teacher's use of Spanish showed a steady increase, parallel to the decrease of English use. She initiated one third of her moves in Spanish in class 1. Half of her moves were in Spanish in classes 2 and 3. Three fourths of her moves were in Spanish in class 4.

The learners spoke clearly less Spanish in percentage terms in class 2, which was the most learner centered of the classes, and clearly more in class 3, which was the most teacher centered. The learners initiated more moves in Spanish than the teacher in percentage terms in all the classes, although the difference between them and the teacher in class 4 was irrelevant. In all the classes learner's moves in Spanish were above 50%, and in classes 1, 3 and 4 the percentage was close to or above 75%.

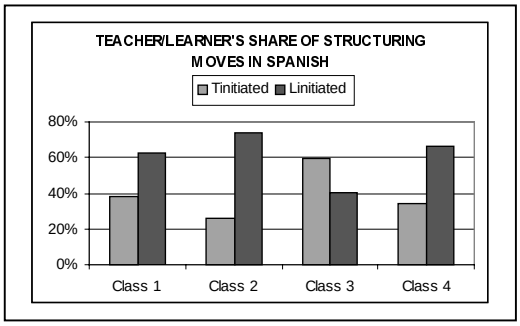
Chart and Graph 7

Looking at the share of Spanish moves between teacher and learners, we can observe the learner's portion of Spanish moves was much higher in the first set of observations than it was in the second. In class 3 in particular the teacher's share of Spanish moves was very similar to the learners. This corresponded to 49,1% of her moves while it was 83,2% of theirs. Class 3 was characterised by the teacher initiating a much higher number of moves.

Structuring moves in Spanish

CHART AND GRAPH 11:
TEACHER/LEARNER'S SHARE OF STRUCTURING MOVES IN SPANISH

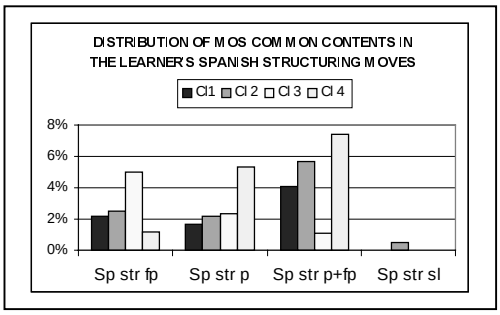
	Tinitiated	Linitiated
Class 1	37,9%	**62,1%**
Class 2	25,8%	**74,2%**
Class 3	**59,7%**	40,3%
Class 4	34%	**66%**



Of all the structuring moves in Spanish, the teacher's share was higher in class 3. In all the other classes, the learners initiated more such moves. The class where learners' share of structuring moves in Spanish was higher was class 2.

CHART AND GRAPH 12:
DISTRIBUTION OF MOST COMMON CONTENTS IN THE LEARNERS' SPANISH STRUCTURING MOVES

	Cl 1	Cl 2	Cl 3	Cl 4
Sp str fp	2,2%	2,5%	**5,%**	1,2%
Sp str p	1,7%	2,2%	2,3%	5,3%
Sp str p+fp	**4,1%**	**5,7%**	1,1%	**7,4%**
Sp str sl	0%	0,5%	0%	0%



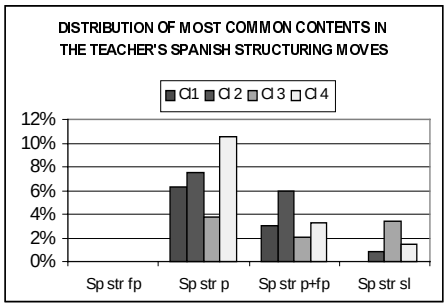
If we look at how structuring moves were distributed, we can see that the content *p+fp* was the one in which learners initiated more structuring moves in Spanish. The content *p+fp* is here related to taking action related to the task in process on the basis of personal opinion or trying to obtain personal information [45].

[45] See excerpt 1.8 in appendix 1
"¿Cuándo fue tu primer amor?" ((When did you fall in love for the first time?) The group LLAJ is thinking of a personal question to ask in their interview)

The learners only initiated Spanish structuring moves in the *sl* content in class 2 (two moves). The other three combinations were present in the four classes. In classes 1, 2 and 4 the most common combination was *p+fp,* class 4 being the class where this combination had a greater relevance. In class 3, though, its incidence was surprisingly low. The most common combination in that class *fp,* of which we can find thirteen examples, and one more in the *Sp+p* medium. This shows learners were not focusing on task when structuring[46]. There were, though, four very interesting examples of Daniel expressing his opinion about horoscopes encouraged by the teacher which did certainly help to task completion[47] The *p* content was more common in class 4 than in any other class in Spanish structuring moves[48].

CHART AND GRAPH 13:
DISTRIBUTION OF MOST COMMON CONTENTS IN THE TEACHER'S SPANISH STRUCTURING MOVES

	Cl1	Cl 2	Cl 3	Cl 4
Sp str fp	0%	0,0%	0%	0%
Sp str p	**6,3%**	**7,5%**	**3,7%**	**10,5%**
Sp str p+fp	3%	6%	2,1%	3,3%
Sp str sl	0%	0,8%	3,4%	1,4%



The teacher structured more in Spanish in the *p* content in the 4 classes. No instances of *Sp str fp* were found in any of the four classes. The class where the teacher's percentage of the *Sp str p* combination was higher was class 4[49]. Her second most common combination was *p+fp* in all the classes except class 3[50], where it was *sl*. The class where the teacher initiated more structuring moves in Spanish in the *p+fp* content was class 2. There were thirteen examples of this combination in class 3, three in class 4, one in class 2 and none in class 1.

[46] See excerpt 3.1 in appendix I
Li- "¿Me das dos besos?" "No". Y ya la liamos…" ((Would you give two kisses? No. And things got muddled up) Lisa talking about an incident with a boy)

[47] See excerpt 3.4 in appendix 1
D- "Yo, que crees, me parece que voy a montar un centro de esos de…" ((I think I'm going to set up one of these advise pages…) Daniel ironically implying they are deceptive).

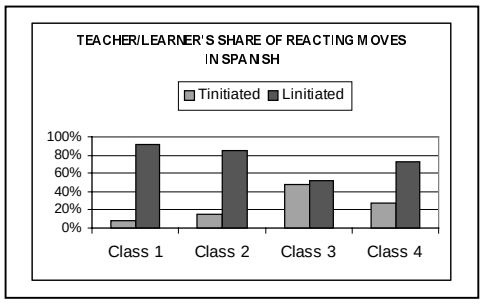
[48] See excerpt 4.1
Js- "Mira en Ami Pro…" ((Search Ami Pro) Learners looking for a text they can't find on the computer)

[49] See excerpt 4.4 in appendix I
T- Ahora nos queda recortar esto y… ((Now we have to cut this and…) The teacher referring to the lay out of the article on horoscopes.)

[50] See excerpt 3.4 in appendix I
T- ""A lo mejor". Expresa posibilidad, así ¿Vale? Quizás sí, quizás no…" (Maybe. It expresses possibility, right? maybe yes, maybe no…) The teacher explaining the difference between "will" and "May")

CHART AND GRAPH 13:
TEACHER/LEARNER'S SHARE OF REACTING MOVES IN SPANISH

	Tinitiated	Linitiated
Class 1	8,40%	**91,60%**
Class 2	14,50%	**85,50%**
Class 3	47,50%	**52,50%**
Class 4	27,10%	**72,90%**

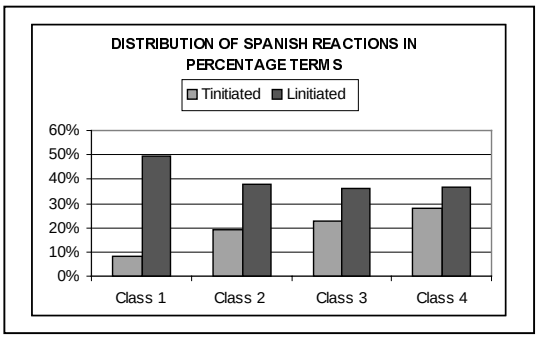


Of all the reacting moves initiated in Spanish, learners initiated an extremely high percentage in classes 1 and 2, while in class 3 their share of Spanish reactions was fairly similar. Their percentage of Spanish reactions increased again in class 4.

Reactions in Spanish were in numerical terms a very important part of all the moves initiated in the four classes. Learners initiated two hundred and six such moves in class one, one hundred and fifty three in class 2, ninety five in class 3 and one hundred and fifty nine in class 4. Expressed in percentage terms, taking the total number or moves in each class initiated by either the teacher or the learners as a point of reference, the following chart and graph can be extracted:

CHART AND GRAPH 15:
DISTRIBUTION OF SPANISH REACTIONS IN PERCENTAGE TERMS

	Tinitiated	Linitiated
Class 1	8%	**49,6%**
Class 2	19,5%	**38%**
Class 3	22,7%	**36%**
Class 4	28,1%	**36,8%**

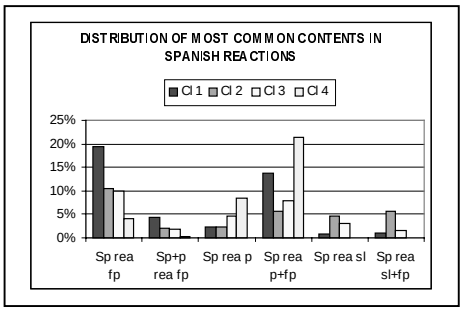


In the four classes the percentage of learners' reactions in Spanish was higher than the teacher's, although the percentage of the teacher's Spanish reactions increased steadily. Class 1 was the class where learners reacted more in Spanish.

Almost one half of their moves corresponded to reactions in Spanish. In all the other classes, the percentage of their moves that corresponded to Spanish reactions was very similar. In Class 3, although this was the class where the learners initiated less moves the percentage of reactions initiated in Spanish is very similar to the other classes.

CHART AND GRAPH 16:
DISTRIBUTION OF MOST COMMON CONTENTS IN LEARNER'S SPANISH REACTIONS

	Cl 1	Cl 2	Cl 3	Cl 4
Sp rea fp	**19,3%**	**10,4%**	**9,9%**	4,2%
Sp+p rea fp	4,3%	2,0%	1,9%	0,2%
Sp rea p	2,4%	2,2%	4,6%	8,3%
Sp rea p+fp	13,7%	5,5%	8,0%	**21,5%**
Sp rea sl	0,7%	4,7%	3,0%	0%
Sp rea sl+fp	1,0%	5,7%	1,50%	0%



The *fp* content is the commonest content in Spanish reactions initiated by learners in classes 1, 2 and 3. In class 1 there was an incidence on the *fp* content in Spanish reactions even higher than the 19,3% shown in this chart[51]. These moves corresponded to reactions that had nothing to do with the task the teacher had set. The fact that these moves were initiated in their native language shows learners were not concentrated on task[52]. In class 1 a great number of these moves involved insults[53] showing learners not being respectful to their peers. This type of moves decreased considerably in class 2, exhibiting a similar, slightly lower percentage in class 3 to decrease even more in class 4. There were discipline problems in class 1 that the Spanish reactions clearly depict that did not happen again.

The moves on the *p+fp* content were related to learners expressing opinions doubts or uncertainties concerning a set procedure in their native language[54]. It is

[51] ninety seven moves were related exclusively to *fp* both from the *Sp* and the *Sp+p* mediums (23,6% of their total moves)

[52] See excerpt 1.8 in appendix I

"sx- ¡Con lo guapo que está ahora!" ((And what a good looking boy he is now!) The girls group referring to a boy)

[53] See excerpt 1.1 and 1.6 in appendix I

D- "A ver... ¡Cállate, chupasangre!. ¡Picapleitos chupasangre, cállate…!" ((Shut up you stupid, you fool, shut up) Daniel addressing Javier)

Dy- "Orejero…" ((Big ears) Dyonisus referring to Daniel)

[54] See excerpt 1.1 and 1.2 in appendix I. The task the teacher had set was thinking of a name for their group.

Ja- "Prefiero el nombre "Interview" que se ha inventado ese pájaro…" (I prefer the name "Interview" that nasty block has thought of)Javier referring to John Charles.)

K- ¡Digo y él no quiere! ¿Qué quieres que te diga yo? ((I suggest things and he doesn't like my proposals! What can I do?)Kenneth referring to Dionysus)

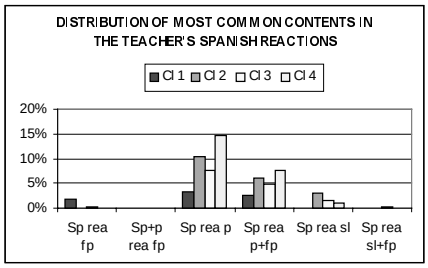
the second most common moves in all the classes except class 4, where it is the commonest Spanish reaction with 93 such moves[55]. Class 4 is also the one where the *p* content, where learners where focusing only on procedure, was the most common in learner's Spanish reactions.[56]

The two contents related to the target language: *sl* and *sl+fp* were more frequent in class 2 in learner's Spanish reactions. In the *sl+fp* content in Spanish reactions in class 2 learners mainly expressed uncertainty about whether a given sentence or structure was correct[57], and in a few examples expressed personal preferences based on perceptions or showed off "superior" knowledge, which lead to some conflict[58].

The distribution of the most common contents in the teacher's reacting moves in Spanish are summarised in the following chart and graph:

CHART AND GRAPH 17:
DISTRIBUTION OF MOST COMMON CONTENTS IN THE TEACHER'S REACTIONS IN SPANISH

	Cl 1	Cl 2	Cl 3	Cl 4
Sp rea fp	1,7%	0,0%	0,3%	0,0%
Sp+p rea fp	0%	0%	0%	0%
Sp rea p	**3,4%**	**10,5%**	**7,7%**	**14,8%**
Sp rea p+fp	2,5%	6%	4,7%	7,6%
Sp rea sl	0%	3%	1,6%	1%
Sp rea sl+fp	0%	0%	0,3%	0%



[55] See excerpt 4.3, 4.1 and 4.4 in appendix I
Js- "Bueno, me lo llevo yo y ya lo haré." ((Ok, I'll take it and I'll do it) Jesús referrring to their article on the Spice Girls)
Lo- "Dame lo otro, mejor, porque yo no sé pasar…" ((You rather give me that, because I can't type) Lori asking for something to do)
Jn- Los Backstreet Boys lo que no tenemos es lo del (…) ((The Backstreet boys… We haven't got…) Jennie referring to materials they still have to type)

[56] See excerpt 4.2 in Appendix I
Li- Está todo en el ordenador ((Everything is on the computer) Lisa has found all the articles they had typed)

[57] See excerpt 2.3 in appendix I
Lo- "Cigarette" me parece que es…((I think it is "Cigarette") Referring to the spelling of this word)

[58] See excerpt 2.3 in appendix I
Ja- "Sea" es "Mar".... "Sea" es "Mar".
Js- No, "Beach" y ya está, tío…
Ja- Ya, pero… Cuando se refiere así a montaña o…
Js- Vale, venga, tío, lo que tu quieras… Vamos a ponerlo.
(Ja- "Mar" means "Sea"… "Mar" is "Sea
Js- No, "Beach" and that's it…
Ja- Right, but when you refer to the mountains in this way…
Js- Ok, man, as you please… Let's write it…)

In the teacher's reacting, the combinations *Sp rea fp* and *Sp+p rea fp* were not particularly relevant. The only combinations that were present in the four classes were *Sp rea p* and *Sp rea p+fp*. In the first case, the teacher was reacting to what the learner's had done or were doing in relation to the task[59]. This use was specially important in class 4[60].On a few occasions it was also used to discipline learners[61]. The *Sp rea p+fp* combination was also more common in class 4, although it had a lesser incidence. With it the teacher, as learner's did, expressed opinions, doubts or uncertainties about a given procedure in their native language[62].

The incidence of the *Sp rea p+fp* was certainly very important in class 4, both in teacher and learner' initiated moves, indicating there had been timing problems at the end of the project, as this was the final session. Doubts that should have emerged much earlier were now being posed both on the part of the learners and the teacher.

---

[59] See excerpt 3.4 in appendix I
T- "¡Va...! ¿Quién más...?" ((Come on! Who else?) The teacher is prompting learners to choose a sign)

[60] See excerpt 4.4 in appendix I
T- Javier, ¿Tu horóscopo dónde esta? (Javier, Where's your horoscope?)

[61] See excerpt 1.10 in Appendix I
T- "Vale, reflexiona ¿Eh?" ((Ok, think about it, right?) The teacher after he has scolded Daniel for insulting Javier)

[62] See excerpt 4.4 in appendix I
T- ¿Y si no hay suficiente hueco? ((What if there's not enough space?) Discussing the lay out of the horoscopes article in the magazine with Jesús)

USE OF PARALINGUISTIC MOVES

Chart and Graph 6

Paralinguistic moves were the less common language move in all the classes except in class 4, where there were more paralinguistic moves than English moves. However, their incidence was greater than we would expect it to be in a traditional approach, where learners are not expected to move from their seats and the teacher's place is at the front of the class, by the blackboard.

The class where the incidence of paralinguistic moves was higher was class 1(19,8% of the moves) very closely followed by class 4 (19%). The class where paralinguistic moves were less frequent was class 2 (11,5%).

Chart and Graph 7

The teacher was responsible for most of the paralinguistic moves in class 1 as the class where learners initiated more paralinguistic moves was by far class 4[63]. Almost a third of all her moves in class 1 (30%)[64] were paralinguistic. 79% of those paralinguistic moves were devoted to structuring, which indicates a very high incidence of paralinguistic structuring in class 1 on the part of the teacher.

The teacher initiated more paralinguistic moves in all the classes except class 4. In class 2, her paralinguistic moves drop in percentage terms, to increase again in class 3 and drop even lower than in class 2 in class 4.

In the learner's case, on the other hand, the number of paralinguistic moves in percentage terms decreased from class 1 to 3, until an outstanding increase took place in class 4.

Chart and Graph 8

The share of paralinguistic moves teacher and learners initiated show that in class 1 and 3 the teacher initiated more moves. The share learners had of paralinguistic moves in class 2 was higher than the teacher's. Learners paralinguistic moves were only 10,9% of their moves in class 2, but the number of moves they initiated was much higher than the teacher in that class[65].

Paralinguistic moves related to structuring behaviour

The incidence of paralinguistic moves is particularly relevant to the present research. The first reason why this is so is because paralinguistic moves were often related in the observed classes to structuring behaviour. This is the teacher's case in the four classes, and particularly so in class 1, where 30% of her moves were paralinguistic[66]. This relationship between paralinguistic moves and structuring is also a characteristic of the learner's behaviour in class 4, where 24,1% of their moves were paralinguistic.

---

[63] The learners started 104 paralinguistic moves in class 4. See Appendix III

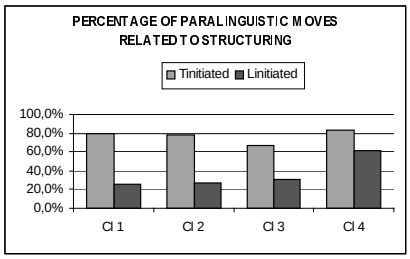
[64] The teacher started 71 paralinguistic moves in class 1. See Appendix III

[65] They started 270 more moves. As to the specific number of paralinguistic moves, the teacher started 18, while the learners started 44 (see appendix III).

[66] See chart and graph 4.

CHART AND GRAPH 18:
PERCENTAGE OF PARALINGUISTIC MOVES RELATED TO STRUCTURING BEHAVIOUR

	Tinitiated	Linitiated
Cl 1	**79,0%**	25,9%
Cl 2	**77,8%**	27,3%
Cl 3	**66,7%**	30,4%
Cl 4	**83,3%**	**61,5%**



The teacher's paralinguistic behaviour in the four classes did not change in that it was mainly related to structuring moves, but in class 1 the incidence of this behaviour was considerably greater. 30% of her moves, which were 237 in total, were paralinguistic. Of them, 79% were spent structuring. On fifty six occasions in a single class the teacher went from group to group or from learner to learner reading what they had produced, moved to the blackboard to spell a given word or provide an example or addressed a given group or learner[67]. The combination she used more was *p str p,* of which there were thirty seven examples[68] indicating her main concern was not with language, but with setting the right procedures for the task. This behaviour seems to suggest a clear involvement in making things work, and a certain state of anxiety over the learner's ability to complete the task or with the novelty of the approach[69].

In the learner's case paralinguistic structuring behaviour was relevant in class 4. Of all the moves they initiated in class 4, which were 432 in total, 24,1%, or 104, were paralinguistic moves. 61,5% of them, sixty four in total, were related to structuring. These moves involved standing up to approach a peer to see what he or she was doing, or arising from their seat to pick something up without having been solicited to do so. It also entailed addressing either the teacher or a peer to change the course of events, going back to his or her place or leaving the classroom. The nature of these moves were very similar to the nature of the teacher's moves in class 1, as the most common combination, of which there are fifty one instances, was again *p str p*[70]. So the emphasis on planning was clear.

[67] See excerpt 1.8 in appendix 1:
(The teacher approaches the girl's group after she has finished writing on the blackboard)

[68] The example on note 56 was coded *p str p*

[69] The novelty of the approach and the learner's grouping system were partly responsible of the teacher's behaviour, at this was the first class in the project that learners were working in groups. In Fanselow's words, "When the choices are not sufficiently narrowed in other ways, announcements about what is about to take place -structuring moves- can be used." (Fanselow 1987:135)

[70] See excerpt 4.4 in appendix I

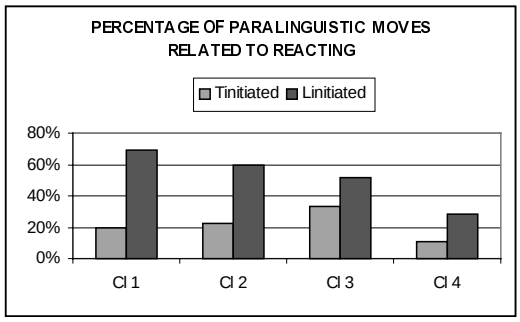
In class 4 the objective was to finish typing all their articles for their magazine. However, the number of moves learners initiated in the *p str p* combination Jesus (11 moves), Adri (8 moves) and Lisa (8 moves) does not bear a clear relation to the quality of their work, as we will see when interviews are observed.

Paralinguistic moves related to reacting behaviour

Paralinguistic behaviour was also related to reacting moves, particularly in the learner's case in classes 1 to 3.

CHART AND GRAPH 19:
PERCENTAGE OF PARALINGUISTIC MOVES
RELATED TO REACTING BEHAVIOUR

	Tinitiated	Linitiated
Cl 1	19,7%	**68,9%**
Cl 2	22,2%	**59,1%**
Cl 3	33,3%	**52,1%**
Cl 4	11,1%	**27,9%**



The percentage of learner's moves that were paralinguistic reactions was over 50% of all their paralinguistic moves in all the classes except class 4, where structuring became the main purpose of paralinguistic moves. The percentage of learner's paralinguistic reactions was particularly high in class 1. This fact was particularly relevant to discipline. 68,9% of all paralinguistic moves were reactions in that class. Paralinguistic reactions on the learner's part in class 1 implied thirty three moves initiated basically laughing making strange noises or whistling[71] and also some sort of gesture to indicate disapproval or to avoid responsibility[72]which were coded as *fp* in the *content* column. From that class a steady decrease followed.

In the 3 classes where paralinguistic moves initiated by learners were mainly concerned with reactions (classes 1, 2 and 3), the most common content was *fp*. In class 2 there were twelve such moves. Ten involved laughing, and two corresponded to Adri being overwhelmed by the task she was in charge of[73].

(Annie stands up and approaches the teacher.)

[71] See excerpt 1.6 in appendix I

K- ¡Pijo guau chingu! (He laughs.)

[72] See excerpt 1.3 in appendix I

(The girls bend their heads so as to hide.)

[73] Writing down Carlos Gibraltar's responses while carrying out their interview

There were no strange sounds, whistling or gestures to avoid responsibility or show disapproval. In class 3 there were only twelve reacting moves. Ten of them where in the coded in the *fp* column, but five corresponded to *p+s,* that is, to learners not responding to a teacher solicit. We can conclude that there were discipline problems in class 1 that did not appear in the other three classes.

THE CONTENT CATEGORY: PATTERNS OF USE

A chart summarising the content moves in the four classes is provided:

CHART 20 - SUMARY OF CONTENT TYPES

CONTENT TYPE	Class 1	Class 2	Class 3	Class 4	TOTALS	percent.
tfg	0	0	2	1	3	
sfg	9	3	12	0	24	
fg	**9**	**3**	**14**	**1**	**27**	**1,10%**
tfg+fp	0	0	0	0	0	
sfg+fp	2	0	1	0	3	
fg+fp	**2**	**0**	**1**	**0**	**3**	**0,10%**
tfg+sl	0	0	0	0	0	
sfg+sl	1	0	0	0	1	
fg+sl	**1**	**0**	**0**	**0**	**1**	**0,04%**
tfp	11	8	3	0	22	
stfp	165	86	88	41	380	
fp	**176**	**94**	**91**	**41**	**402**	**16,40%**
tp	105	41	109	97	352	
sp	42	50	49	199	340	
p	**147**	**91**	**158**	**296**	**692**	**28%**
tp+fg	0	0	2	2	6	
sp+fg	3	0		0	1	
p+fg	**3**	**0**	**7**	**2**	**12**	**0,50%**
tp+fp	57	21	73	69	220	
sp+fp	110	72	39	184	405	
p+fp	**167**	**93**	**112**	**253**	**625**	**25,30%**
tp+sl	46	22	129	33	230	
sp+sl	63	85	47	7	202	
p+sl	**109**	**107**	**176**	**40**	**432**	**17,50%**
tp+sl+fg	0	0	1	0	1	
sp+sl+fg	3	0	0	0	3	
p+sl+fg	**3**	**0**	**0**	**0**	**4**	**0,20%**
tp+sl+fp	1	13	0	1	15	
sp+sl+fp	3	9	1	0	13	
p+sl+fp	**4**	**22**	**1**	**1**	**28**	**1,10%**
tsl	15	12	46	8	81	
ssl	10	50	20	0	80	
sl	**25**	**62**	**66**	**8**	**161**	**6,50%**
tsl+fg	0	0	3	0	3	
ssl+fg	0	0	1	0	1	
sl+fg	**0**	**0**	**4**	**0**	**4**	**0,20%**
tsl+fp	0	10	5	0	15	
ssl+fp	6	52	5	0	63	
sl+fp	**6**	**62**	**10**	**0**	**78**	**3,20%**
TOTAL NUMBER OF MOVES					**4906**	**100%**

If we summarise the most common contents in all the class the resulting chart emerges:

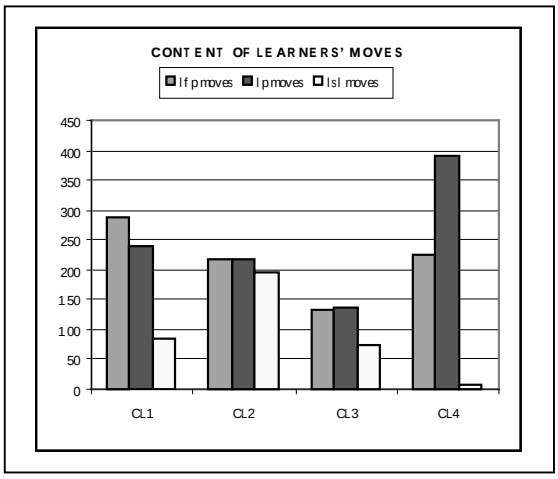
CHART 21 - SUMMARY OF MOST COMMON CONTENTS						
	MOST COMMON IN GENERAL		MOST COMMON IN LEARNERS O TEACHER'S MOVES			
			first		Second	
	1st	2nd	T	L	T	L
CLASS 1	*fp*	*p+fp*	*p*	*fp*	*p+fp*	*p+fp*
CLASS 2	*P+sl*	*fp*	*p*	*fp*	*p+sl*	*p+sl*
CLASS 3	*P+sl*	*p*	*p+sl*	*fp*	*p*	*p+sl*
CLASS 4	*p*	*P+fp*	*p*	*p*	*p+fp*	*P+fp*

Observing the patterns of content use is directly related to the objectives of this research. *sl* is related to the language that is being learned, and in this sense linked to the learners progress. Learners' planning is related to the *p* content, which either alone or in combination with other contents shows how learners are coping with the task in process. When the learners are not engaged in task the content *fp* in Spanish initiated moves appears, while that content in English initiated moves would show learners communicating in English about something personal. Social-affective strategies are also related to the use learners make of both *p* and *fp*.

If we look at the number of moves the learners initiated related to each content in every class[74] the results we get are the following:

CHART AND GRAPH 22:
MOVES THE LEARNERS INITIATED RELATED TO EACH CONTENT IN EVERY CLASS

	CL1	CL2	CL3	CL4
lfp moves	286	219	134	225
lp moves	240	216	136	390
lsl moves	83	196	73	7



The learners initiated clearly more moves in the *sl* content in class 2, and class 2 is also the class that shows a more balanced picture. In class 4 there were no moves related to *sl*, and the percentage of moves related to p was the highest. Class 1 was the class with the highest percentage of moves in the *fp* content.

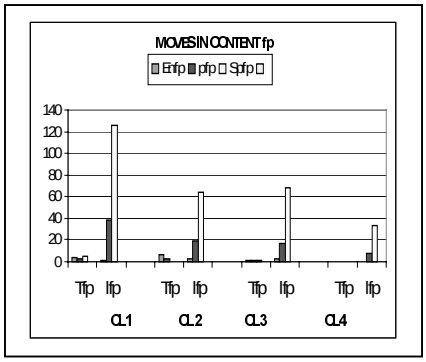
[74] The moves in the content *p+fp*, for example, have been counted twice, first in the content p, and then in the content *fp* in order to elaborate this chart.

Moves in the *fp* content

CHART AND GRAPH 23:
MOVES INITIATED BY THE TEACHER AND LEARNERS IN THE *fp* CONTENT

MOVES IN CONTENT LIFE PERSONAL

	Cl 1		Cl2		Cl3		Cl4	
	Tfp	lfp	Tfp	lfp	Tfp	lfp	Tfp	lfp
Enfp	4	1	6	3	1	3	0	0
pfp	2	39	2	19	1	17	0	8
Spfp	5	**126**	0	**64**	1	**68**	0	**33**



The content *life personal* was the most common of the contents used by the learners in class 1, 2 and 3 and the content which was more common in class 1 as well. From class 1 to class 2 there was a drastic decrease in the use of that content on the part of the learners, although it was still the commonest content they used, followed by *p+sl*[75]. The number of *fp* moves learners initiated in class 3 was very similar to the number they initiated in class 1 in spite of the fact their number of moves in class 3 is much smaller. In class 4 the number of moves initiated by the learners in this content decreases considerably again. The content *fp* was mainly used by learners in Spanish, although in class 1 there is a considerable number of paralinguistic moves in that content. The teacher used the *fp* content only occasionally.

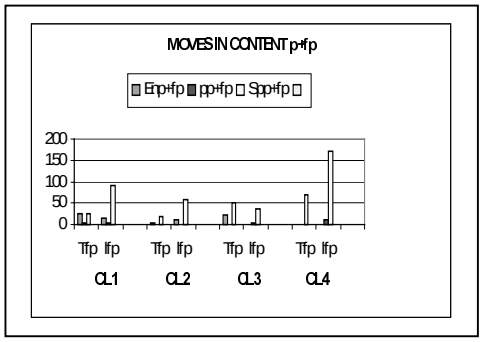
Fp being a content which does have negative connotations in an English class except if initiated in English was considerably reduced from the beginning to the end of the project indicating misbehaviour on the part of the learners reduced.

[75] They started 86 *fp* moves, and 85 *p+sl* moves.

Moves in the p+*fp content*

CHART AND GRAPH 24:
MOVES INITIATED BY THE TEACHER AND LEARNERS IN THE PROCEDURE +LIFE PERSONAL CONTENT

	CL1		CL2		CL3		CL4	
	Tfp	lfp	Tfp	lfp	Tfp	lfp	Tfp	lfp
Enp+fp	27	15	3	12	22	0	0	0
pp+fp	2	4	0	1	1	2	1	12
Spp+fp	27	92	20	57	51	37	68	172



The *p+fp* content is the second most common content in moves initiated during the observation. 25,3% of all the moves were initiated occurred in this content[76]. It was the second most common content initiated in classes 1 and 4, and it is also the second most common move for both the teacher and the learners in those classes. The moves in that content were mainly initiated in Spanish, both by the teacher and the learners, but some instances of English initiated moves in that content can be found in all the classes, except in class 4, in the teacher's case.

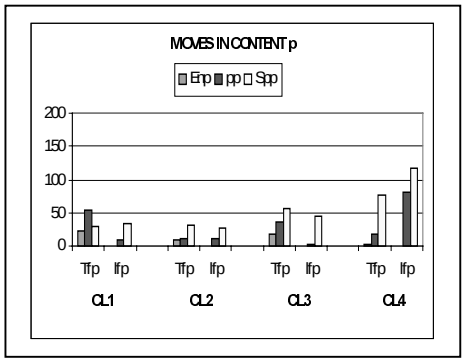
Its incidence in teacher moves in English was high in classes 1 and 3. That class was the only class where the teacher initiated more moves than the learners in this content.

[76] See the Summary of Content Moves. Chart 19.

Moves in the *p* content

CHART AND GRAPH 25:
MOVES INITIATED BY THE TEACHER AND LEARNERS IN THE PROCEDURE CONTENT

	CL1		CL2		CL3		CL4	
	Tfp	lfp	Tfp	lfp	Tfp	lfp	Tfp	lfp
Enp	23	0	8	1	17	1	3	
pp	53	9	11	12	35	3	19	8
Spp	29	33	32	27	57	45	76	11



The *p* content is the most common content in the moves initiated in the observed classes. 28% of all the moves initiated shared this content[77]. It is the teacher's most common content move in classes 1,2 and 4, and the most common learner content in class 4. The teacher initiated less moves than the learners in the *p* content in classes 2 and 4. In class 2 she initiated only a few less while in class 4 the number of learner initiated moves in that content is much higher, while the opposite is true for classes 1 and 3.

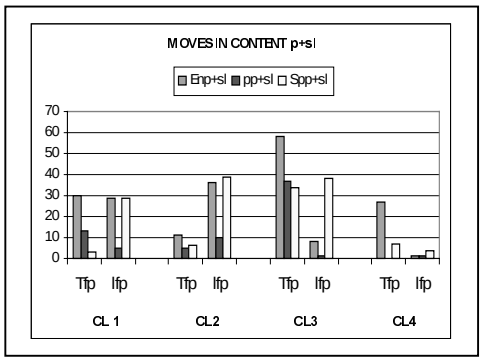
The teacher used English, Spanish and Paralinguistic moves in this content, while the learners used Spanish and paralinguistic moves. The paralinguistic moves in this content are particularly relevant in the case of the teacher in class 1, and in the case of the learners in class 4.

[77] See the Summary of Content Moves. Chart 19.

Moves in the *p+sl content*

CHART AND GRAPH 26:
MOVES INITIATED BY THE TEACHER AND LEARNERS IN THE PROCEDURE + STUDY LANGUAGE CONTENT

	CL1		CL2		CL3		CL4	
	Tfp	lfp	Tfp	lfp	Tfp	lfp	Tfp	lfp
Enp+sl	30	29	11	36	58	8	27	1
pp+sl	13	5	5	10	37	1	0	1
Spp+sl	3	29	6	39	34	38	7	4



The *p+sl* content was the most common content in class 3 and the teacher's most common content and the learners' second in class 3. It also was the second most common teacher and learners' content in class 2.

In no other content is a more varied picture found as to the pattern of language use. It is in the content *p+sl* where more instances of learners speaking English can be found[78]. The teacher initiated less moves than the learners in this content in class 1 and particularly in class 2, while she initiated more in class 4, and many more in class 3. 37 paralinguistic moves initiated by the teacher in class 3 belong to the *p+sl* content.

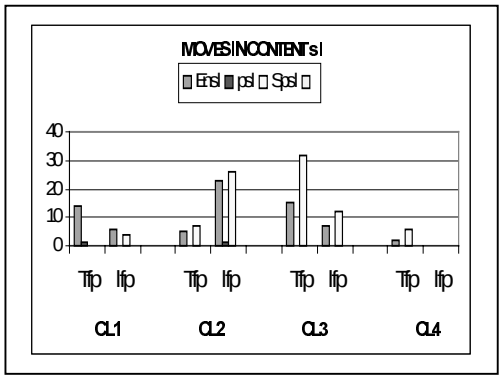
[78] A total of 100 in the four classes.

Moves in the *sl* content

CHART AND GRAPH 27:
MOVES INITIATED BY THE TEACHER AND LEARNERS IN THE CONTENT
STUDY LANGUAGE

MOVES IN CONTENT STUDY LANGUAGE

	CL1		CL2		CL3		CL4	
	Tfp	lfp	Tfp	lfp	Tfp	lfp	Tfp	lfp
Ensl	14	6	5	23	15	7	2	0
psl	1	0	0	1	0	0	0	0
Spsl	0	4	7	26	32	12	6	0



The content *sl* was not among the four most common moves in learner initiated moves. Learners initiated 10 moves in that content in class 1, 50 in class 2, 20 in class 3 and none in class 4. It must be mentioned, though, that in class 2 the content *sl+fp,* with 52 moves was the fourth in ranking.

In teacher initiated moves, the *sl* content is fourth in occurrence in classes 1, 3 and 4, while in class 2 that place is for the content *p+sl+fp*, which is irrelevant in the other classes. Very few paralinguistic moves can be found in this content, and both English and Spanish are present in teacher and learners initiated moves, except in class 4 in the case of the learners.

4. FINDINGS FROM THE MAGAZINE

The objective of this section is to compare the feedback and instructions the learners were given with what they actually produced in their magazine. As learners had been assigned to this Cv according to their level of English, when the amount and quality of the productions in the different groups is not the same, this can be attributed to some groups having worked less than others for one reason or another.

a. The interviews to teachers - classes 1 and 2

In this task learners were asked to think of questions in English to ask to a teacher from their institute, They were also expected to write an introduction to the interview where the interviewed teacher's character had to be described following a set of adjectives the teacher had provided. The observed teacher also took a picture of the learners during the interview which she later developed and scanned.

- **ADA(I) Group**

This group asked 15 questions to Carlos Gibraltar during class 2. Seven of these questions had been written on the blackboard by either the teacher or Lori[79]. In the excerpts there is evidence that this group reviewed all the adjectives one by one with the interviewed teacher, and that the teacher defined himself, but this is not in the magazine, where there is no introduction to this group's interview.[80]

- **JJL(K) Group**

This group interviewed me during class 2. They asked 18 questions. Two of the questions they asked, 11,1%, were written on the blackboard in class 1.

To the activity of defining myself I responded changing some adjectives. The final use they made of that is only reflected somehow marginally, in the introduction of their interviews:

"We are talking about Núria de Salvador. She is an English teacher who's observing our teacher in her lessons. The first time we saw her we thought she was rather bossy[81]. Now we know her better we think that she is a really good person and a wonderful teacher."

- **LJJD Group:**

This group interviewed a teacher a few days after class 2. They asked 23 questions. Nine of these questions were written on the blackboard by either

[79] *What's your name? Are you married? Have you always been a teacher? Do you like dancing? Do you like teaching? Have you got any brothers and sisters? Have you got any children?*

[80] A copy of the magazine is not provided for ethical reasons, as the anonymity of teacher and learners could not be preserved otherwise.

[81] It was me who gave them this adjective when defining myself

the teacher or the learners in class 1[82]. Although this group's interview had not been conducted on the expected date, from what was published in the magazine learners seemed to be the only ones to follow all the instructions the teacher gave them. There is an introduction before the interview and this interview clearly shows they had worked on the adjectives the teacher had written on the blackboard.

"Today we are going to interview Lucas González. He is one of the best teachers in our school. He has been our maths teacher for two years. He is active, sincere, loyal, open-minded and generous. But from his point of view he is also pessimistic, impatient, lazy, intolerant and two-faced."

b. The horoscopes

Each learner was responsible for a horoscope sign.

The teacher encouraged the learners to be original and some of the vocabulary they were asking her was actually very difficult, which made the teacher think in order to find the words they were asking to her, as the transcripts show. In a way, the teacher acted as a "walking dictionary" as dictionaries were not provided. Some of the words or phrases they asked were:

- "*C*aerse por un barranco" (Fall down a cliff)
- "*C*aer enfermo" (To be ill)
- "*Tránsito*" (traffic)
- "*Cornisa*" (Sill)

What they finally wrote on their magazine is transcribed below. Those words or expressions that have been considered as copied from the original text[83] the teacher provided are written in bold letters. The words and expression learners asked the teacher in order to improve their particular texts have been written in italics:

- **Kenneth - Aries**
  "Next week will begin badly for you. A telephone call will bring you bad news. You may have problems at school. Things will get better at the weekend. You may meet someone you like very much."

  (Kenneth's horoscope is the example the teacher gave, he or his group member, as he was absent in class 4, simply faked it.)

- **Daniel - Taurus**
  "Next week will begin very well **for *your**. Be careful with the stairs. **You may have problems** with your parents. **You may meet** and interesting person that it help you

[82] *What's your name? Are you married? Have you got any children? Have you always been a teacher? Do you like teaching? Do you like dancing? Do you like going to the cinema? Have you got any brothers or sisters? Have you got any pets?*
[83] For the transcript of what the teacher wrote on the blackboard, see Kenneth's text.

Your best day: 4,7, 24
Your worst day: 2,10,23"

- **Adri - Gemini**
  *"You may break up with your boyfriend/girlfriend***. You will fail** *all* your subjects. *You will have a good time at the outing at the end of the academic year.* **A telephone call will bring you** good **news.** Favourite day**:** 9 *June"*

- **Dionysus - Cancer (Absent that day)**
  "On Monday you will win a lot of money. Be careful. Don't eat a lot. On Friday your pet may die. Your boyfriend will tell you "I love you more and more". At the weekend you will spend all the money you had on Monday

  Your best days: 5,8,22
  Your worst days: 2, 16,27"

  (Note: This is an exact copy from Lori's, which suggests it was an error, or simply that Dionysus cheated)

- **Annie - Leo (Absent that day)**
  "These days you will be disheartened, and your boyfriend/girlfriend, will cheer you up. If you don't have a *mete this is the right moment to look for one. You will have *a *somes problems with your friends. You may travel to a foreign country. But be careful: it may be very expensive."

- **Lori - Virgo**
  On Monday you will win a lot of money. Be careful. *Don't eat a lot*. **On Friday** your pet may die. Your boyfriend will tell you *"I love you more and more"*. *At the weekend* you will spend all the money you had *on Monday*.

  Your best days: 5,8,22
  Your worst days: 2, 16,27

- **Ian - Libra**
  "Next week will begin well **for you**. You will win the lottery. On the one hand you may win a great amount of money. On the other hand, you won't be lucky with girls/boys. *You better days be Saturday and Sunday because you won't have to go to school."

  (Note: Ian's horoscope has nothing to do with what he asked the teacher in class, which suggests it was rewritten.)

- **Lisa - Scorpio**
  "Next week will begin awfully for you. You will find a baby elephant in your bathroom and it will think you are his/her mother. As you will fail all your subjects, you will be punished and you may not go out in a whole month. Good luck!…"

- **Jeannie - Sagittarius**
  "On Monday a telephone call will bring you bad news. *On Tuesday* you may have problems with your bicycle. You will not have problems at Bubal. You may meet a boy/girl at the trip. You will fall in love. But *you will fail* two subjects."

- **Jesus - Capricorn (Not present that day)**
  "Next week will begin badly for you. **A** letter or **telephone call will bring you** some **bad news.** You may break a leg or hand. *May but or *wendnesday you win the *lotteri. Don't forget to buy tickets. You will not have problems and your parents. *You may *to fall in love* a girl."

- **John Charles - Aquarius**
  "Next week you will have bad days because you will have a traffic accident. January, 23rd, you will *fail an exam*. But not everything will be bad: At the weekend your life will change and you will find the girl of your dreams."

- **Javier - Pisces**
  "If you would like to have a good week you will have to do the following: Don't watch T.V. at night. If you do it you will *pass all the exams of the month. If you won't do it you will *break up* with your girlfriend or boyfriend. You can't drive the *motorcycle.* Because you will have an accident. You can only go to the disco *on Saturday* evening, If you don't do it you may have problems because your friends will fight with other boys inside the disco. The best day for you will be Wednesday. In love you are a very sensible person. In money, you may win the lottery. You will have a nice *relation especially with your father."

Words solicited by learners that do not appear in their text in the magazine are:

Kenneth	Ian	Daniel	Jeannie
Next Month	Exploded	Bill	You will fall downstairs
Well	Burst down		
	Sill		
	Cliff		

Asking a teacher to help you with some lexical item you finally discard can be considered as normal behaviour. The teacher must be ready to give more input than it is actually used. However, Kenneth and Ian, who were by far the most demanding students, did not use the words they had solicited. Their effort, and particularly the teacher's was quite purposeless in this respect.

c. Unobserved tasks

Task 3: Talking about a subject of their interest

- ADAI Group
  They wrote a short article on Love and adolescence

- JJLK Group
  They wrote three pages with different games and little text. Javier did all the work, as it is confirmed in the interviews.

- LJJD Group
  They wrote three full page articles. One on violent dogs, another on Violence in American schools and the last one on drug abuse.

Task 4: Talking about singers

- ADAI Group
  There is only one article about Geri on this article, which Adri did.

- JJLK Group
  They were supposed to talk about the Spice Girls, but their articles were never done, or at least finished. Javier refused to help them and instead did an article on an outing to a theme park on his own.

- LJJD Group
  They wrote the biography of the five members of the Backstreet Boys, each on a separate sheet. As the Backstreet Boys are five, one of the members of the group was in charge of writing about two people.

d. The front cover

Ian was in charge of the front cover in class 4, but the cover that appears in the magazine is not his. The teacher provided it as he had no time to finish it.

5. FINDINGS FROM QUESTIONNAIRES

A questionnaire on learners' satisfaction concerning the methodology was passed to the learners of both the observed group (G1) and the other group (G2) before and after the Cv. The questionnaire passed before the Cv started is referred to as Qu1, and the questionnaire passed after the Cv finished is called Qu2. The questions in both questionnaires were parallel. The objective of the questionnaires was to observe up to which point the two groups were different, and whether or not there were significant changes between what learners thought of the methodology before and after the project.

Questionnaires, though, are tools that may be affected by the *Approval Motive,* particularly in educational contexts. The problems with the Approval Motive is that if it is affecting results, then informants will tend to give answers which they think the researcher wants to hear. The overall effect will be a bias in answers towards positively evaluated responses. It is possible that in this project, where all its members were the very best language learners of the Institute, the learners' desire to get a good mark and their expectations about what they were going to learn conditioned their answers. This was the first time learners had been grouped according to their level of English in that Institute. What is certain is that there are limitations on the strength of the claims that can be made on the basis of questionnaire responses.

The means of the learners' satisfaction from the methodology questionnaire is shown in the following chart

MEANS OF LEARNERS' SATISFACTION CONCERNING THE METHODOLOGY QUESTIONNAIRE

	Observed group		Other group	
	Qu1	Qu2	Qu1	Qu2
*Learner 1	8	6,7	7	7,5
Learner 2	8,1	7,4	7,2	7,5
Learner 3	8,2	7,5	7,3	7,6
Learner 4	8,3	7,9	7,4	7,8
Learner 5	8,3	7,9	7,4	8,2
Learner 6	8,6	8	7,6	8,2
Learner 7	8,7	8	7,6	8,2
Learner 8	8,8	8,1	7,7	8,4
Learner 9	8,9	8,8	7,8	8,4
Learner 10	9,1	9	8,2	8,8
Learner 11	9,4	9,5	8,4	8,8
Learner 12	9,6		8,4	8,8
Learner 13			8,6	9,4
Learner 14			8,6	
Learner 15			9	
N	12	11	15	13
M	8,7	8,1	7,9	8,3
SD	0,5	0,8	0,6	0,6

*As the questionnaire was annonimous results have simply been ranked.

It is apparent from the results of the Qu1s that in the beginning the members of the group that was not observed were significantly more critical of the methodology applied and their own capacities to develop it successfully than the learners from the observed group. The two groups are clearly different.

However, it is also evident if we compare the Qu1 and the Qu2 in G1 that the members of the observed group had a more positive attitude to project work in general before than after its implementation. The reverse occurred in the other group, where learners had a more positive attitude to project work at the end of the project. When the project concluded, the appreciation of project work was higher in the group that was not observed than in the observed group. The mean had increased 0,4 points, while in the observed group it had decreased 0,6 points.

Studying items one by one might throw some light on which aspects were valued higher and which lower at the end of the project. A more careful look at where the most relevant differences between items lay is provided by means of a two tailed t test, as neither improvement nor worsening are expected. The differences between the answers of G1 and G2 are compared so as to show to which point both groups had similar views. Then the answers the members in each group provided at the beginning and at the end of the questionnaire are contrasted. The level of significance considered to determine whether we can accept or reject the null hypothesis is 5%. All the details can be found in Appendix III.

DIFFERENCES BETWEEN GROUPS 1 AND 2 BEFORE AND AFTER THE CV

VALUE IN A SCALE FROM 1 TO 10

	BEFORE		Ho	AFTER		Ho
	G1	G2		G1	G2	
3. English as a subject	8,8	7,5	reject	8,1	7,7	accept
4- Do you know your companions well?						
4.1 The ones that belong to your same class	8,6	8,7	accept	8,6	8,7	accept
4.2 The ones in this project	7,6	6,2	reject	8,3	8	accept
4.3 The ones from your same year	6,8	5,4	reject	7,3	6,6	accept
5. Do you get on well with your companions?						
5.1 The ones that belong to your same class	8,8	8,7	accept	9	8,7	accept
5.2 The ones in this project	8,7	6,5	reject	8,9	8,2	accept
5.3 The ones from your same year	7,4	6,7	reject	7,4	6,7	accept
7. Making a magazine						
7.1 Do you like/have you liked making a magazine in English?	9,5	8,3	reject	8	8,9	reject
7.2 Do you feel/have you felt prepared to make it?	8,3	7,3	reject	7,5	7,9	accept
7.3 Can you learn/have you learnt English making a magazine?	9,5	8,6	reject	6,3	7,9	reject
7.4 Do you like/have you liked looking for information on your own?	7,8	6,9	reject	7,2	7	accept
7.5 Can you find/have you found interesting information?	8,3	7,2	reject	6,7	7,3	accept
7.6 Do you like/have you liked using the computer room?	9,8	9,6	accept	9,6	9,4	accept
Writing in English						
7.7 Do you feel/have you felt able to express your ideas in English?	7,6	7,5	accept	7,4	7,5	accept
7.8 Do you like/have you liked sharing with others what you write?	8,8	7,5	reject	8,2	8,1	accept
Talking in English in class						
7.9 Do you think it is important to try to speak in English in the classroom?	9,1	8,3	reject	8,4	8,6	Accept
7.10 Do you feel/have you felt able to speak in English in class?	7,9	6,7	reject	7,1	7,2	Accept
7.11 Are you/ have you been able to overcome the embarassment of speaking in English?	8	6,8	reject	7,9	7,9	Accept
Working in groups						
7.12 Do you think it is useful to work in groups in the English class?	9,4	8,7	reject	8,4	9,1	Reject
7.13 Do you like working in groups?	9,2	8,7	accept	8,3	9,2	Reject
7.14 Do you learn in groups?	9,1	8,7	accept	8,1	8,6	Accept

G1 were clearly different from G2 in their perception of their abilities and their expectation of what they were going to learn from the project. Of the 21 items analysed, the data indicate there were significant differences in their appreciation of what they were about to start in 15 of the items. In all of these items Group 2 gave a lower mark.

However, when the questionnaire was passed at the end of the project, the learners from both groups valued very similarly most of the items in the questionnaire. While the perception of the members of G1 became more critical, the opinion of learners in G2 showed a greater appreciation of the methods used during the project. Only 4 items show significant differences between G1 and G2 when the questionnaire was passed a second time. In these four instances,

conversely to what had occurred the first time, it is the learners from G2 who are happier.

Three of the items where differences are detected in the Qu2 also showed significant differences in the Qu1, in the opposite direction. These items are 7.1, 7.3 and 7.12. Item 7.1 shows that the members of G2 liked doing a magazine more than they thought they would, while it was the members of the G1 who liked the idea more at first. It is interesting that in item 7.3 the perception of learners from both G1 and G2 that English can be learnt by doing a magazine has decreased, although the perception of the members of G1 has decreased so much that significant differences in the opposite direction are found. Item 7.12 refers to the perceived usefulness of working in groups. The learners from G1 valued the utility of working in groups highly before the project, while it was the members of G2 who considered it very useful at the end.

An analysis of how the opinion of the members of both groups evolved from beginning to end is now shown in the following chart. When there were significant differences in an item in a negative direction it has been termed "worsens". When the significant differences indicate a more positive view it has been termed "improves". In either case, the improvement or drop is provided in numerical terms in brackets.

	Learners'opinions Before/after in G1	Learners'opinions Before/after in G2
VALUE IN A SCALE FROM 1 TO 10		
3. English as a subject	Worsens (-0,7)	accept Ho
4- Do you know your companions well?		
4.1 The ones that belong to your same class	Accept Ho	accept Ho
4.2 The ones in this project	Accept Ho	Improves (+1,8)
4.3 The ones from your same year	Accept Ho	Improves (+1,2)
5. Do you get on well with your companions?		
5.1 The ones that belong to your same class	Accept Ho	accept Ho
5.2 The ones in this project	Accept Ho	Improves (+1,2)
5.3 The ones from your same year	Accept Ho	accept Ho
7. Making a magazine		
7.1 Do you like/have you liked making a magazine in English?	Worsens (-1,5)	Improves (+0,6)
7.2 Do you feel/have you felt prepared to make it?	Worsens (-0,8)	accept Ho
7.3 Can you learn/have you learnt English making a magazine?	Worsens (-3,2)	Worsens(-0,7)
7.4 Do you like/have you liked looking for information on your own?	Accept Ho	accept Ho
7.5 Can you find/have you found interesting information?	Worsens (-1,6)	accept Ho
7.6 Do you like/have you liked using the computer room?	Accept Ho	accept Ho
Writing in English		
7.7 Do you feel/have you felt able to express your ideas in English?	Accept Ho	accept Ho
7.8 Do you like/have you liked sharing with others what you write?	Accept Ho	accept Ho
Talking in English in class		
7.9 Do you think it is important to try to speak in English in the classroom?	Worsens (-0,7)	accept Ho
7.10 Do you feel/have you felt able to speak in English in class?	Worsens (-0,8)	accept Ho
7.11 Are you/ have you been able to overcome the embarrassment of speaking in English?	Accept Ho	Improves (+1,1)
Working in groups		
7.12 Do you think it is useful to work in groups in the English class?	Worsens (-1)	accept Ho
7.13 Do you like working in groups?	Worsens (-0,9)	accept Ho
7.14 Do you learn in groups?	Worsens (-1)	accept Ho

When we look at how the learners attitude evolved from the beginning to the end of the project in G1, significant differences can be detected in ten of the items analysed. These differences are all to the worse indicating a more negative view of the methodology.

In G2, there are significant differences in 6 cases. However, their opinion is more positive in five instances and only worsens in one item, which is item 7.3. Both the members of G1 and G2 have a worse opinion concerning item 7.3 on whether English can be learnt making a magazine, although the drop in G1 is more drastic.

6. SUMMARY OF FINDINGS FROM INTERVIEWS

I. FIRST SET OF OBSERVATIONS: TASK 2

▪ Linguistic aim

No guideline or handout was provided as task 1 and task 2 were seen as very similar. If learners had grammar or vocabulary problems they were expected to ask the teacher.

She did not find the questions they had to produce difficult, although she was surprised at their low level of English.

The perception of the learners was unanimously that the task was easy.

▪ A more communicative approach

What the teacher claims students have learned from task 2 is *using what they already know to get real information.* This claim is supported by the learners' perceptions and by the promising results of class 2.

▪ Control over content

The teacher considers that in the beginning learners' questions were *boring* because learners were *shy* but as soon as learners were granted permission to get more personal things improved greatly.

In her opinion, learners were working more and better in class 2 although her suggestion is they were not actually interested in being autonomous.

▪ The teacher monitoring what she had initially planned for task 2

When the teacher reflects on the reason why she improvised two sub-tasks in class 2, she says: *suddenly I had time.*

▪ Working in groups

The advantages the teacher sees to working in groups are that learner
- Share their knowledge.
- Learn something that is going to be useful for them in the future.
- Stronger students help weaker students.

The advantages the learners see to working in groups are that it is
- Faster.
- Less hard.
- Stronger students help weaker students.

- **Learners' lack of experience in working in groups**

  The teacher claims that *they don't know how to do it* and one of the learners realises that they get easily distracted when working in groups.. Some learners recognise that they have not contributed to their groups.

- **Some learners have difficult personalities**

  Javier had real difficulties with some of the boys in the group. Kenneth is a childish boy. Annie is very shy. Dionysus is always trying to call the teacher's attention.

- **Increasing the external pressure on learners**

  The teacher's intention is to achieve a greater task complexity so that learners work more and better, however, she is not making them responsible.

II. EXTERNAL FACTOR PRESSURING THE TEACHER

- The Cv was interrupted two separate weeks
- In the computer room the proper software to type the articles was not installed.
- The teacher was experimenting not only with project work, but also with working with computers for the first time.

III. THE UNOBSERVED TASKS

- **Task 3**

Task 3 was defined by the teacher as *a really free task, because they could do what they wanted.*

Javier did all the work assigned for his group (the JJLK) in this task, displaying the same behaviour Daniel had accused him of while this group did not seem to like the pre-task activity very much, showing a clear misunderstanding of what creativity and co-operation mean.

- **Task 4**

The teacher seem to consider guiding learners to choose content this time as *unfair* but *useful*.

If we are to judge from the JJLK group's opinion about the task, they do not want to accept responsibility for what they chose. The reason for this seems to be related to:

- the fact Jesus is deliberately missing lessons.
- The task is *complex.*
- They are starting a new task before having it finished.

IV. SECOND SET OF OBSERVATIONS: TASK 5

▪ Linguistic aim

The linguistic aim of this task is grammatical: *To review grammar points, as for example the future time, being able to make predictions, and also expressing possibility.*

▪ A more communicative approach

The teacher stresses her main objective is *to produce and to realise they can produce in English, that they are able to do that…*

▪ Regaining control: Coping with learners' lack of strategies

The teacher moved from a completely free task, which was task 3, to progressively gaining more control over tasks. The reasons for this were:

- *A question of time*
- *Because you are coming*
- *The correction of the task is going to be very easy to me*
- *The things they learn will be very clear…*

The conclusion that she seems to have reached are that the learners from the observed group cannot be left to themselves.

▪ No dictionaries allowed

The teacher's experience with allowing learners to use dictionaries does not seem to have been rewarding.

▪ Making learners work more individually

The teacher seems to have shifted to a more open idea to what working in groups is, and to a design which is half individual, half in groups.

▪ Increasing the external pressure on learners

Learners seemed to value the Cv very positively because, as Adri said: *We are being evaluated all the time, but you do not realise you are being tested.*

This comment showing learners certainly trusted the teacher, as they did not know their marks. Having known them, though, might have given them a clearer perspective of what the teacher actually thought of their productions.

Some learners opted for a strategic behaviour related to the perception the teacher was not controlling things enough.

- **Teacher's general evaluation of the project**

The teacher seems divided between discontent over learners' work and acceptance of the type of learners she teaches.

When referring to what the other group have done, her answer is that *it was completely different… They are better*.

- **Learners' general evaluation of the project**

Some of the learners seemed not to perceive they had learned anything at all, among those the members of the JJLK group.

The members of the JJDJ express criticism in that:
- More grammar is needed.
- They resent more feedback was not provided and express their criticism over the teacher being the only source of feedback.
- They dislike not being able to take more advantage of their own productions because they can't remember what the words they looked up in the dictionary were.

Learners agreed in general that they were mainly learning to communicate in English, which was the same point the teacher stressed as the most important objective of her project.

6. FINDINGS FROM INTERVIEWS

I. First set of observations: task two

▪ Linguistic aim: asking personal questions to a teacher from the institute using the present and the past

The linguistic aims for this task are related to the *most relevant linguistic contents* a and b[84].

Task 1 was considered by the teacher as a sort of pre-task to task 2. In that task learners described themselves. It was an individual task. It was included in the magazine with a picture of each of the learners followed by his or her personal description. As far as form is concerned, in task 1 they had written affirmative sentences in the present. As a follow-up to writing their descriptions the learners had to think of important dates in their life and then write short sentences explaining why these dates were important to them[85]. The teacher modelled the activity first, talking about herself. At a grammar level this follow-up implied the production of affirmative sentences in the past. In task 2 they were going to write questions asking for personal information in the present and the past. Both areas of content being very similar, task 1 was considered by the teacher as leading to task 2.

> *T- Yes, in the first example it was in the first person singular and now they are going to ask someone… So, They will have to write questions about the same thing, Right? The same thing but with the questions, Right?*[86]

As a result, no guideline or handout was provided. When the teacher was asked what learners did if there was an aspect of grammar or vocabulary they did not know her answer was: "*Ask me*".

Her perception was that the learners did not find the questions they had to produce difficult:

> *O- Was it difficult for them to think of questions?*
> *T- No, I don't think so.*
> *O- You don't think so…*
> *T- Perhaps some ones related to the past tense but as I wrote them on the blackboard…*[87]

However, the teacher also recognised she was surprised by the learner's low level of English:

> *O- Are you happy with what they have done?*

---

[84] See page 32, where these objectives are stated.
[85] i.e. *1983: My parents divorced*
[86] Appendix II, page 12
[87] Appendix II, page 34.

T- No, I'm not, I think the level was very low. I thought it was going to be higher.[88]

There is evidence in the excerpts and from blackboard use in class 1 that learners were having problems not only with the past[89]. However, the perception learners had of the difficulty of task 2 was unanimously that the task was easy:

JC- Yes… It is more or less an enlargement to what we already know…[90]

▪ A more communicative approach

The teacher did not specify *using what they already know to get real information* as one of her aims, although this is of course related to a major aim of a more communicative approach. This is what she claims learners have learned from task 2:

T- What do I think they have learned… They have learned to ask someone to get real information. They have learned to use things they already knew.
O- Those are some of your objectives, so that's very good.
T- Yes. It is not the same, but…It's like going to England and noticing that you can use all those things you leaned in your country and never used before.[91]

This claim is supported by the promising results class 2 show at language level, and by the learners' perceptions:

D- In this way if one day we go to England and someone says "What is your name?" we won't have to think: "What means "qué" in Spanish", ""Is" means "es""… And translate word by word. If you understand the question, you do not have to translate it, you think the answer straight and you don't have to translate…[92]

A- You must know how to build sentences and get yourself understood, because if you don't understand the questions then…[93]

Communicating in English from what they already knew is perceived as one of the achievements of this Cv.

▪ Control over content

One of the teacher's main aims in task 2 was allowing learners control over what they asked. This aim can be linked to objective number 2 and 3 [94].

---

[88] Appendix II, page 38.
[89] See Observation session 1 for more details.
[90] Appendix II, page 17.
[91] Appendix II, page 36.
[92] Appendix II, page 17.
[93] Appendix II, page 28.
[94] See page 32. Objective 2 was: *Show an open attitude and interest to communicate in the L2*. Objective 3 was: *Value creativity and imagination in activities in the L2.*

T- They will be free to ask whatever they want (...)I will tell them "What would you like to ask?", "Why don't you prepare the questions?". And then I can help them, the way they can do them, Right?[95]

The teacher referred to how she valued the results of giving learners a greater autonomy as far as content is concerned on three occasions. The first time, the teacher's perception was that at first the learners did not take much advantage of the opportunity to ask what they wanted. In the beginning their questions were *boring*[96].

The same view seems to be shared by the learners:

O- Examples… Did you need grammar?
Sx- No.
O- No? Why not?
Sx- Because… (unnintelligible).
Sx- Besides, we always ask the easiest questions, so…
O- You always ask the easiest questions… So you think you will be able to do this…
Sx- Yes[97]

The reason the teacher finds for this is that learners were shy to ask questions that were too personal to teachers. The teacher's suggestion is that as soon as learners were granted permission to get more personal things improved greatly.

O- You do think it is because they don't dare.
T- Yes. That's what I told them. "Ask the teacher about his or her first love" and they were so happy… That was interesting!. Personal questions about their private life.
This was motivating for them.[98]

Findings support her view that learners did improve in originality and that in general class 2 was much better than class 1. However, in the light of the results from the coding in class 1 and the incidence of the reactions in the *fp* and *p+fp* contents, it seems it was not the only factor involved in learner's asking *boring* questions.

In class 2, however, the groups were changed. Learners had to write their questions anew.

But yes, I think today they knew what they had to do and they did work.[99]

[95] Appendix II, pages 12.
[96] Appendix II, page 34.
[97] Appendix II, page 23.
[98] Appendix II, page 35.
[99] Appendix II, page 36.

The findings from the coding corroborate her statement. Learners were working more and better in class 2. They also seemed to enjoy the activity a lot. The learners were happy they had learned personal information about the teachers *because we learn about their personal life*[100].

The second and third time she refers to how learners took advantage of their autonomy her level of satisfaction is low. Her suggestion was that learners were not actually interested in being autonomous, but that they would learn to be:

> *O- Do you think they have had control over content?*
> *T- A bit.*
> *O- Do you think you gave them control over content?*
> *T- I wanted them to have control over content, but they didn't seem to have and interest in that!*[101]
>
> *O- Do you think they have been autonomous in doing the task?*
> *T- I would like them to be autonomous, but they haven't been. It is the first one, though.*
> *O- I know it is the first one.*
> *T- and I hope they will learn.*
> *O- Do you think they have taken advantage of the autonomy they've had?*
> *T- Not yet.*[102]

- **The teacher monitoring what she had initially planned for task 2**

The two sub-tasks she improvised in class 2 were:

a) Asking the interviewed teacher to define himself or herself using a set of adjectives provided by the teacher

b) Asking the learners to write an introduction to their interviews using that list of adjectives.

When the teacher was asked why she thought of making the changes in her initial plan for class 2 she reflects on the difference between the two classes:

> *T-because suddenly I had time. What was the problem? What happened?*
> *O- That you had an extra class.*
> *T- Why?*

[100] Appendix II, page 40.
[101] Appendix II, page 39.
[102] Appendix II, page 39.

O- Because they had the row… You had to make groups again. And as you had to make groups again some of the questions they already had but…
T- That was the thing! And it worked![103]

▪ Working in groups

The teacher's intention seemed to be that students worked in groups[104]. Working in groups is objective number 7[105]. The quality of group work is related to achieving the other six objectives she set for this Cv. It is also one of the aspects this research was interested in, as it more easily shows the learners social affective strategies and their planning abilities.

The teacher sees some advantages and some disadvantages to working this way. The advantages she mentions are

> *T- And the advantages, yes, it is so useful for them to share their knowledge and so useful as well, as learning… right? That kind of processes… Because later in life they are going to work in groups. They will have to share things and they will have to negotiate with others first at university and then in their jobs, whatever. And this training is going to be useful. And also because, very often, when in a lesson, sometimes you want to explain something to the whole group and some of them get the idea, and some of them don't, and it is very useful to make them work in pairs, a good student with a not so good one. That student explains to the other one again the same idea. For this not so very good student it's easier to understand if it is a student who is explaining that.*[106]

The learners like working in group for exactly the same reasons:

> *Jc- Apart from the fact it is faster and less hard, (…)maybe there is something you don't understand that someone else has understood. Maybe something someone did not understand you have.*[107]

She mentions that "*this is going to be the first time they work in groups"* and for this reason *"This is not going to be easy, I don't think so*". The reasons she gives for the problems in class 1 are:

a. Learners' lack of experience in working in groups

The teacher claims that *They do not know how to do it.* In fact, one of the learners pointed out that it is easy to get distracted when you work this way:

> *Lo- Because maybe you start talking and forget about everything. Your start talking about personal things…*[108]

---

[103] Appendix II, page 37.
[104] "*But this is going to be a 30-hour work in groups*."
[105] See page 32.
[106] See Appendix II, page 15.
[107] See Appendix II, page 20.

In their first interviews there are learners in two groups that recognise they did not work as hard as the other members in the group for different reasons:

> *K- I think I've worked less than the rest (of the members in the group)."* [109]

> *Ia- Because I was absent…* [110]

b. Some learners have difficult personalities

The teacher's comment about Javier is:

> *In our group there are students from 3rd B and 3rd D. Another problem was one of the students, Javier. We had to change him from group D to group B at the beginning of the year, because he had real, hard difficulties with the students from group D.*

Daniel, justifies why Javier reported on him in class 1. According to Daniel, Javier was already angry at him before class 1. In the History class, the teacher had asked each member in the class to look for the biography of a different dictator. However, Javier *did the biography of all the dictators !* [111] **.** To that Daniel's reaction was**:** *I told him to give me what he had written about my dictator, and seized it from him*.[112]

The teacher also refers to Kenneth:

> *He is not mature at all. He is very childish and he is always laughing at the others, and, I don't know… He is always with silly jokes and playing… Just childish.* [113]

The instances where Kenneth shows this trait of his personality are numerous both in the excerpts and the interviews. According to the teacher, Kenneth's behaviour was emphasised by the fact he was in love with Adri[114]. Dionysus, who is a very good friend of Kenneth, refers to him as *childish*[115] too.

There is also Annie, who according to the teacher *she is so shy and she didn't say a word…* [116] Adri seems uncomfortable working with Annie when

---

[108] See Appendix II, page 25.
[109] See Appendix II, page 49.
[110]. See appendix II, page 61.
[111] See appendix II. Page 67.
[112] See Appendix II. Page 67.
[113] See Appendix II. Page 32.
[114] See Appendix II. Page 32.
[115] See Appendix II, page 53.
[116] See Appendix II, page 32.

the groups are changed in class 2 because *she does not know her* and *she's so silen*t[117].

Finally, there is Dionysus. According to the teacher he *always tries to call my attention…*[118]. This trait of his character seems to be confirmed by his references to his penis, at the end of the first interview[119].

The teacher does not think working in groups has been an advantage, but she seems to be confident it will be:

> *O- Do you think it was an advantage for them to work in groups?*
> *T- No.*
> *O- Do you think it wasn't an advantage?*
> *T- No, it wasn't, but it will be. (She laughs.)*
> *O- Why do you think so?*
> *T- For some of them, yes, it was but they are still not used to work in groups, at least here in this group. It has really been an advantage in the other group. But I don't think here, I'm not sure.* [120]

▪ Increasing the external pressure on the learners

The teacher's objective is that a greater complexity is achieved by learners in the tasks to come so that learners work more and better. This is related to all of her objectives for this Cv. However, she recognises it is not going to be easy:

> *They can do a better job, of course. But this is the first step.*
> *O- Ok. How?*
> *T- I would like them to work also at home, and to meet together after the lessons…*
> *O- And do you think you are going to achieve it?*
> *T- I don't know. This is not going to be easy, because the environment here or… I don't know if it is this school or if it is in general in the ESO, they never try to go on, to go further, at home look at things and get quality results.*
> *O- They are quite easily satisfied.*
> *T- Yes, that is a pity, and this is one of my objectives to get them to do that.*[121]

However, the teacher is not making learners responsible of the temporisation and when they are asked when they have to have the tasks finished their answer is that *She has not told us*[122].

---

[117] See Appendix II, page 56
[118] See Appendix II, page 32.
[119] See Appendix II, page 30
[120] See Appendix II, page 35.
[121] See Appendix II, page 39.
[122] See Appendix II, page 28.

In the same vein, when learners are asked what they will have to do after the questions are finished or what the lay out of the interviews will be, they do not know

> *O- (…)And, as regard what you will have to do next… Has she given you any instruction?… To reach… We are talking about the interview to the teachers…*
> *Sx- No.*
> *O- And do you like that, or would you prefer that she explained what she wanted?*
> *Sx- No, I like it more this way.*
> *Sx- No, it's ok.*
> *Sx- Yes.*[123]

[123] See Appendix II, page 23.

II. EXTERNAL FACTORS PRESSURING THE TEACHER

Many external factor seem to be pressuring the teacher because of the novelty of the approach

1. Timing

Her initial planning was to make learners do a task a week, while she soon realised this was not going to be possible[124]. Besides, the Cv was interrupted two separate weeks. First some learners were out for a week at a village called Bubal in an outing organised by the Technology Department, then the Crèdit de Sintesi[125] stopped the Cv. again.

2. Problems with the word processor

In the computer room the proper software to type the articles was not installed when learners started going to the computer room.

> *O- Using the computer room. Ok, we had problems today with the word processor.*
> *T- Yes.*
> *O- So, you couldn't do it…*

3. Problems with the scanner and the teacher's knowledge of computers

The teacher was experimenting not only with project work, but also with working with computers with learners for the first time.

> *T- Yes, It is easy to explain. It is a question of my poor knowledge of computers. All day long scanning photographs. We've only got one scanner and it is in the teacher's room, so I have to do all the work on my own. We've got different systems, processor systems in the teacher's room and in the computer room. I have to use old material, for example the disks which have to be formatted again… The first thing they wrote, their own description, they could have written it down last Tuesday, it was my fault because I didn't have the photographs scanned. So I told them we would do that today, both tasks, the first and the second one, but today we couldn't[126].*

---

[124] See Appendix II, page 23.
[125] See note 35.
[126] See Appendix II, page 39.
There was no Ami Pro installed in the computers of the computer room, although that program is installed in the computers of the teacher's room. As the teacher had never worked in the computer room before, this problem was unexpected.

III. THE UNOBSERVED TASKS

1. Task 3

Task 3 was defined by the teacher as a *really free task, because they could do what they wanted.* No reference is made as to what specific aims the teacher wanted to achieve with this task, although they seem again related to working in groups, having autonomy over content, and with making learners experiment with narration. Her comments on task 3 in the last interview support this:

> *They had to choose one of these topics and write on it, and they had to write down a scheme… Have you got that?. So, from that moment, they had to work with what they'd decided… With the topic they had decided… And with their own guidelines… With my help of course. They knew they were working on their own… But, it was not easy…*
> *O- No…*
> *T- It took a long time to finish the articles…*
> *O- Yes…*
> *T- They had problems with their group work, and some of them had to work a lot, some of them didn't work at all, others didn't bring the material and others forgot or… well… You know what happens…* [127]

In the JJLK group Javier did all the work in this task, displaying the same behaviour Daniel accused him of in the History class:

> *Ja- Why was it that I spent more than two hours working on my computer?*
> *Lo- But you did not say anything to us… You left and on the next day you tell the story that you had to do it alone…*
> *Ja- I told you…*
> *Lo- To get all the credit from it…*
> *Ja- I told you…*
> *K- No, you didn't tell us…*
> *Ja- You, Kenneth, helped me to plan it… that you did.*
> *K- Yes…* [128]

This group did not seem to like the pre-task activity where they chose what they wanted to talk about very much showing a sheer lack of understanding of what creativity and collaborating are[129] :

> *Ja- A catastrophe, a catastrophe*
> *Lo- She gave each member…. Well, to the groups… some cards. You wrote your ideas, you then told them to the class and those that…*
> *Ja- (Ironical)Then half the class stole our ideas…*
> *Lo- Yes.*
> *Ja- I'll do the same next time…* [130]

---

[127] See Appendix II, page 123.
[128] See Appendix II, page 86.
[129] The teacher brought pieces of cardboard. They had to write possible subjects they would like to talk about and then pile those ideas which they considered belonged to the same area. Then each group chose a pile. In this way every learner from a group would have a different subject to write on.

2. Task 4

> When the teacher refers to task 4 for the first time, her reaction is surprising, as she seems to consider not allowing learners to choose content as *unfair* but *useful*. ...[131]

That this activity was more guided is confirmed by the last interview to the teacher:

> *T- So, for the next task, I decided to guide it a little, and I told them: "well, you wanted… one of the things all of you wanted to talk about was music, so why don't you write about music and musical groups?". So Lisa's group said "Oh, we can write about Backstreet Boys" and Lori's from Javier's group said: "We can speak about the Spice Girls because we've got the material, we can talk about it…" And then I thought, Ok, this is going to be very easy… Because there are four members in that group, the Spice girls, and five members in the Backstreet Boys, or four, five I think, so it is easy to distribute the work…*[132]

But it clearly was not easy for the teacher if we are to judge from the JJLK group's opinion about the task. They do not want to accept the responsibility for what they chose:

> *Lo- It is not original… I think it is a bit…*
> *O- But Why didn't you say that? Is it now you who choose content?*
> *Ja- I don't know who gave this idea, but If I …*
> *O- But it's one of you. You could have suggested something else…*
> *Lo- I haven't got much imagination myself.*[133]

The reasons for this aggression are related to the fact that Jesus, who has all the material they have done according to the rest of the group, is always missing. He is clearly accused by Javier of being deliberately missing lessons. They also claim that the task is *complex* and they are starting a new task on horoscopes before having it finished, although Javier also informs they have been doing it for two months, which is clearly an exaggeration[134] .

That the information the observer is getting is clearly incomplete and partial is clearly confirmed by Lori's contradictory comment:

> *Lo- Because I think she asks for too much in too little time… We are overwhelmed with so many things. It is not that we are doing many… but…*
> *O- You are overwhelmed…*
> Lo- *It's fun, we are at ease , but… a bit overwhelmed*

---

[130] See Appendix II. Page 90.
[131] See Appendix II, page 78.
[132] See Appendix II, page 123.
[133] See Appendix II, page 94.
[134] The last session I observed in the first set of observations was on the 21st of April, and learners had not started task 3. Class 3, task 5, took place on the 31st of May. The Cv had stopped for two weeks for reasons already explained.

IV. SECOND SET OF OBSERVATIONS: TASK FIVE

1. Linguistic Aim: Writing A Horoscope for the Magazine Using "*Will*" and "*May*" to Make Predictions

The linguistic aim of this task is related to the most relevant linguistic contents c.

> *T- Some of the objectives of the project are worked on, such as respecting peers and their opinions, respecting the teacher's opinions, working in groups or taking responsibility for the work assigned. Apart from all these objectives, more specific objectives are to review grammar points, as for example the future time, being able to make predictions, and also expressing possibility.* [135]

2. A more communicative approach

The teacher stresses that her main objective *is to produce and to realise that they can produce in English, that they are able to do that…*[136]

This is a very important thing they have learned according to the teacher in this project, and it is related to the more communicative aims the method provides.

> *T- And also… I think what they have learned to produce, as I was saying before, their own material…*
> *O- Absolutely.*
> *T- And this is… I think this is very important, because they do not have a textbook, they are creating their own textbook, which is a magazine…* [137]

3. Regaining control: Coping with learners' lack of strategies

However, the teacher moved from a completely free task, which was task 3, to progressively gain more control over tasks. Task 5 was a teacher centered task because the teacher wanted to regain control over what learners wrote and the grammar and vocabulary they used. The reasons she gives for this shift are*:*

> *T- A question of time, because we just have one week, because you are coming and I wanted to give them as well some grammar, we had already done a more free task, so I don't think this is going to be a problem at all, on the contrary.*
> *O- Why is it going to be a problem?*
> *T- On the contrary, because we will have a limited time for that task, we will finish it in a week, and the correction of the task is going to be very easy for me, and the things they learn will be very clear…*[138]

The implication from the teacher's words is that learners needed more grammar, that they were going at a slower pace than she would like, that she had hard work correcting

[135] See Appendix II, page 124.
[136] See Appendix II, page 83.
[137] See Appendix II, page 80.
[138] See Appendix II, page 83.

learners productions and that her perception was that learners did not know what they were learning.

In task 5 the conclusions that she seems to have reached are that the learners from the observed group cannot be left to themselves. She does not especially believe the learner's are able to produce a text on their own, although she is ready to help:

> *T- "How are you going to help them to fulfil these objectives?" I did yesterday, I helped them with the text, I corrected them and today I will correct them as well, They will ask me "Seño"*[139] *lots of times and I will help them as well with the computers…* [140]

a. No dictionaries allowed

The teacher's experience with allowing learners to use dictionaries does not seem to have been rewarding:

> *T- "Why haven't you provided dictionaries to learners?" Because…*
> *O- You provided dictionaries in the free task…*
> *T- Sometimes it means lots of time because it is difficult for them to look for the words, and then also very hard work for me to correct afterwards, because they misunderstand words… "Overcoat" for "sobre todo", and things like that… If I want them to use dictionaries I'll need more time and much more patience.*
> *T- "Daniel asked you if he could use horoscopes in magazines as a guide, and you discouraged him. Why?" Yes, because my main objective was to make them produce a text, and realise that they can communicate in English, and create their own message, and I didn't want them to translate from Spanish, or if they were using English magazines as a guide, I didn't want them to copy information or things from the horoscopes. On the contrary, I wanted them to create their own with their own words.*[141]

b. Making learners work more individually

The teacher seems to have shifted to a more open idea to what working in groups is, and to a design which is half individual, half in groups. A reference to the fact learners do not take many decisions on their own is implicit in the word "*seño" (Teacher)*. They disagree on some language aspect and resort to the teacher for help.

> *T- "Is it going to be an individual task, as it was in the first session?" Yes and no… It was an individual task, but it is not going to be the same as it was in the first session, because now they are used to work together. Today they will work together, all the group, on the computer. This is a question of the number of computers… They will have to share the computer and… They can help each other and one of them writes, and the other dictates, and they ask, and this is more like this: "Yes, it is", "No it isn't", "¡Seño!"…*[142]

---

[139] Familiar way to address a female teacher.
[140] See Appendix II, page 83.
[141] See Appendix II, page 84.
[142] See Appendix II, page 83.

4. Increasing the external pressure on the learners

That a greater autonomy was not achieved, as the previous quote suggests is probably linked to the fact that the external pressure on the learners did not increase. Learners seemed to value project work very positively because it did not put a very high external pressure on them.

> *Ad- Because we do not sit exams. They make you…We are being evaluated all the time, but you do not realise you are being tested… That's what I like, because… We do not have to study…*
> *Sx- That's it!*[143]

This comment was made by Adri in the class where objectives were reviewed and it shows learners certainly trusted the teacher. They did not know the marks but none of them expressed any doubt they might fail this Cv. This feeling was enhanced by the fact these were the best learners in the Institute.

However, having known their marks might have given them a clearer perspective of what the teacher actually thought of their productions:

> *O- Which mark did you get in all those tasks?*
> *Ia- She hasn't told us. Has she?*
> *O- She hasn't told you… You don't know… Do you mind not knowing?*
> *Dy- We do…*
> *Ad- A bit, yes.*
> *O- A bit? Why?*
> *Dy- Because I don't know whether I am passing or not…*
> *O- You don't know whether you are passing…*
> *Dy- Well, I guess I am passing.. That I… That we are all passing.*
> *O- Sure?*
> *Ia- Come on! Of course!*
> *Dy- She is not displeased with what we have done…*
> *O- Ok…*
> *Dy- It is more or less Ok.*[144]

Achieving a relaxed atmosphere is certainly something, but there are also negative effects to not increasing the external pressure on learners. Learners might opt for a strategic behaviour related to the perception that the teacher is not controlling things enough. Here Dionysus was talking about an unobserved oral exposition.

> *Dy- Yes… Well, an introduction… "And this we've done it all the group together… And things like that…*
> *O- And do the four members of the group speak, or just one?*
> *Dy- Well, probably the four members…*
> *O- Ok. In all the groups it's been the same more or less?*

[143] See Appendix II, page 119.
[144] See Appendix II, page 97.

Ia- Yes…[145]

The JJLK group confirmed the LKKD group did never actually do that oral exposition because there was no time[146]. Dionysus did not do his horoscope and his task on singers[147] either. He probably guessed I would not find out, which indicates he would certainly have benefited from a greater control over what he was actually doing.

[145] See Appendix II, page 97.
[146] See Appendix II, page 92.
[147] See the Findings from the magazine section, beginning on page 74.

5. Teacher's general evaluation of the project

In her general evaluation on the project the teacher seems divided between discontent over learner's work and acceptance of the type of learners she teaches. There is frustration after hard work in what she says. She warns the observer not to judge the Cv without taking context into account.

> *Teacher- The school, their context, attitude… You should come to the evaluation meeting and to see what's the general opinion of the teachers in relation to their work…*
> *O- Of course, of course, I'm just trying…*
> *T- No, no, no… but this is important as well… Of the teachers in relation to the their work, in relation to the student's attitude to work and to learning, to the learning process, etc. This is what we have, and that is what we can do… Or not… Do you understand?*
> *O- No, I don't follow you, I'm sorry…*
> *T- That if you are now observing this students you should take into account their reality…*
> *O- Of course, I am, I am…*
> *T- Their attitude towards learning, towards school…*
> *O- Of course…*
> *T- Towards work…*
> *O- Of course, of course, of course…*
> *T- What do they usually do in the classroom, at home, and you can ask also their tutors and the other teachers…*
> *O- What you are telling me is that, "Given the type of students we've got in this school…*
> *T- Yes, of course…*
> *O- …The results, you think, are good…*
> *T- Yes.*
> *O- Ok, ok… I'm trying to take everything into account…*
> *T- This is very important because if not… you can't talk about amount of work, quality of work, right?*
> *O- Of course, but I need to know your opinion. I'm assuming you are taking it into account, of course I am, or at least I try to…*
> *T- No, I wanted you to take it into account, I do… of course, this is why I am very happy…*[148]

When referring to what the other group has done, her answer is that

> *T- It was completely different… They are better…*[149]

[148] See Appendix II, page 82.
[149] See Appendix II, page 108.

6. learners' general evaluation of the project

Some of the learners seemed not to perceive they had learned anything at all. Among these learners were all the members of the JJLK group.

> *K- For the moment I've learned very little, I don't know…*[150]

Daniel, backed by the other members of the JJDJ group which was the only group that completed all the tasks, agrees with the teacher that more grammar is needed. They resent more feedback was not provided and express a criticism over the teacher being the only source of feedback. They also dislike not being able to take more advantage of their own productions because they can't remember what words they looked up in dictionaries meant. This seems to prove at least in this group they are able of strategic behaviour in English. A translation of this long quote is provided.[151]

> *D- There should be more blackboard use, I think*
> *O- There should be more blackboard use…*
> *D- Maybe not so much as with… Because sometimes, if you are stuck, depending on the group… You can't go on…*
> *O- And, Do you think the same, Jeannie? Do you think there should be more blackboard use? In which sense?*
> *Jn- Yes, because… To make headway… Because maybe there's something you can't remember… I don't know, subject matter should be provided from time to time…*
> *D- A little bit… Maybe the first half an hour. A bit of vocabulary, grammar and verbs. I don't know… Twenty minutes… And then use those verbs in the descriptions, maybe. In our compositions we have used verbs… Maybe we did the verb "May" which was it?…. No…*
> *Jn- Will.*
> *O- It might be that…*
> *D- And the other one was… I can't remember…*
> *Jn- Will*
> *D- Will, that's right. The future.*
> *Jn- Will is the past…*
> *D- Will is the future.*
> *Jn- Really?*
> *Li- Yes*
> *O- Had you done "will" before?*
> *Jn- No*
> *D- That's what I'm saying… Do a little bit of that… Take notes in a notebook and then start with… And you can remember more things.*
> *O- Ok, in summary: You like the Cv but you think the teacher should explain things a little bit more…*
> *Li- Yes.*
> *O- What do you think, John Charles?*
> *Jc- That there should be more theoretical explanations.*

[150] See Appendix II, page 87.
[151] See Appendix II, page 100.

O- A little more theoretical explanations… Because your impression is that maybe… I think Jeannie has mentioned that, that you are not learning… That you could learn more.
Jn- Yes.
Li- Yes.
O- You all think the same? You too, Daniel?
D- Yes, because we look for a word on the dictionary… But we write it down once and then we forget about it…
Jn- That's it.
Li- Yes… And if there's something you don't know you have to ask the teacher… And the teacher can't be with you all the time. She's got other groups she has to help. If subject content was provided on the blackboard… Right? Sentences could be constructed.
O- Of course. What do you think John Charles?
Jc- The same.

In the ADAI group Dionysus gives his opinion and the rest agree to it:

Dy- I don't know… to make sentences… I don't know… Before we didn't know how to do that… Well, we knew… words and some sentences… Right. But know we can produce more sentences, like more… More text.

Learners thought they were mainly learning to communicate in English, which is the same point the teacher stressed as the most important objective of her project. In the LLJD group, although they were able to criticise the teacher, their general opinion about project work is positive. Daniel's opinion is that

D- Instead of giving you a book it is as if you were writing the book. I like that.[152]

Lisa gives a further positive comment:

Li- And you are… You are never twiddling your thumbs… You are always doing something… And it is always worth the effort[153]

[152] See Appendix II, page 105.
[153] See Appendix II, page 105.

DISCUSSION

PATTERNS OF LANGUAGE USE AND SOCIAL AFFECTIVE STRATEGIES

Class 1

Class 1 was the class where less Spanish was spoken although this was particularly so because it was the class where the teacher spoke less Spanish and more English. The learners initiated 74,2% of their moves in Spanish. This class was also the one where there were more paralinguistic moves in percentage terms, and the one where the teacher initiated more paralinguistic moves in percentage[154], the majority of which were used to structure[155], making this class a hectic one for her. The learners initiated less paralinguistic moves in this class than in class 4 although they initiated a fair number of them, and here they were the cause of discipline problems. There were 48 moves in English, 14 of which were solicits in the *p+sl* content, 18 reacting moves, 8 structuring moves and 9 responding moves.

Class 1 was the class where there were more reactions in general, and more reactions in Spanish by learners in particular. Almost one half (49,4%) of their moves in a highly learner centered class corresponded to Spanish reactions. The most common content of these reactions was *fp* (40,2% of their total moves). *fp* was the commonest content for learner's moves in general in class 1, involving 167 moves or 40,2% of their moves while only 1 of these moves was in English[156].

Reactions were the most common paralinguistic move initiated by learners[157] too. The most common content of the learners' paralinguistic reactions was again *fp*[158]. It involved 36 moves, or 8,7% of their moves in class 1. These moves were particularly negative to task development as they implied laughing, making strange noises, whistling or making some sort of gesture to indicate disapproval or to avoid responsibility. There are no moves in English in that content.

There were reactions in English by the learners, 7 in total, or 1,7%, but the combination *En+p rea p+fp* reflects discipline problems, rather than a serious attempt to communicate in the target language.

The content *p+fp* is the second most common content in class 1 with 110 moves or 26,5% of their moves. It is also their second most common content in Spanish reactions. 57 of their moves, or 13,7%, were *p+fp* in content. The content *p+fp* involved asking for personal information when this was a requirement of the task, and the learners expressing doubt or uncertainty about a given procedure or expressing an opinion or taking an action concerning how things were developing or should proceed. This

[154] the class were the teacher started more paralinguistic moves was class 3
[155] 56 out of 71 paralinguistic teacher moves were used to structure.
[156] 1 in Catalan, 126 in Spanish, 1 in English and 37 paralinguistic moves
[157] 40 out of 58 moves.
[158] 39 out of 58 moves.

content shows learners were talking about English in class 1, rather than in English, but it also shows they were often quite lost as to whether what they were producing was right.

The sum of *fp* and *p+fp* contents in class 1 in learner initiated moves is 66,7% while the sum of all the contents related to *sl* adds to 83 or 20% of their moves[159]. The most common content learners initiated related to sl was *p+sl*, of which we find 63 moves.

[159] 1 fg+sl move, 63 p+sl moves, 3 p+sl+fp moves, 10 sl moves and 6 sl+fp moves.

Class 2

Class 2 was the most learner centered of the 4 classes. That is, the one where the teacher initiated less moves.

It was also the class where more English was spoken in general terms, and the one where learners[160], but not the teacher[161] spoke more English. 65,5% of all the English moves were initiated by the learners, while the teacher initiated 34,5%. The learners did also spoke less Spanish in this class than in any other of the classes. Class 2 was also the class where there were less paralinguistic moves in percentage terms and the only of the four classes where the learners' share of English moves was higher than the teacher's. Their share of paralinguistic moves was also much higher.

In class 2 there were slightly more structuring moves than in class 1 in general terms. However, it was not the class where the teacher initiated more structuring moves. The learners initiated 71,3% of all the structuring moves in English, 74,2 of all the structuring moves in Spanish and 27,3% of the paralinguistic moves that involved structuring in class 2. Structuring moves in English by the learners were mainly in the *p+sl* content[162], accounting for learners working in groups and thinking of new questions for their interviews. Their paralinguistic moves were mainly related to *p*[163] and their structuring moves in Spanish were mainly in the *p+fp*[164] and the *sl+fp*[165] contents. In the *sl+fp* content learners expressed uncertainty about whether a given sentence or structure was correct, stated preferences based on perceptions or showed off "superior" knowledge, which led to some conflict.

The learners' share of reacting moves in English was also higher that the teacher's[166]. Learners initiated 14 *En rea sl* moves and 12 *En rea p+sl*. In the first case they were trying to improve a question they had thought of for their interview. In the second, both language and procedure were important. Their most common move type in paralinguistic moves was also reacting[167] but there was a decrease with respect to class 1. Reactions were the most common move type in Spanish, too. 38% of their moves were Spanish reactions.

The most common content in class 2 for learner initiated moves is *fp*, as it was in class 1, but now the percentage of moves initiated in the *fp* content has decreased from 40,2% to 21,3%[168]. The second most common content in learner initiated moves was *p+sl*, and thus clearly related to SLA, although maybe not in English

[160] They started 91 moves in English. 22,6% of their moves were in English in class 2 (11,8% in class1, 8% in class 3 and 0,2 in class 4)
[161] The class were the teacher spoke more English was class 1.
[162] 12 of the 23 structuring moves they started in English were in this content. This content is irrelevant in structuring moves in the other classes.
[163] 7 moves out of 9 were *p*.
[164] 23 structuring moves in Spanish by the learners out of a total of 65.
[165] 11 structuring moves in Spanish by the learners out of a total of 65.
[166] The teacher started 25% of all the reacting moves in English while the learners started 75%.
[167] 22 moves out of 44.
[168] They started 86 *fp* moves out of 403.

Class 2 shows the greatest incidence of moves related to *sl*[169]. There were 85 moves in the *p+sl* content, 21,1% of their moves in that class. *P+sl* was also the commonest move in English initiated moves, with 34 examples. 9 moves in the *p+sl+fp* content, 50 in the *sl* content, 21 of which were in English, and 52 in the *sl+fp* content. 196 of their moves were directly or indirectly related to a reflection on language. That meant 48,6% of their moves in that class.

There were 15 solicits in English initiated by learners, while they had initiated 48 in class 1.

[169] 196 moves.

Class 3

Class 3 was the only teacher centered class. It was also the class where the learners initiated less paralinguistic moves and the one where they initiated more Spanish moves. Their use of English, with only 21 moves, was scarce. The teacher's share of Spanish moves was very similar to the learners' although this corresponded to only 49,1% of her moves while it represented 83,2% of theirs. This was the class where the teacher initiated more paralinguistic moves, although in percentage terms paralinguistic moves are more common in class 1[170].

In class 3 there were less Spanish reactions by learners than in any other of the classes observed[171], although it was their most common move type in Spanish. Their percentage of Spanish reactions, 36,3%[172], did not decrease as it is also the class where the learners initiated less moves. This was the only class where the share of Spanish reactions by teacher and learners was fairly similar[173]. The most common content of learners' Spanish reactions was *p+fp.* The paralinguistic move that was most common in learner moves was again reacting, which represented 4,6% of their moves.

Class 3 is the only class where the most common content for structuring moves by learners in Spanish is *fp*[174], showing learners were not taking responsibility for new actions within task, while in the other classes the most common combination was *p+fp.* Class 3 was also the only class where the teacher's share structuring moves in Spanish was higher than the learners'.

The content that was more common for teacher for structuring behaviour in Spanish in that class was *sl.* Class 3 was also the class where that content was more common in teacher initiated moves.

The most common learners' content in class 3 was *fp* with 88 moves initiated,[175]. The second most common learners' content was *p*, with 49 moves initiated, 18,7% of their moves, of which 44 were in Spanish[176]. P is a content that when it appears alone indicates a certain mechanical behaviour, which matches the results obtained in learners' structuring moves in this class.

Of all the moves related to *sl*, learners initiated 73, which meant 27,9% of their moves in class 3. 47 were in the *p+sl* content, 1 in the *p+sl+fp*, 20 in the *sl* content and 5 in the *sl+fp* content.

---

[170] 78 paralinguistic moves in class 3 meant 20,6% of her moves. 71 in class 1 was 30% of all her moves.
[171] 95 of their moves were Spanish reactions in that class.
[172] 95 Spanish moves were reactions. The total number of reactions by learners in class 3 was 115.
[173] The teacher started 168 reactions and the learners 115.
[174] 17 out of 23 structuring moves were *fp* in content.
[175] 33,8% of their moves, of which 61 were in Spanish, 17 paralinguistic and 3 in English.
[176] See Appendix III.

Class 4

Class 4 was the class where less English and more Spanish were spoken by far, and the one where the percentage of Spanish spoken by the teacher and the learners was more similar. It was also the only class where the number of paralinguistic moves was higher than the number of English moves.

In this class the learners initiated more paralinguistic moves than in any other and the teacher initiated less. Learners initiated 104 paralinguistic moves, 24,1% of their moves in that class. It was also the only class where the learners' paralinguistic moves were used for structuring purposes rather than for reacting purposes. 64 paralinguistic moves were used to structure. Their share of paralinguistic moves was clearly higher than the teacher's. Learners only initiated1 solicit in English.

The most common move type initiated by learners was reacting, of which they initiated 188 moves, 45,3% of their moves. 159 of these reactions were in Spanish, and the most common content was p+fp, of which we find 93 examples. *P+fp* was again the most common content for structuring moves in Spanish initiated by learners[177]. The incidence of *p+fp* in structuring and reacting moves in Spanish by learners was higher than in any other class observed, while the incidence of the fp content in this class is very low[178]. *P+fp* was the second most common content in class

The most common content in learner moves was *p*. The total number of moves in the *p* content in class 4 was of 199, 46,1% of their moves. 93 moves in the *p* content were in Spanish, and 81 where paralinguistic.. This class was also the one where the *p* content was more common in Spanish reactions and structuring moves initiated by learners. There were 12 reacting moves in the *p* content in paralinguistic moves and 36 in Spanish. 51 paralinguistic moves were *p* structuring moves types 23 were structuring moves of the same type in Spanish.

The moves related to *sl* were only 7, a 1,6% of all their moves in class 4. All were in the *p+sl* content. The only move initiated in English by learners was in the *p+sl* content as well.

[177] 32 moves out of 64 started by learners.
[178] There were only 41 moves in this content in class 1. 19 of them were Spanish reactions and 8 Spanish structuring moves. 5 were paralinguistic reactions and 3 paralinguistic structuring moves.

1. TBA AS A MORE COMMUNICATIVE APPROACH

The teacher claimed that the learners were learning to use English to get real information and to produce English for the first time. The learners, particularly those in the LJJD group, claimed the same on several occasions.

Learners certainly used English when they were focused on task. They spoke in English 22,6% of their moves in class 2. That percentage is remarkable given the learners' language level and bearing in mind that this was the learners' first try in project work. Class 2 is also the class where the learner's moves initiated in contents related to *sl* is the highest, with 48,8% of their moves in that class showing learners actually reflecting about the foreign language.

More than communicating in English, what learners seemed to be doing when they were engaged in task was communicating *about* English. This is certainly a positive attainment. The claim that the task based approach is a more communicative approach seems clearly to be true in the case of class 2. Moreover, what is understood by *being communicative* is more related to the learners trying to cope with a foreign language than with actually communicating in it.

Procedures seem very important, as well. The moves related to procedure are almost as important in number as the moves related to *fp* in classes 1 and 2, and more important in classes 3 and 4. Generally speaking[179], whether *p* was combined with *fp* or *sl* seemed to make the difference to determine whether the learners were being tentative, even a bit lost, or working towards a linguistic aim.

The big problem of this implementation of project work seemed to be *fp.* This content in general, and in particular in Spanish reactions, is responsible for the learners' poorer opinion that English can be learnt doing a magazine shown in the questionnaires both in G1 and G2 at the end of the Cv. When the move is not initiated in English, this content implies learners not concentrating in task, so too much of it is clearly negative. The suggestions seems to be that there is a tendency for learners to deviate from the task when working in groups in project work. Class 1 was an example of this tendency overpowering the learners' intention to concentrate on task

2. More use of English on the teacher's part

Speaking more English in class is a linguistic aim that is expressed by the teacher in her first interview[180]. It is also probably responsible for class 1 being the one where the teacher spoke more English. This objective is not referred to in the interviews, though, probably because the observer did not ask about this aspect.

Class 1 worked less well than class 2 in spite of the fact that more English was spoken by the teacher in class 1. It is the fact that the learners used more English that made class 2 a better class. That the learners spoke more English in class 2 seems to suggest

[179] Contents are not, of course, good or bad in themselves. That learners give personal opinions, even if unrelated to task from time to time, or that they have doubts can have very positive effects to task completion. It is too much of these moves which makes things go wrong.
[180] See the teacher's profile for more details.

task quality benefited from other aspects which were not related to the teacher speaking more English.

The teacher speaking less and less English as the project advanced is probably related to the fact the teacher found managing the learners reactions and moves in the *fp* content easier using their native language.

3. Teacher control using paralinguistic behaviour

Both in class 1 and in class 3 the teacher class management policy was clearly reflected in her paralinguistic behaviour. In class 1 the results of this policy were counterproductive as she lost control of the class. This is not the case of class 3, where she basically kept the class in control. The implications from what happened seem to be that:

- What is probably effective in management control in a teacher centered approach is not as good in a task based approach. In a task based approach both the teacher and the learners can start paralinguistic moves. In a teacher centered approach it is the teacher who controls them, and, in principle, the only one who either initiates or solicits them. The effectiveness of paralinguistic moves initiated by the teacher is clearly superior in a teacher centered approach.
- When learners work in groups, learners can be more easily distracted.
- When learners work in group catching their attention becomes a more complex matter.
- Keeping things in control is probably more difficult in the early stages of project work if the teacher does not know the learners well enough.
- Too much paralinguistic behaviour, especially in the early stages, might decrease de teacher's ability to establish and implement management policies.

4. The quality of learner's interactions

According to Long (1983), when there is negotiation of communicative difficulties, grammar features are made salient and thus acquisition is facilitated. The examples of grammar features being made salient are numerous in this project work.

The fact that the content *p+sl* is the one were we can find more instances of learners speaking in English, and the one where a more varied pattern of language use by learners can be found indicates that it was the one where learners found working in groups more fruitful. It was the second most common move content in class 2 and the content in which the teacher more moves in class 3. Had it been more common in the other classes, the results would probably have been better. Creating the necessary conditions so that it is more used seems advisable.

The most outstanding interaction we can find in the four classes relates to the interview with Carlos Gibraltar. Whenever his answers were easy to understand for the learners, he responded in English in an *fp* content. However, as soon as his answer implied language that was too difficult for the learners, he shifted to *p+sl* because he explained some aspect of language. The learners' reactions to his answers were also shifted to procedures. Gibraltar had to dictate and check spelling, and communication slowed down. An extract of the interaction is provided below:

Move	so/ta	lang	moty	content
Ad- (Reading) Where do you /laif/?	ad/cg	En+lv	sol	p+fp
Dy- I /li:v/	dy/ad	En	rea	sl
Cg- I live in Barcelona.	cg/gada(i)	En	res	fp
(Adri shows what she has written to the rest of the group)	ad/gada(i)	p+lv	str	p
Ad- ¿Así?	ad/gada(i)	Sp	sol	p+sl
Dy- Sí	dy/ad	Sp	res	sl+fp
Cg- (Correcting) I live, I live...	cg/ad	En+lv	rea	p+sl
(Pause, probably to allow them time to copy it)	gada(i)/cg	p+s	rea	p+sl
Cg- (Dictating) In Barcelona…	cg/ad	En+lv	sol	p+sl
Cg- I live in Barcelona	cg/gada(i)	En+lv	str	p+sl+fp
Ad- ¿Eso no?	ad/gada(i)	Sp+lv	sol	p+sl
Dy- (Unintelligible)	dy/ad	Sp+lv	res	p+sl
Ad- (Reading) Have you always been a teacher?	ad/cg	En+lv	sol	p+fp
Cg- No.	cg/gada(i)	En	res	fp
Dy- (Whispering) ¿Qué fuiste?	dy/cg	Sp+p	rea	p+fp
Cg- (Dictating) Before…	cg/ad	En+lv	sol	p+sl+fp
(Pause to allow them to copy it)	ad/cg	p+s	res	p+sl
(Dictating) I was…	cg/ad	En+lv	sol	p+sl+fp
(Adri shows what she has written to the rest of the group)	ad/gada(i)	p+lv	str	p
Ad- ¿Esto?	ad/cg	Sp+lv	sol	p+sl
Dy- (Dictating) "I"	dy/ad	En+lv	rea	p+sl
Cg- (Dictating) "I"	cg/ad	En+lv	rea	p+sl+fp
Dy- (Dictating) "I was"	dy/ad	En	rea	p+sl
Cg- (Dictating) "I was"	cg/ad	En	rea	p+sl+fp
(Adri hands the sheet of paper to Dionysus)	ad/dy	p	str	p
Ad- (To Dionysus) Escríbelo tu.	ad/dy	Sp	sol	p+fp
(Dionysus picks it up)	dy/ad	p	res	p
Cg- (Dictating) "Technical surveyor…"	cg/dy	En+lv	sol	p+sl+fp

In Long's (1981) c*omprehensible input theory* the important implication is that it is the work required to negotiate interaction that spurs language acquisition. What the excerpt suggests is that the use the learners made of English seems to be related to their engagement in a task, but also that procedure is very important so that learners can make headway in an EFL environment.

That the learners did not perceive they were learning more was due to problems that arose in their interactions, both with planning and social affective strategies. Even in class 2, when learners were focusing on task, the incidence of the *p+fp* and *sl+fp* contents clearly show problems with planning and social affective strategies, as is shown in the example below:

Move	so/ta	lang	mot	content
Lo- Podríamos poner…	lo/gjjl(k)	Sp	str	p
Ja- (Interrupting.) ¡Ah, sí!	Ja/lo	Sp	rea	p+fp
Lo- Que si… si habías pensado si…	lo/gjjl(k)	Sp	str	p
Ja- *"Where do you born?"	ja/gjjl(k)	En	str	p+sl
Lo- (A bit unpolite.) ¿Qué?	lo/gjjl(k)	Sp	rea	p+fp
Js- "Where do you work?"	js/gjjl(k)	En	rea	p+sl
Ja- *"Where do you born?"	ja/js	En	str	p+sl
Lo- (Disdainfully.) ¡Ah!	lo/ja	Sp	rea	sl+fp
Ja- "¿Dónde naciste?"	ja/gjjl(k)	Sp	str	p+sl+fp
Ja- Aunque…	ja/ja+	Sp	rea	sl+fp
Lo- (Laughing.) No…*"Where do you born?"…	lo/ja	En+p	rea	sl+fp
No... *"Where did you born?"…	lo/lo+	En	rea	sl+fp
Ja- ¡Jo!. El "Do" ese ahí…	ja/gjjl(k)	Sp	rea	sl+fp
Js- ¡Mira!	js/gjjl(k)	Sp	rea	fp
Lo- Espera, espera, espera… "When do you…"	lo/lo+/gjjl(k	Sp	rea	sl+fp
(She decides to address someone from another group to help her.)	lo/sx	p	str	sl
" When"..., Es "When" ¿No?... *"When did you born?"	lo/sx	Sp	sol	sl+fp
Ja- Oye una cosa, ¿Si pones el "Did" en negativo…	ja/gjjl(k)	Sp	str	sl+fp
Js- En negativo es "Didn't"	js/ja	Sp	rea	sl
Lo- (Rising her voice a bit and addressing the teacher as her friend has not given a response.)	lo/t	p	str	p
Profesora ¿Para decir dónde naciste...?	lo/t	Sp	sol	p+sl
T- (The teacher obviously understood "Cuándo".) *When were you born?	t/lo	En	res	sl
Lo- (Unsatisfied tone.) ¡Ah!	lo/lo+	Sp+p	rea	sl+fp
Ja- Con el "Did" los verbos han de estar en presente.	ja/gjjl(k)	Sp	str	sl+fp
T-(Talking to someone else) "Where" "Where" "Dónde"	t/sx	En	rea	sl
(She writes "Where were you born" on the blackboard)	t/o	p+lv	str	p+sl
Lo- (She realises the teacher had not understood what she had asked.) Vale…	lo/lo+	Sp+lv	reae	sl
Ja- Bueno	ja/gjjl(k)	Sp	rea	sl

In order to sustain procedure and keep it focused in task, both learners' planning[181] and their social affective strategies must be trained.

[181] Planning is discussed in a separate section.

The learner's low use of social affective strategies is clearly related to the problems of misbehaviour that sprang up in the first set of observations.

The references to Javier being someone difficult to cope with are numberless on the part of the learners in the first set of interviews. Javier was often pointed out as responsible for groups having to be restructured , while Dionysus and Kenneth, who did not work at all during session 1, and who also got angry at each other on that session, were not.

Some learners seemed to prefer to be told off by the teacher rather than lose the opportunity to laugh at Javier when the opportunity arose, irrespective of the fact that the first objective of the Cv was *Respect the opinions of peers and teachers*. This caused obvious management problems to the teacher.

In excerpt 1.5 Kenneth reacted with laughter when he realised Javier was furious. The teacher had to stop the class to scold him. She had to stop it again in one of the unobserved classes and threaten Kenneth with a fail if he persisted laughing at Javier as she mentioned in the informal interviews. The teacher, very angry, talked privately to Dionysus in one of the sessions the observer attended because he and Ian were mocking Javier while he was again exposing his work.

Other accusations to Javier were intended not to be known by teachers. Daniel, Jesus and John Charles's suggestion that he was accused of masturbating, at the end of excerpt 1.1 was intended to remain within the group, even if there was the risk of the observer overhearing it. As soon as they realised the reaction they had provoked in Javier was more violent than they had expected, they started to rewind the tape trying to eliminate the comment. In excerpt 2.7 Lori and Jesus maliciously join in the not so subtle suggestion that Javier's feet smelled.

Javier's revenge on his group in class 1 consisted of accusing Daniel of insulting him to the teacher. The fact was that Daniel, as he also insisted in the interviews, was not the only one responsible for what had happened. The fact he certainly was the strongest student in the group and *the positive leader of the class*, as his tutor commented, probably had an influence in Javier's behaviour. When he changed groups he accused Jesus persistently of acting dishonestly.

Javier did his best to separate himself from the other members of his group in the teacher's eyes. He did all the work in their text on games without being asked. In class 3 he started his horoscope much later, did not follow the guidelines and produced something much more complex. In an oral exposition they did in an unobserved class he was the only student to do it in English. In class 3 his horoscope is much longer than the other learners and it does not follow the model provided by the teacher[182]. In class 4 he started a composition on an outing to Port Aventura which appears in the magazine. In the interviews he accused Jesus persistently of acting in a dishonest way. His contempt for Jesus and Lori, who were the two members of his group present, was clearly shown in class 4.

[182] See the Findings from the Magazine

Another student with whom Javier seems to have problems was Dionysus, a strong, attractive boy, certainly popular with girls and many teachers. He was also quite ready to answer back and laugh at Javier[183].

> *Lo- When we tease someone we usually do it to his or her face… We are open .*
> *Ja- Poor Dionysus…*
> *O- Why poor Dionysus? Do you tease poor Dionysus?*
> *Ja- Sometimes…*
> *K- It's Javier who does that!*
> *Ja- It's because he is always teasing me!*
> *K- That's not true. It's because you are always bothering him. He does not want to beat you… If he started beating you… you are dead.*
> *(Kenneth laughs)*

Javier's cynicism towards Dionysus is clear when he mockingly refers to him and the members of his group (then Kenneth and Annie) as *gods in the Olympus* in excerpt 1.1, linking his comment to a famous car commercial. His cynical comment is disregarded by the rest of the group (then Jesus, John Charles and Daniel).

It is interesting to see that although a problem arose between Kenneth and Dionysus, no further consequences derived, suggesting they are clearly good friends[184].

Many learners were ready to show their disgust to Javier in many different ways. However, Kenneth, Jesus, Dionysus and Ian did cause their own problems as well. They were often absent, and their seriousness in completing their share of work is open to question. This did of course affect their group's work, showing one of the problems group work has, which is that *while the teacher instructs one group the other students in the class have to work without the direct supervision of the teacher* (Slavin, 1988).

However, the ultimate reason for all the problems that arose from learners' interactions can be related to what Barnett (1994) defines as *negative interdependence*, which *involves careful scrutiny of one's peers and often keen competition with them -to learn faster, to accomplish more, to score higher grades (...) Learners are curious about what the others are doing because their own performance will be judged in comparison to the rest. Students compete for grades and are trained to do everything but help one another.*

The group of learners in this project was formed by the best learners of two classes, mostly boys, who were used to competing among them rather than cooperating. Of course, Javier's personality made things even worse, but it was probably enhanced by the fact his peers were excellent learners as well.

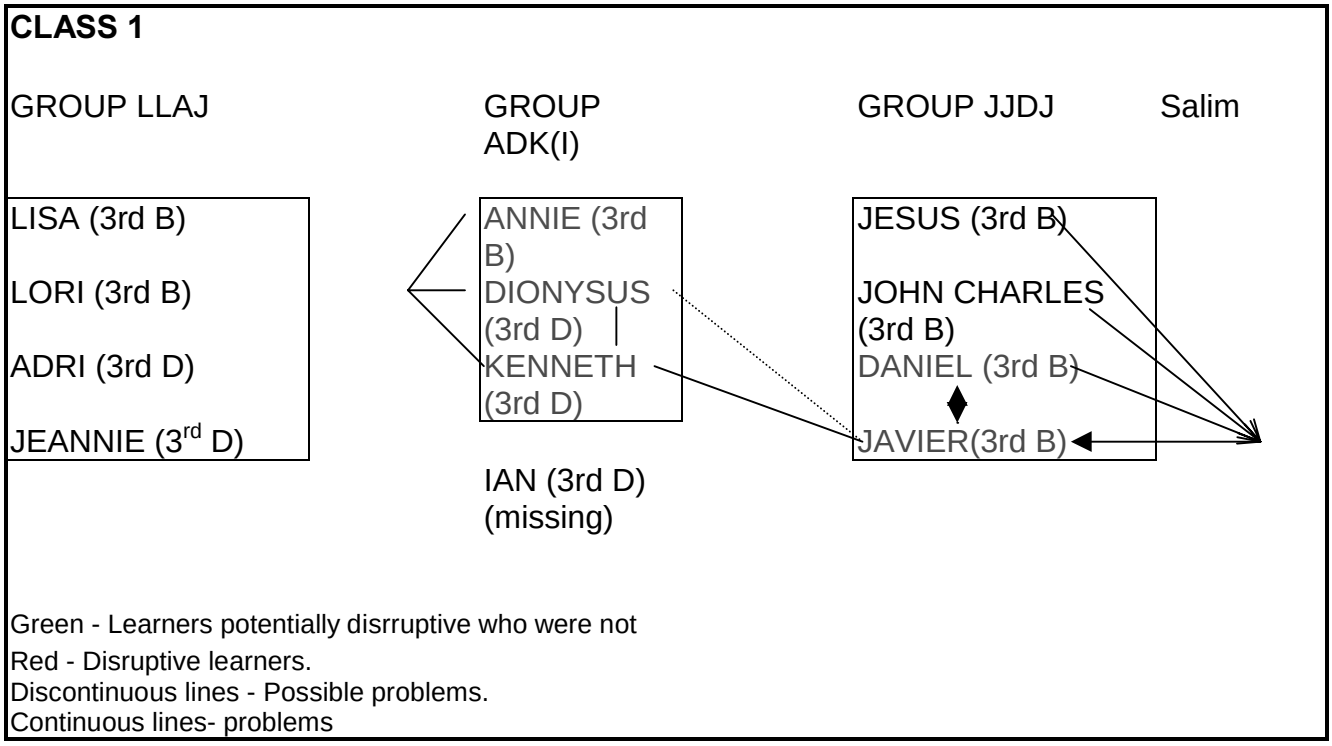
> *¿Hemos cambiado un poco la actitud que teníamos al principio del crédito?*
> *K- Sí.*
> *D- Ahora no nos hablamos y punto…*
> *(General laugh)*
> *T- Exacto…*

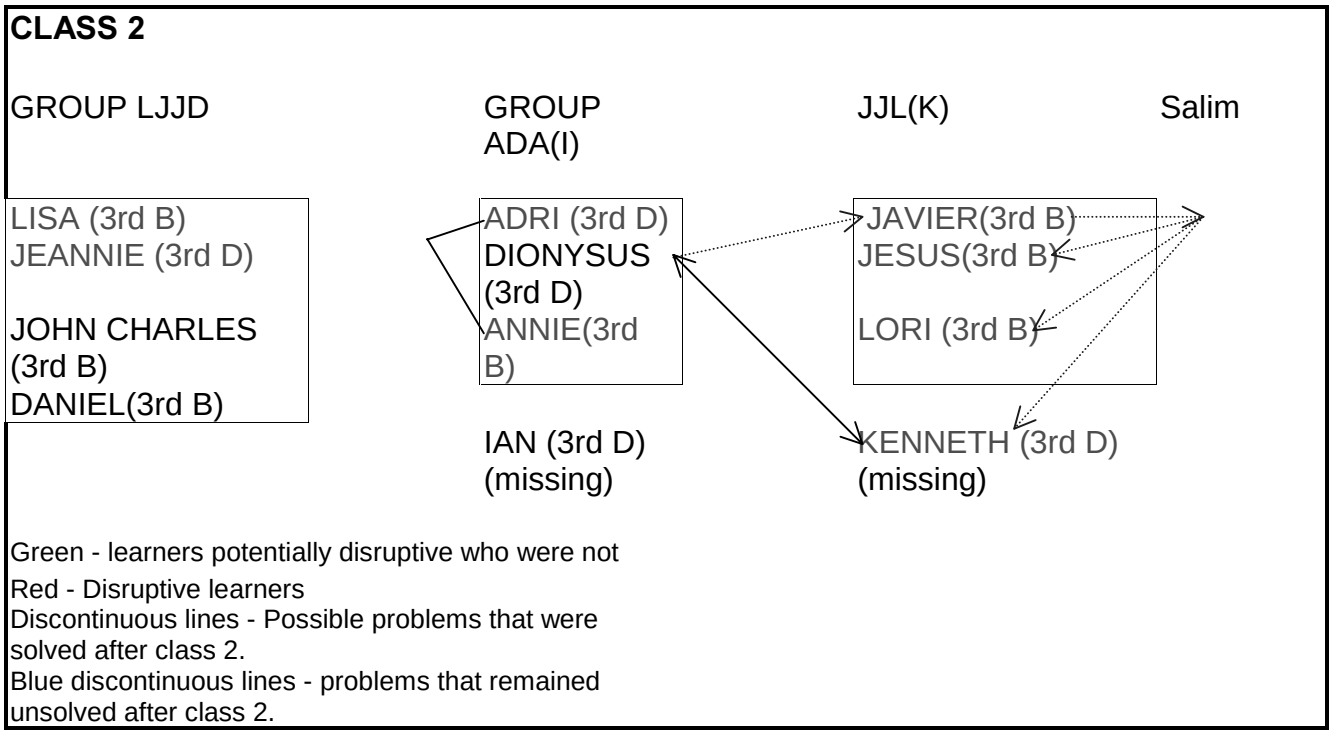
[183] See Appendix II page 49.
[184] See Appendix II, page 42.

The teacher worked hard to reduce the impolite reactions of learners in classes 1 and 2 and results in the second set of observations indicate learners controlling their reactions better in general. When the teacher was asked about what she felt they had learned as far as their capacity to respect each other was concerned, her answer was that *at least they respect each other in class.* Learners valued group work positively in their questionnaires before the implementation of project work, but their opinion was significantly worse when the Cv finished. The fact that the opposite was true in the unobserved group suggests the learners from G1 would have benefited from better social affective strategies.

Problems of negative interdependence

An outline of the social affective problems that arose in classes 1 and 2 is provided





SOME SUGGESTIONS AS TO HOW SOCIAL AFFECTIVE STRATEGIES COULD HAVE BEEN ENHANCED IN THIS INSTANCE OF PROJECT WORK

Learners had a product to finish and this made communication focused in English, but the amount of attention needed by the nature of the task assigned was very high[185]. Learners needed procedures to cope with language in a context where they were asked for originality. Procedure is very important in projects because learners cannot communicate in English as if they were natives. If learners are not able to use these procedures on their own, and especially if their planning abilities are not developed enough, then the potential of project work cannot be fully attained. Learners found the tasks "easy" while they were in fact unable to carry them out in a satisfactory way. This is shown by the prevalence of *fp* and *p+fp* contents which reflect that learners were not actually conscious of the nature of the tasks they were asked to fulfil for one reason or another[186]. This is also consistent with the optimistic view they showed in their questionnaires, which led to their later dissatisfaction, showing their deficient use of metacognitive strategies.

Cooperative learning (Kagan, 1992) or CL is a possible solution in that it trains learners in social skills. Its purpose is making learners work together in mixed-ability teams, creating inter-dependence and making students co-operate with one another. According to its followers it builds self-esteem, it is good for both strong and weak students, and it promotes individual accountability and interpersonal and small group skills. Interaction is promoted by making each members assist, support and encourage the rest of the group while each one of its members have a clear and distinct responsibility or task to achieve a common goal.

The teacher planned tasks 3, 4 and 5 so that every member of the group had his or her own responsibility, but basically the tasks were the same. CL's proposal is that learners should have roles where the strongest students are asked to be:

1- **Gatekeeper** - s/he must assure everybody participates. He is the only member in the group who can talk to the teacher.
2- **Recorder** - Writes down the answers

While the weakest students are :

3- **Material facilitator -** s/he is in charge of the materials. He is the one who reports to the class about the group results. The idea is that the spokesperson gets a lot of attention. That's why it is good that the spokesperson be a weaker student. The stronger students would do their best to make him/her report well.
4- **Time-keeper -** Controls the time. S/he is in charge of keeping the team working quietly

[185] According to Tarone (1983) IL varies systematically with elicitation of task. A task that elicits a more careful style will contain more TL forms and more prestige NL forms. On the other hand, the more casual style may contain forms which do not belong either to the TL or NL, but which resemble structures from pidgins, First Language acquisition and early untutored SLA.
[186] See the discussion on planning.

Other possible roles that students could have would be:

- **Recorder** - For group decisions
- **Checker** - For homework
- **Dictionary master** - To look words up in a dictionary
- **Gatekeeper** - To see whether everybody participates equally
- **Task master** - To lead the task
- **Question commander** - Surveys who in the group has any question, and how the team could answer it.

PLANNING

What the results seem to indicate about planning is that it is a very important aspect of a more learner centered approach. Planning is shown in the codings through *p* content and through structuring and reacting. Reactions were the commonest moves initiated by learners in the four classes, followed by structuring moves. In relation to content, *p* is, alone or in combination, the second most common content in learner's moves in classes 1 to 3 and the most common in class 4.[187] In learners' structuring moves in Spanish the most common content in classes 1, 2 and 3 was *p+fp*[188]. That combination suggests learners taking action related to the task in process on the basis of personal opinion or attempting to obtain personal information. As for learners reacting moves in Spanish, these follow the pattern of the most common content, *fp* being the commonest content in classes 1 to 3, while in class 4 the most common content in learners' reactions is *p+fp.*[189]

Planning activity was divided between teacher and students. In the first case it consists of the teacher providing information so that the learners understand the task they have to do, before and while in process. In the second case it consists of students actually carrying out the task. This means that from the student's point of view planning moves are either receptive or productive.

An overall view of what planning was in each of the four classes shows the following:

CLASS 1

▪ Receptive planning

In Class 1 the learners' task was to produce questions in English in groups. This was something they were not used to do. However, the teacher did not provide grammar or lexical outlines or any guidelines at form level, as she assumed the prior task was enough for them to know what they were expected to do.[190]

However, as learners were having some problems at form level, the teacher tried to catch the class attention while they were already working in groups. That was not easy, as this example shows:

---

[187] *fp* is the commonest content of learners moves in the first three classes. The second is *p+fp* in class 1, *p+sl* in class 2, *p* in class 3 and *p+fp* in class 4. See Chart on Content types, page 67.

[188] In class 3 the most common learners' structuring content was *fp.* See chart and graph 19 and 20.

[189] See chart and graph 15.

[190] See findings from interviews, page 85.

move	s/t	lang	mo	cont
T- Preguntar cosas de cuando eran jóvenes los profesores, es muy divertido…	t/gllaj	Sp	str	p+fp
¿Cuándo eras joven…	sx/gllaj	Sp	rea	p+fp
sx- …Te gustaba ir a la discoteca?	sx/gllaj	Sp	rea	p+fp
¿Pero cómo se pronuncia esto?	sx/t	Sp	sol	p+sl
T- Did you /laik/…	t/gllaj	En	res	sl
T- (Speaking to the whole class) Mirad…	t/c	Sp	rea	p
(She walks to the blackboard to start writing serveral examples.)	t/c	p	str	p
*"Did you like a disco?"	sx/gllaj	En	str	p+sl
T- Girls, boys, and you as well…	t/c	En	str	p
If you want to ask about the past of this teacher, you can do the same questions,	t/c	En	str	sl
sx- (Dictating)"You like…"	sx/sx	En+lv	sol	p+sl
sx- " Like".	sx/sx	En+lv	sol	p+sl
(The student writing things down copies it)	sx/sx	En	res	p+sl
T- (Writing "Did you like" on the blackboard.)	t/o	p+lv	str	p+sl
(Saying it at the same time) "Did you like…"	t/c	En+lv	rea	p+sl
sx- "Go".	sx/sx	En	sol	p+sl
T- (Writing on the blackboard the sentence "Did you like	t/o	p+lv	str	p+sl
(Saying it while writing it) "School…"	t/o	En+lv	rea	p+sl
sx- Con "D".	sx/sx	Sp	rea	p+sl
T- (Finishing the sentence she was writing, she writes "When you were...)	t/o	p+lv	str	p+sl
(Saying it aloud)… "When you were… "	t/o	En+lv	rea	p+sl
T- (Turning to address specifically group LLAJ.)	t/gllaj	p	str	p
How old are you now?	t/gllaj	En	sol	p+fp
Es… Parece ahora una pérdida de tiempo la clase de hoy…	t/c	Sp	str	p+fp
(Javier takes his bag and moves to another end of the room.)	j/o	p	str	fp
T- Javier, ¿Por qué coges tu mochila?	t/ja	Sp	sol	p
(Dictating.) "Disco", "Disco"	sx/sx	En+lv	sol	p+sl
T- (Addressing now the whole group.)	t/c	p	rea	p
How old are you ?	t/c	En	sol	p+sl
T- (Pointing with her finger to the girls' group.)	t/gllaj	p	rea	p
¿Cuántos tenéis ahora?	t/gllaj	Sp	sol	p+fp
(To the teacher) Catorce.	gllaj/t	Sp	res	fp
(To the teacher) Catorce.	gllaj/t	Sp	res	fp

In the example above, the teacher was probably trying to help the girl's group to produce the sentence *"Did you like discos when you were fourteen?"* By providing the parallel sentence *"Did you like school when you were fourteen?"*. The strategy to use the blackboard as a way to help the learners to produce their sentences was used a lot by the teacher in class 1. She probably aimed at triggering other questions from other groups as well.[191] However, the girls were not paying attention to the teacher because they were concentrating on production. Besides, as the teacher was asking a question that was not directly related to their sentence, the learners did not have any clue to realise the teacher

[191] The interviews confirm she had realised learners were having problems with questions in the past in general.

was actually addressing them. This produced a clear confusion to both the teacher and the learners.

The teacher also tried to help learners when they had language and procedure problems by moving from group to group. She moved from one group to another and then to the blackboard making class 2 the class where she initiated more paralinguistic moves. This behaviour was enhanced by the fact she knew one learner had been hurt[192] and she devoted more attention to that group. The results of her behaviour were not positive, as another problem, of which she was unaware, had arisen in Javier's group.

▪ Productive planning

In class 1 learners were mainly involved in producing sentences in English on their own after they had spent some time thinking of a name for their groups. However, the novelty of the approach and the anxiety it caused, the fact of being observed, and bad luck, made their production scarce and their number of reactions unrelated to task undesirably high in two of the three groups in this class[193].

Only one of the three groups, the LLAJ formed by four girls, clearly engaged in the task in class 1. The learner/learner interaction in this group, using the same excerpt above, suggests that learners listened to one another so much that they did not even notice the teacher was requiring their attention, which suggests learner/learner interaction is a very powerful tool in language learning[194]. However, working in groups can lead to distraction in language reception as it is shown in the conversation about boyfriends the girls initiated after working on their questions for a while.[195]

[192] She was aware Dionysus had reacted very negatively to Kenneth's suggestion that the group be called "Mortadelo" for personal reasons.
[193] Of the 415 moves, the learners started in that class fp with 87 instances was the commonest and a total of 286 were related to *fp*. 40,3% of the learners moves, 264, where reactions. Of those, 78%, or a total of 206 moves where in Spanish, 80 were in the *fp* content and 57 were *p+fp,* many related to mocking the task they had been asked to perform. Only 18 moves were totally or partially related to *sl*. Of the 415 moves the learners started in that class a total of 286 were related to fp
[194] According to Long (1983) and his Interaction hypothesis, when there is negotiation of communicative difficulties, grammar features are made salient and thus acquisition is facilitated.
[195] See Lori's comment in the findings from the interviews.

CLASS 2

▪ Receptive planning

In class 2, which is in terms of English language use by learners and learner centerdness and the best of the four classes[196], the teacher started the class by disciplining learners and trying to make them aware of how inappropriate their behaviour had been in class 1. Then the learners resumed writing their questions for the interviews. A group of learners also interviewed their teacher and one of the groups started writing the introduction to their interview. Once again no outlines were provided to help learners think about their questions.

The teacher was listened to when she disciplined the learners, and her instructions when learners started to work in group, given to each group at a time, were generally followed. The number of her paralinguistic moves decreased drastically and so did her use of the blackboard. She improvised on two occasions, so as to improve the quality of the task, adapting materials and ideas she had intended for classes to come. This showed a command over classroom management, a perceptiveness as to what the learners needed in order to improve their productions and an effectiveness to modify her initial plan, which was not present in class 1.

▪ Productive planning

Learners were again producing questions in English, but this time they were more concentrated on task and working at a faster pace. In class 1, the fact that no grammar or lexical outlines were provided was considered the cause of learners anxiety and lack of concentration. In class 2 no outlines were provided either, however class 2, two days after class 1, shows much superior results. the reason for this change between classes 1 and 2 can be found in:

- The teacher having disciplined the learners.
- Having changed groups to repeat the activity they had already done in class 1 made learners arrive to their new groups with what can be considered as a sort of guideline which reduced anxiety and made them more able to experiment with language.

The learners were much more focused on task. The interactions coded show learners talking about English rather than in English, but the productive interaction that started in the girls group in class 1 is here multiplied and extended to the three groups. Learners were listening much more to each other, and this had very positive effects on language use:

[196] See Discussion on Patterns of Language Use

Move	so/ta	lan	moty	cont
Lo- "Where do you live?"	lo/js	En	rea	sl
Ja- "When" o "where"?	ja/gjjl(k)	Sp	rea	sl
Js- "Where"	js/ja	En	rea	sl
Lo- "Where"	lo/ja	En	rea	sl
Ja- (Pronouncing it in Spanish) ¿"LIFE"?	ja/gjjl(k)	Sp	sol	sl+fp
Js- ¿O (Pronouncing it in Spanish) ¿"LIVE"?	js/ja	Sp	rea	sl+fp
Li- /liv/ es un…	li/gjjl(k)	Sp	rea	sl

Still, learners seemed very often to be a little lost in their interactions. They were not certain whether what they were producing was right, even when producing very simple sentences.

Move	so/ta	lang	mot	content
Jc- Por qué no preguntáis sobre la carrera, ya...	jc/gljjd	Sp	str	p
D- Hay que ver cómo se preguntará eso…	d/jc	Sp	rea	sl+fp
Jc- "What is your…"	jc/d	En	str	p+sl
D- "Where is your…"	d/jc	En	rea	sl
Jn- What is… Cuál es…	jn/gljjd	Sp	str	sl
Lo que está estudiando…	sx/gljjd	Sp	rea	p+sl
Ya sabes lo que…	sx/gljjd	Sp	rea	fp
Jn- ¡Es verdad!	jn/gljjd	Sp	rea	fp
D- ¿Eh?	d/gljjd	Sp	rea	p
Li- Qué esta estudiando…	li/li+/gljjd	Sp	rea	p+sl
D- He puesto "Is your son in University?"	d/gljjd	Sp	str	p+sl
D- Vale. Y me dirá "Sí" o "No"…	d/d+	Sp	rea	p+fp
(Something going on in another group catches their attention)	gljjd/gx	p	reae	fp
D- A ver, "Is your son in university?" y "Where is..."	d/gljjd	En	str	p+sl
Jc- "Where is your son…"	jc/gljjd	En	rea	p+sl
Jn- Quítale hasta el "when"…	jn/d	Sp+lv	sol	p+sl
Li- ¿Pero cómo vas a poner "Where"?	li/gljjd	Sp	rea	sl+fp
Jn- Es "What"	jn/gljjd	Sp	str	sl+fp
Li- "Where"… ¡Pero si "Where" es "Dónde"!	li/gljjd	Sp	rea	sl+fp
Jn- What, what	jn/gljjd	En	rea	sl+fp
Jn- What is …	jn/gljjd	En	rea	sl+fp
(Jeannie decides to address the teacher and turns her back)	jn/t	p	str	p
D- Bueno, ¡Aquí nos va a dar algo!	d/gljjd	Sp	str	p+fp
Jn- Ya está, ¿No? …De preguntar…	jn/gljjd	Sp	rea	p+fp
Jc- Si nos vamos a tirar toda la vida copiando…	jc/gljjd	Sp	rea	p+fp
Que tal "You.."	jc/gljjd	Sp	str	p+sl
D- "Focking, focking"	d/gljjd	En	rea	fp
(They laugh)	gljjd/d	p	rea	fp
Li- Es que dirá. "A ti qué te importa…"	li/gljjd	Sp	rea	p+fp

These learners were certainly planning, as the most common content in this excerpt, *p+sl,* shows. That they would have benefited from an outline is also shown by the high incidence of the *sl+fp* content.

CLASS 3

▪ Receptive planning

In class 3 the teacher adopted a lockstep approach making receptive planning more important. She spent the first part of the class highlighting aspects of grammar and vocabulary from a model provided on the blackboard. Class 3 was the only class where the teacher initiated more moves than learners and the only one where her structuring moves in Spanish were more common[197]. It is also the only class where the teacher initiated more reacting moves and the class where her paralinguistic moves were again common.

As soon as the text was studied, learners started to write their horoscope predictions following the model provided. It was clearly established that each learner was now responsible for one sign. Planning in language reception consisted in the teacher helping learners working more individually as soon as she had finished explaining the text. She was asked all sorts of vocabulary questions by individual students which she willingly answered.

Another instance of the teacher trying to catch class attention while they were working in their productions occurred, with more distressing results:

T- (Raising her voice and addressing the whole class.) A ver, acordaros.
Ian va a poner que se va a romper la cabeza…
¿Os enseñé cómo se decían las partes del cuerpo en inglés?
Ja- Head.
T- Sí, pero "Head" es cabeza, en castellano: "Me duele la cabeza" pero en inglés…
Ja- Te duele la "Head".
T- Pero en inglés…
I- ¿Y barranco?
T- Pero la cabeza de quién… En inglés…
I- ¿Y Barranco, seño?
T- (To Ian, energetic but pleasant.) ¡Calla, hombre!
Espera…
(She laughs.)
Ja- ¡Lo tengo que saber!. Si lo hicimos…
T- Las manos... Yo me lavo, en castellano, las manos.
¿Y en inglés?
Me lavo: "I wash MY hands".
En castellano: "Me rompo la cabeza" "LA cabeza".
Ja- My head.
T- Y en cambio en inglés me rompo MI cabeza "MY head" ¿Vale?
Ja- ¡Ahí!
K- Mi cabeza…
Li- Seño, motos cómo…
T-¿Motos?

[197] She started 59,7% of all the structuring moves in Spanish in class 3, while they started 40,3%. See chart and graph 10.

▪ Productive planning

The most outstanding trait of class 3 was that it was precisely the learners who asked the teacher to translate all sorts of words, who did not take any advantage from the activity as far as their production is concerned, as is shown by the results extracted from the magazine. Of course, these learners were also the noisiest learners, so some of the more serious and more silent work of other learners might have escaped the tape recorder or the video camera. The interaction between learners also shows there was little concern to interact about language. The structuring moves learners initiated were mainly in the *fp* content, and it is worth noting that although their reactions decreased in number, they did not decrease in percentage terms. Most of the *sl* content is related to direct questions asked by the teacher in lockstep.

Learners did interact with one another to complete their texts, although the incidence of their structuring moves and their content show that at least some of them were not really engaged in the task. The fact is that the promising interaction that had taken place in class 2 was not occurring again even though now the teacher had provided a guideline. Besides, the interviews show less cooperative learners who are telling "inexact truths"[198] to the interviewer

[198] See page 103. Dionysus was talking about an oral exposition which he had not done due to time constrains as if he had.

CLASS 4

▪ Receptive planning

The teacher had to intervene to give a task to some learners. Ian, Adri, Annie, Lori and Jesus did not seem to know what they have to do very much.

There was also a very fruitful interaction between a student of the LJJD group (John Charles) and the teacher. The learner went to the teacher's desk and sat with the teacher while she corrected his composition. This case of directed attention to a particular learner did not affect task completion in the case of the other two learners of the LJJD group (Lori and Jeannie) while some learners from the other groups did not seem to be able or willing to find or start a task unless the teacher provided one. However, the moment she did and the bell rang they went on working in spite of the fact the class is over.

▪ Productive planning

Two members from the group LJJD (Lisa, Jeannie) were working on their own. They seemed to clearly know what they had to do. Daniel was missing, and there is no conclusive evidence of what John Charles was doing as he is a silent, shy boy. Javier was also clearly concentrated on task. Their interactions were very specifically focused on procedures, and they seemed to have very little need of the teacher's help while the learners from the other two groups were either distracted or a bit lost and the teacher had to think of a task for them or discipline them.

PLANNING THROUGH LANGUAGE RECEPTION

1. Who to listen to and when

When working in groups in project work catching the class attention and focusing it on task for as long as possible becomes a complex matter. Learners know that the fact that the teacher is talking does not necessarily imply they need to listen, and they might decide not to. Tools and strategies in classroom management in project work imply making the learners listen when it is important for them to do so, while the teacher must also respect learners when they are concentrated on task.

2. What Guidelines actually are

Instructions at form and content level and clear grammar and lexical outlines are of vital importance in a learner centered approach in order to keep learners focused on task, particularly at the early stages of project work. As far as class 1 is concerned, the teacher's claim that she *always provide a model* is questionable. It is based on her assumption that task 2 was *the same thing* (as task 1) *but with questions*. The teacher understood, that learners were confident enough at form level to produce what she wanted them to produce and that the task they had previously done would naturally guide them to this one. This assumption might be true at content level, but it was not valid for those learners at form level. Writing affirmative sentences in the present and the past in the first person is the same as writing questions in the present and past in the third person *provided you know how to make questions in English in the first place*. The excerpts from class 1 show learners were having problems in writing their questions.

What outlines learners need, though, might be more related to their previous experience and level of English than to the clarity of the teacher's explanation, as is suggested by the fact the teacher claimed from the very beginning the problems she was finding in G1 were not paralleled in G2.

The questions she wrote on the blackboard in class 1, which she considered as help when learners were having problems, were not a model either. They worked as a way to correct what learners were doing, or were the task itself for other groups who simply copied these questions from the blackboard.. This behaviour distorted the teacher's initial aim to make language production the main focus of the class. Learners were implicitly encouraged to copy what was written on the blackboard, which involved no effort or creativity on their part.

She did not provide a model in class 2 either as far as the production of questions were concerned, to which learners devoted most of class 2. However, she provided adjectives to help learners to write their introduction to the interviews. Why class 2 was so much better can only be explained by the fact that class 1 acted on it as a sort of language and behaviour guideline. Learners worked much more efficiently in groups in class 2, benefiting from the fact of having worked in different groups in the previous class and bringing to their new groups a different feedback. Besides, having been scolded by the teacher, they were ready to focus on task.

3. Classroom Management

Clear guidelines and busy learners that feel responsible for their productions are the best guarantee to keep learners focused on task. In class 2 it appears that both the learners and the teacher knew what to do and did it. She was not too busy to keep things under control as she had been in class 1. The teacher used a list of positive and negative adjectives which she had planned to use in another task then, so as to enlarge task 2 and make it more complex and demanding. It is clear that when the learners know what their task is, control in a learner centered class improves as the teacher is able to monitor the direction their productions are taking. Her comment *suddenly I had time* indicates:

- That she had been really pressured before.
- That getting to know why things work sometimes and others do not is not as simple as it may seem.

4. What the learner's autonomy actually was

The incidence of *fp* contents in class 2 in spite of its quality at language level and the low incidence of solicits, and particularly solicits to other learners in the same group, show that some sort of grammar or lexical outlines would have made the results in class 2 even better.

In this connection Fanselow (1987) considers that when learners are given a chance to choose content then a sequence *str+sol+res+rea* takes place. In the observed classes the sequence was more similar to *str+rea+rea+rea+str.* The indication seems to be that learners were not actually certain that what they were doing was correct. This is again confirmed by the frequency of the *fp* content, even when learners were engaged in task.

The teacher's frequent mention in the interviews to learners addressing her *"Seño!"* every time they had a doubt, which pressured her, and Lisa's comment that more blackboard was necessary because the teacher could not possibly respond to all the learner's doubts suggest this trend of class 2 was clearly present throughout the Cv.[199]

However, that the teacher did not think of making learners plan their productions more might be related to her claim, consistently expressed from the beginning to the end of the project, that she was not teaching any new grammar. If learners knew everything they were doing, this somehow transferred content responsibility to them.

> *T- Let's see… Do you think I have taught you grammar?*
> *Sx- Yes.*
> *T- Really? That was not what I intended…*
> *Lo- Vocabulary, Yes…*
> *T- Well, vocabulary, yes... right…*
> *But I hope I haven't explained any new grammar, because I cannot do that in an enlargement Cv…*[200]

[199] See Findings from Interviews
[200] See Appendix II, page 119.

Of course, the teacher adjusting to the curriculum for 3rd ESO is one thing, and that the learners cannot perceive some of the grammar they have done during the project as new, is quite another. If students learned anything that they should have already known, both them and the teacher should be happy.

This statement suggests that the teacher thought that grammar can be learnt without being used, and that if learners were having difficulties here it was perhaps not a fault of the project, but that previously learning had been in fact incomplete. This view is linked to her insistence in the interviews to the observer's taking into consideration the type of learners she was teaching. The teacher seems to be expressing the assumptions of a PPP approach in spite of being engaged in a TBA

5. Asking learner to be original while the learners were increasingly unwilling to have control over content

The teacher was asking the learners to be original, which implies a high attention situation while presenting herself as the only source of correct feedback. When in class 1 she realised they were having problems, the solution she found was writing the questions the learners were having problems with on the blackboard with the result that other learners might copy them. This behaviour is not consistent with asking learners to be original. The contradiction between the teacher asking for originality and the questions written on the blackboard is self-evident[201] and is consistent with the learners perceiving the task as "easy", implying they had not in fact perceived what the teacher was actually asking. This indicates their planning capacities were low, and that they would have benefited from more guidance. Their initial optimism as to their capacities to carry out project work in the questionnaires also seems to suggest immature metacognitive abilities.

6. Coping with the learners lack of strategies

As the project advanced, there seemed to be an increasing acceptance on the part of the teacher that learners were unwilling or unable to have control over content**.** This feeling is backed by the negative comment of the JJLK group on tasks 3 and 4 in their interviews. She thinks more control over content on her part is necessary in her design of class 3.

The teacher's aim in class 3 was to provide a more controlled activity with clearer guidelines that would have resulted in less reactions in the codings, if successful. The task consisted in learners following the model without copying from realia or translating straight from Spanish. Making learners use the language they can use is certainly related to learner's ability to plan. On the other hand, she assumed that she did not have enough time to teach learners how to use dictionaries and was overwhelmed by the fact she had had a lot to correct in this project because learners tended to translate what they could not say in English.

However, the teacher was clearly coping with the symptoms now, not with the illness. She asked the learners to be creative again and accepted quite naturally her role as only consultation source which she had started assuming from the very beginning of the

[201] See the blackboard she did in class 1, on page 40.

project. In fact, it was her who was being creative. Their responsibility over production had been transferred to her and they seemed quite happy in their inverted role as language receivers, rather than language producers while the findings from the magazine show that this bombarding her with questions did not make the learners' text any better[202]. According to Foster and Skehan, (1996*)* planning becomes more important as the situation becomes increasingly unfamiliar, while creativity is associated with greater willingness to experiment and risk taking on the part of the learners. The proper conditions did not seem to be met.

In class 3 the teacher reduced the number of reactions the learners started by making the class more teacher centered, but reactions were not reduced in percentage terms, and the content *fp* became predominant in learner reactions and structuring moves.

However, in the last interview with the learners that worked more and better, the LJJD group, they confess lack of familiarity with the language used in tasks 3 an 4 and they resent not taking more profit of the language they have been using during the project[203]. This shows they were not autonomous enough to work on their own, but that they would have worked much more if the teacher had given more instructions on how to plan better. Ian and Kenneth's behaviour, being both clever students, might have been different if the teacher had made them more responsible of what they were soliciting in the form, for example, of vocabulary notes or sample sentences of the new vocabulary[204].

7. The External Pressure on The Learners

As the project advanced, the fact that the teacher had decided not to give any clear deadlines for learners to hand their productions became an overwhelming problem in some of the groups. This was caused by an unclear perception on the part of the learners of whether the teacher was controlling their productions or not, and whether she was happy about them or not.

Some learners were happy the project was not putting a pressure on them, and this pleased the teacher, as it shows they clearly trusted her, but data also suggest that other learners were taking advantage of a certain lack of control. The interviews after class 3 show that some learners were telling the interviewer inexact truths about what they had done or were doing while others were clearly informing on other learners.

It is possible that the enormous pressure the teacher put on herself by implementing a new methodology, using the computer room for the first time, and asking them to be original and creative without providing proper guidelines led her to disregard important

---

[202] See the Findings from the Magazine section.
[203] See Findings from the Interviews.
[204] *Learner training therefore constitutes the starting point and an enabling condition for the reflective involvement of learners in their language study. It also plays an important role from the teacher's point of view by allowing her to make an evaluation on the one hand, of her students' learning goals, their perceptions of these goals and their overall motivation; and on the other, of their beliefs and expectations about language learning."* (Tudor, 1996:37)

methodological aspects such as timing and actual control over what learners were producing.

8. The consequences of a focus on product

The observed teacher was clearly conscious that project work was causing management problems as a consequence of the great number of learner's reactions. She recognised these reactions as responsible of timing problems as well.

However she did not seem to recognise that it was her behaviour that was causing the problem. Even in class 3, where she provides clear input and grammar explanations, the moment learners started writing she transformed into a walking dictionary so that learners wrote their texts. In the case of some learners it was actually her who was doing them. The frontier between helping them to say something in English and actually telling them what to say was trespassed in numerous occasions with some of the learners.

The learners were not able to produce what she was asking them on their own. If the right guidelines had been provided from the very beginning, learners would have been made responsible of their own productions if these were not good enough or were simply illegible, but they weren't. Their productions would have become the proof of the learners' work, and a means to evaluate the project and the learners' progress. In this way, achieving the final product would have become both less important and a reason for pride to learners, while and not achieving it would not necessarily have meant a reason for shame neither for the learners not for the teacher. However, she viewed the product as the tangible proof task based approach was feasible and so she became clearly more interested in it than some of the learners, who clearly were not engaged.

The responsibility of product should have been the learners' while the teacher should have been responsible of setting the right procedures, that is, the process, and of judging their level of accomplishment. Instead of that she came to believe, consciously or unconsciously, that these learners were not able to produce. Meanwhile, working hard as she was, she seemed unaware of her role as guide in their process to achieve the product.

It is not easy to get rid of assumptions, and, in spite of her sincere desire to experiment and of being an open minded teacher, the assumptions of the PPP approach were present when implementing a completely different approach. So, she chose doing the work herself, hoping learners were probably learning something in the meantime.

It is also possible that the existing implicit suggestion from authorities and teacher trainers that "good" teachers in the Reforma context are the ones who implement projects influenced the observed teacher. The implication is that those who are capable of promoting learner autonomy in a content based methodology are doing the right thing. However, we must not forget that learners might not be ready to cope with this autonomy[205]. As the observed teacher was a well-intentioned, experienced teacher with a very positive attitude, the suggestion seems to be that training teachers in the TBA

[205] While teachers have a certain amount of power in the classroom, learners also clearly influence the pace and direction of the interaction (Allwright and Bailey, 1991)

approach is necessary. This training should be focused on making teachers concentrate on process rather than product and make them aware that being able to diagnose and evaluate the learner's metacognitive abilities is directly related to the course project work takes.

A systematic framework to Project Work is still being researched, and no clear evidence as to how language is better acquired has yet been demonstrated. Detailed studies on the Task Based Approach in an environment where very few teachers would allow a peer into their classes are missing[206]. Product seems to be the only proof that a project actually "worked". However, all the key concepts in TBA relate to process. If learners do not know how to reach product, process must lead them to it. Once this is established, teacher trainers must develop a more systematic approach to help in service teachers to diagnose the learners' level of autonomy and foster learner training whenever necessary in a motivating and implicit manner. The pressure put on the teachers by implementing a new methodology would certainly diminish and their certainty as to what they are actually teaching increase which will make the chance that more teachers implement project work more likely.

[206] Things are clearly changing, as this research is an observation, and it was possible thanks to a Study leave by the Generalitat. I would like to thank both of them again.

SOME SUGGESTIONS AS TO HOW PLANNING COULD HAVE BEEN ENHANCED IN THIS PROJECT

From the problems that arose in this particular implementation of project work, some recommendations can be made which should be tested in future implementations**:**

1. Language Reception

Skehan's view of what the challenge of the task based approach is seems to match the main problem this particular implementation of project work had:

> "*Given that language is learned for communication and that meaning is primary, the attraction of a task-based approach to instruction is that it enables each of these to operate fairly directly. But of course the disadvantage is that engaging meaning and enabling communication might de-emphasise form even further than might be the case otherwise. So the challenge of task-based instruction is to contrive sufficient focus on form to enable interlanguage development to proceed without compromising the naturalness of the communication that tasks can generate." (1998:5)*

- **Grammar and vocabulary outlines**

A focus on form in the task based approach can be promoted by providing clear grammar and vocabulary outlines so that learners can identify the specific requirements of a task at form level. These guidelines are likely to increase, first of all, the quality of planning in language production inside the group. They would be consulted by the learners and so the teacher will cease to be the only source of correct feedback, leaving the teacher more free to think and reflect on the course the project is taking. Besides, when learners have doubts that require the help of the teacher, the nature of these doubts would probably imply a prior reflection on language from which their individual acquisition and the interactions going on in group work would certainly benefit. Likewise, their anxiety would decrease, as their productions would be based on sound hypotheses extracted from these outlines. Similarly, the learners' feeling of ownership over their own work would be fostered, as their productions would be based on their own tries, while the teacher's tools to reprimand those learners that are not doing their work would increase.

Pre-tasks, according to Skehan (1996) *can aim to teach, or mobilise, or make salient language which will be relevant to task performance* (1996:53). They can be attempted in a number of different ways:

a. Simply to set up the relevant language, that is, some sort of pre-teaching, implicit or explicit.
b. To ease the processing load that learners will encounter when actually doing the task, releasing more attention for the actual language that is used.

These two points will now be expanded

a . Setting up the relevant language

Fanselow (1987) talks about how to prepare material for reproduction and *Substitution tables* (1987:384). It is possible that learners might have improved the quality of their planning in tasks like task 2 by using them. Task 2 had a clear linguistic aim, which was making learners produce questions in the past, so very simple grammar outlines might have been of great use. A substitution table proposed by Fanselow is reproduced here:

1	2	3	4	5	6	7	8	9	10
A An	I He She They We The child glutton dieter gourmet epicure connoisseur boing cling zong	’d	like relish boing klin zil	Two Three Four (to any number) one hundred (to any number)	dish bowl cup spoon plate liter scoop order gallon quart tin can bottle boing karp slik	es s	of	Vanilla Chocolate Banana Strawberry Peach Almond Pistachio Marshmallow Boing Qualch	ice cream cookies pudding yogurt soda popsicles pastries eclairs flavouring boing quish

b. Easing the learners' processing load when actually doing the task

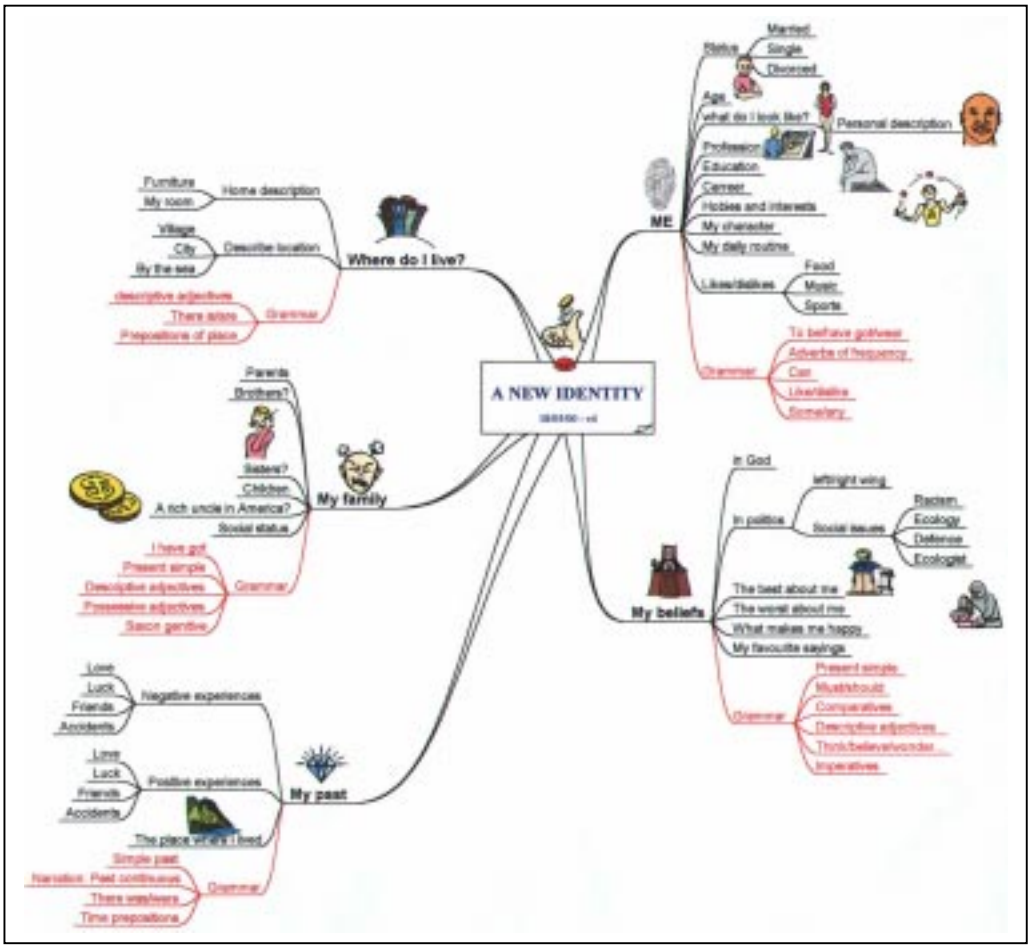
The problem with outlines is not a simple one, though. What the learners need depends greatly on the state of their interlanguage. The teacher’s suggestion was that task 2 was much easier with learners from G2, and the results of the questionnaire support her claim. To make things more complex, the findings from the questionnaires show that learners with poorer cognitive and metacognitive abilities were much more optimistic as to their capacities as language learners in comparison with stronger learners. Crookes, 1989[207], on the other hand, showed that planning can mean different things to different learners.

But no matter how complex the picture is, the teacher still needs to make fast diagnosis on the actual state of their learners interlanguage and their cognitive and metacognitive abilities when she starts a project. Producing substitution tables is not easy, and if learners are writing an article based on content of their own choice a substitution table might not be the right tool.

A possible solution would be to ask learners to create these outlines themselves as a pre-task activity.

[207] In his research some subjects responded to the availability of time for planning by supplying discourse markers

Learners can be asked create mind maps (Buzan, 1993) [208], of which an example is provided[209]:



Mind maps can be useful to review grammar or vocabulary, or to look for the necessary words to write a composition, or to plan a composition. The same objectives can be adapted to oral and pronunciation activities. If the teacher has a look at the learners' mind maps before they actually start writing or speaking, correction becomes simpler and the possibility of the learners writing, speaking or pronouncing better increases. Learners focus on what they already know, or are forced to reflect on new words and grammar in a focused way.

(Tudor, 1996) talks about the need to devote time in class to the development of learning strategies in an integrated way when learners are not autonomous enough[210]. This was the case in this project work By making learners create their own outlines the learners would be at the same time focusing on form and taking a step on their way to becoming autonomous learners.

---

[208] Mind maps are defined as *a powerful graphic technique which provides a universal technique to unlocking the potential of the brain (1993:59)*

[209] This mind map was developed by the observer as a plan for the 2000-2001 year. The 4th ESO curriculum of a school is adapted to make the learners create fake identities.

[210] Respect for and capitalisation on the strategies learners already make use of is essential. A basic goal of learner training should thus be to discover and build on the learners' existing array of learning strategies (Willis 1988: 167-8. Adapted by Tudor, 1996)

- **Teacher/learner interaction**

  The teacher must plan periods for learners to concentrate on production and periods for learners to concentrate on attending, particularly if they are working in groups. When learners are busy and engaged, it seems a better idea to address individual learners and help them to correct their productions[211] than it seems to try to catch the attention of the whole class.

  However, in order for such interactions between teacher and learners to be fruitful, the teacher must be certain that learners are at work[212]. Visual control and not too many paralinguistic moves seem advisable

- **Learner/learner interaction**

  Long (1980) defines *Instructional input* as input by which a group member is providing instructional information to the other group members by way of an explanation, an example, or an interaction. Instructional input is what learners provided in class 2 when they changed groups and it should be experimented with in future projects. One way of providing it would be to engage different learners in different mind maps, where some learner in the same group should think of grammar, while others focus on important vocabulary, others on pronunciation, etc. Instructional input provided by one group to the rest of the class should also be experimented (Kagan, 1992).

LANGUAGE PRODUCTION

Teacher control over production

It is a very important in learner's planning for language production that learners feel that the teacher is exerting a control over what they produce when their planning strategies are low. They must sense she is in control of the state in which their productions are and whether they are handing them in time or not to enhance their planning. Learners must get a clear message that they are responsible of what they produce and that they must hand things in time.

Post-tasks

When Skehan (*1996)* talks about post tasks he says that

> *The assumption made here is that learner's knowledge of what is to come later can influence how they approach attention-management during an actual task.(...). Examples of post tasks are public performance or tests. Post-tasks activities can change the way in which learners direct their attention during the task. Post-tasks can introduce a concern with syntax and analysis into the task without apparent teacher intervention and error correction.*

[211] If we are to judge from the teacher's interaction with John Charles in class 4
[212] When the teacher devoted more attention to Dionysus in class 1, that was not an advantage.

The learners must understand that whatever they have produced is their responsibility, and so, that they must keep a record of what they do and the process that led them to their productions. Asking learners to keep a Portfolio, which learners should hand in at the end of the term provides an excellent assessment tool as to who has worked an who has not worked during the project. It is also a flexible way to allow learners to work at their own pace. It would certainly have changed the way in which some learners directed their attention in this Cv if they had been asked to keep a record of what was done in class[213].

- **"My Vocabulary" section in the learners' portfolios**

All the new words learners consulted on their dictionary, or asked the teacher are written on this section. A sample sentence for every word is asked with an aim on accuracy emphasised. These sample sentences are constructed using the grammar they already know, or simply copied from a source text whenever the learner comes across that word in a text (magazine, textbook…).

- **"My favourite mistake" section in the learners' portfolio**

Learners must also note down the errors they make on their productions together with their corrected version reflecting on the reason why the error was made or explaining why that was an error.

[213] Ian and Kenneth in class 4 would have asked less unnecessary words if they had known they could be tested on the words they were soliciting.

CONCLUSIONS

After a detailed observation of the four classes, the following conclusions can be drawn

2. THERE WAS A RELAXED ATMOSPHERE

In this particular instance of project work there was a relaxed atmosphere. The learners trusted the teacher and when she disciplined them they had a positive reaction while they did not feel pressured by tests,. This atmosphere was highly valued by both the teacher and the learners. The fact that the teacher was an experienced professional willing to experiment with a new approach for the sake of improving her learning is related to the atmosphere that was created. However, it is also possible that the less authoritarian attitude on the part of the teacher which TBA fosters facilitates a more cooperative relationship between teacher and learners.

3. LEARNERS TALKED MORE ENGLISH

The teacher and the learners claimed throughout the project that one of the good things about the project was that they were learning to use English to get real information and to produce real English for the first time. Data on patterns of language use support this claim, suggesting TBA favours that learners talk more English.

Furthermore, the level of concentration learners achieved in classes 1 and 2 when engaged in task in learner/learner interaction suggests this type of interaction, which TBA promotes, is a very powerful tool in language learning.

However, it must also be pointed out that the fact that TBA is a more communicative approach was more related in the context of the observed classes to trying to cope and understand the requirements to communicate in a foreign language than to actually communicating in it. What the learners seemed to be doing when working in groups was talking *about* English, rather than in English, that is, trying to cope with a foreign language in order to complete a task.

4. LEARNERS DEVELOPED A MORE CRITICAL ATTITUDE TO THEIR LEARNING

Learners also seemed to develop a more critical attitude to their learning through this implementation of project work. When they were first asked about how difficult they perceived the tasks to be, everything they did was considered "easy". As the project advanced tasks were often considered "complex" and criticism to the behaviour of some of their peers appeared, showing they had developed a more critical attitude to learning and the requirements involved in it.

Those learners who had worked more showed more criticism to their own productions than those who had worked less, but it is clear from their interviews that even those whose behaviour was more disruptive realised they could have done more.

Nevertheless, this more critical attitude to their learning seemed to affect the methodology as well, since the learner's opinion of whether English could be learnt

using a TBA approach was significantly lower after the project had concluded than it was before it started.

5. PLANNING AND SOCIAL AFFECTIVE STRATEGIES ARE CRUCIAL IN TBA

Planning is a crucial metacognitive strategy in TBA. Planning is related to structuring and reacting, and the relevance of learner's reaction and structuring moves in project work is clearly shown in the transcripts. For this reason, the quality of the learner's reaction and structuring moves is crucial to the success of the approach. The more the learner's plan, that is structure and react, the better, provided these planning and structuring is related to task and there is a linguistic aim to what they do. Otherwise, planning becomes disruptive, and so a hindrance to the development of tasks.

The relevance of quality in planning makes the content of the moves started by learners the key to a successful implementation of TBA. Procedure was the most common content in this instance of project work simply because learners were completing tasks, whether they were doing it properly or not. *p+sl* was the most fruitful content firstly because it was the most common content learners started in English and secondly because it showed learners primarily engaged in getting their English sentences right. Meanwhile, the *p+fp* content, unfortunately a more common content, showed learners having communicative problems they mostly could not solve on their own and that lead their planning to a dead end.

So, when learners have problems to understand task requirements, or are unwilling or unable to achieve a successful task completion, problems become much more serious than in a teacher centered classroom as misbehaviour is more difficult to control. There seems to be a tendency for learners to deviate from the task when working in groups in project work. They do not have the direct supervision of the teacher, so, they simply get distracted and start speaking about something else, invariably in their mother tongue, while tension arises as some learners want to go on working while others do not. Then, disruptive paralinguistic moves often show up. If as a result of these disruptive paralinguistic moves they start insulting one another, the problems that show up may last for weeks. This is what happened in class 1, and it is coded in the transcripts in the contents *fp* in Spanish and in the content *p+fp* in English, Spanish and paralinguistic moves.

In fact, the learners' metacognitive and social affective strategies were being challenged for the first time, as this was their first experience in project work and it is only natural there were some problems. However, the initial optimism shown by learners in the questionnaires also seem to be related to poor metacognitive strategies. The unobserved group, that was less optimistic in the appreciation of their abilities, was perceived to be clearly better by the teacher. The results of the questionnaires suggest a relationship between initial learner's optimism and low metacognitive abilities. Although more research is needed, in the light of the data obtained caution on the part of the teacher in the early stages of project work seems advisable if faced with enthusiastic inexperienced learners in the early stages of project work.

The fact that learners were not used to plan on their own, be it because of low metacognitive abilities or lack of practice in doing so, is made worse by the fact that the quality of the planning learners were asked to undertake was more complex than it is in a more traditional class. In a TBA approach that the teacher speaks does not necessary imply that they have to listen or that they should stop working. An even more difficult challenge to their successful planning is that although thet have a much more active role than in more traditional approach the teacher is not always available to provide feedback.

As far as the learner's social affective strategies are involved, that learners had no experience in working in groups, and that their social affective strategies were low is confirmed in the interviews and shown in the transcripts by the number of disruptive reactions. Careful scrutiny of what others did occurred, especially among boys, that were clearly impolite to one another. This was particularly aggravated by the fact they were all among the best learners of 3rd ESO, and used to compete rather than cooperate. Instances showing they did not understand what co-operation actually means can be easily found in the transcripts.

6. IT IS NECESSARY TO PREPARE LEARNERS TO UNDERTAKE A TASK BASED APPROACH

In the light of all the complex requirements TBA approach puts on learners, the teacher finds herself in a situation in which, although she is no more in control, the complexity of her planning needs increase as well. As a consequence, more attention to planning the procedure that would lead her learners to production is needed in a TBA approach than it is necessary in a more traditional approach.

♦ RECEPTIVE PLANNING

Receptive planning is related to making the tasks within the learner's capacity. the teacher needs a careful plan to predict problems before the production stage and provide the appropriate pre-teaching by means of instructional input (Long, 1980) grammar and vocabulary guidelines or substitution tables (Fanselow, 1987). There is also the possibility that learners' processing load is eased by making learners create their own outlines as a pre-task activity in the form of, for example, mind maps so that learners can be autonomous in the productive stage. Be it one way or the other, the teacher must help learners to increase their autonomy in task production to make them responsible of their own productions in return. The teacher must use her management skills to focus the learners' attention in the receptive planning stage or pre-task, while she must be careful not to interrupt learners when they are concentrated on task in the productive stage.

The teacher must also be able to diagnose the learner's cognitive, metacognitive and social affective strategies and monitor her initial plans accordingly to determine the time that she must devote to these pre-tasks and whether they must be done in class or could be assigned as homework. However, that the teacher speaks more English did not seem to be related to task quality in this particular instance of project work.

- **PRODUCTIVE PLANNING**

The more learners are structuring, and the more confident they feel with the requirements of the task, the fewer the structuring and reacting moves the teacher has to start, particularly those related to paralinguistic behaviour, which caused problems in class 1. On the other hand, she is more free to devote selected attention to individual students (class 4) or to change her initial plan for the task so that the quality of learners' work improves (class 2).

In that stage, the teacher must be able to devise a clear picture of what is going on in every group. It is also her task to coordinate timing as well so that the different groups finish tasks together. In order to do so, clear deadlines are necessary.

As far as the learners' interacting behaviour is concerned, if learners are confident about they have to do, their structuring and reacting moves become more focused, their capacity to work without the teacher's direct supervision increases, and the sequence *str+sol+res+rea* (Fanselow, 1987) rather than the *str+rea+rea+rea+str* which was more common in the observed classes is more likely to appear. What the results from class 3 do clearly show, though, is that if the teacher wants to have control over the quality of the learner's output, this leads to a teacher fronted class and reduces the possibility of student's creativity.

7. POST TASK ACTIVITIES ARE NECESSARY

Post task activities are necessary to ensure the quality of tasks, foster acquisition and increase the percentage of English spoken by learners. Post tasks offer the teacher the opportunity to test learners for what they have produced on their own. Nevertheless, the teacher must be ready to assume that the quality of the learners' productions is directly related to the quality of the process that has lead the learners to them. She must also be ready to accept that what is important is not the quality of their productions, but what they have learned in the process.

The process was designed by the teacher, but must be experienced by learners. Portfolios are strong tools to evaluate how well learners went through it. Other post-task activities, particularly oral expositions, are also important to allow the amount of English used by learners to increase. Most learners in an EFL environment cannot start to talk in English on their own, but they are able to do so after the appropriate steps have been taken in the form of tasks. What is important is that whatever they create, be it a magazine, an oral exposition or a portfolio is the result of a process.

8. THE TEACHER AND THE LEARNERS CONFUSED CONTENT AND FORM LEVELS WITHIN THE TASK

It is certainly striking that in the beginning learners perceived the tasks as "easy" while they were in fact unable to carry them out in a satisfactory way. In truth, the teacher also found the questions they had to produce in task 2 were not difficult, although she was surprised by their low level of English. This can probably be explained by the fact that both the learners and the teacher confused content and form levels within the task. When she asked the learners to write questions in the present and past in the third person after she had modelled writing affirmative sentences in the present and the past

in the first person, this confusion is made self-evident. Meanwhile, the excerpts from class 1 show learners were having problems in writing these questions at form level and still perceiving the task as "easy"

This contradiction can be probably explained by the fact that that learners are made responsible of what they produce is a marked innovation, both in skills and behaviour. This innovation seems to lead to confusions that are not easily avoidable in the light of the experience and enthusiasm of the teacher implementing this instance of project work. First of all, on the premises that being autonomous as far as content is concerned is motivational, the teacher established no planning over process. This responsibility was transferred to learners. The false assumption that they had control over form was made too, on the premises that all the grammar the learners were using when producing had actually been explained, implying grammar can be learnt without actually being used and assuming that acquisition is an automatic process directly related to the teacher having taught learners.

As learners were unable to cope with this responsibility, even if they perceived it as "easy" the teacher assumed responsibility over their productions by writing them the sentences on the blackboard. A contradiction between asking learners for originality and actually fostering homogeneous productions appeared very early in the project, from which the laziest learners took advantage. Later on, she also assumed correcting productions that learners could never had produced on their own in English at their current level of interlanguage. The assumption that learners were unable or unwilling to be autonomous was made by the teacher and was partly justified by their social level and low academic preparation. Meanwhile, some learners among the ones who had worked harder complained more focus on form, or rather process, was necessary, as after a few days they could not understand what they had written.

9. IN A TBA APPROACH THE FOCUS MUST BE ON PROCESS RATHER THAN ON PRODUCT

What the underlying assumptions seem to be are related to the fact PPP is a methodology clearly based on product. In it the teacher assumes his or her learners have covered a given aspect of vocabulary or grammar, and thus learners already *know* it. Testing proves all successful learners have incorporated this piece of knowledge. In this way, knowledge is unidirectional, homogeneous. The teacher bestows it and the learner receives it. Learners were considered to have a low academic preparation because they could not produce on what they had been taught. If that was true, it was certainly aggravated by the teacher asking them to have the language acquired without their having practised it.

However, after a great personal effort on the teacher's part, the magazine came to light while the learners who had worked more realised in the interviews that they could not understand their own productions. Again, there is evidence that the teacher was caught by the assumptions of a PPP approach If a magazine appears, that proves learners have successfully incorporated the knowledge it shows. Whether the learners , in spite of the teacher's toil, actually learned all they could have learned is open to question.

10. THERE IS A CLEAR CONTRADICTION BETWEEN THE TEACHER AND LEARNERS PROFILE AND RESULTS

The suggestion seems to be that there was a clash due to lack of background expertise both on the part of the learners and the teacher. Data from this observation suggest experienced teachers are not used or prepared to make learner's produce and accept their responsibility over their productions. That this is certainly a complex problem is easily understood if we consider that the observed teacher was experienced and certainly enthusiastic and willing to cooperate.

Whether curriculum designers realise what a radical change project work implies is unclear. Neither the learners not the teacher were used to it and none of them seems to have been able to understand production as a process rather than an end. The fact is we tend to teach the way we were taught, and even though the teacher did clearly believe the innovation was good at one level of consciousness, or else she would never have accepted being observed, being able to teach in a different way from the way she had taught, or fight against the way learners had been taught proved much more difficult than she foresaw.

The assumption that good teachers are the ones who implement projects may have been at play as well. No doubt TBA is more related to what cognitive psychology and brain researchers tell us learning is about, and more appropriate for a school system that has universalised school up to the age of 16, but this does not make it easy to implement. That all of us do things better as we learn from our errors, and that teachers learn from experience cannot be doubted, but more teacher training is necessary if TBA is to be assumed as part of the curriculum on the light of the results obtained. We must consider that when sustainability problems appeared, both the teacher and the learners developed negative attitudes that could have been avoided had more training been provided. It must also be taken into account that many of the things she needed to do in order to implement it were new to her, especially computer use.

The questions that needs further discussion is whether curriculum designers cannot be considered responsible of pushing teachers, currently engaged in all the complexities of change in an educational reform into a methodology that, good as it is, can only be mastered if great training and feedback are provided. We must not forget that as long as the focus is on product this product can be somehow made up, and that whether the teachers can be blamed for that is open to question as long as a frameworks for task based approach are still being discussed by researchers.

REFERENCES:

Alderson, J.C. and A. Beretta (eds.) (1992). *Evaluating Second Language Education*. Cambridge: University Press.

Allwright, D.(1988). *Observation in the Language Classroom*. London: Longman.

Allwright, D. and K. Bailey.(1991). *Focus on the language classroom*. Cambridge: University Press.

Assinder, W. (1988). "Peer teaching, peer learning: one model". *ELT Journal* , 45/3: 218-229.

Barnett, L. (1994). "Cooperative Learning". Unpublished. Provided by L. Denham at the 1995 Mediterranean Institute. ESADE. Barcelona..

Beebe, L. M. (1983). "Risk-Taking and the Language Learner" in Selinger & Long (eds) *Classroom Oriented Research*, pp. 39-65.

Bellack, A., A. Herbert, M. Kliebard, R. Hyman and F. Smith. 1966. The Language of the Classroom. New York: Teacher College Press

Benito, I. and M. J. Méndez (1999). , "Using Cooperative learning in ESO classes" Barcelona. *APAC ELT Convention*.

Bernaus, M. (1995). "El Inglés en la Reforma: Motivación a través de "Projects"" in Siguan, M*., La Enseñanza de la Lengua por Tareas*, Horsori Editorial, pp. 93-99.

Blease, D. and Cohen, L. (1990*). Coping with Computers: An Ethnographic Study in Primary Classrooms*. London: Paul Chapman Pub.

Bonner, C. (1998). "Krashen's theory of second language acquisition: Searching for better explanations and classroom applications" http://carbon.cudenver.edu/~cbonner.

Borg, S. (1998). "Data-based teacher development" . *ELT Journal*, 52/4: 273-81.

Brown, J. D. (1991). "Statistics as a foreign language -Part 1: What to look for in reading statistical language studies". *TESOL Quarterly*, 25: 569-586.

Brown, R. (1991). "Group Work, task difference, and second language acquisition". *Applied Linguistics,* 12/1: 1-12.

Casanave, C. F. (1988). "Comprehension monitoring in ESL reading: A neglected essential". *TESOL Quarterly,* 22: 283-302.

Chesterfield, R. and K. B. Chesterfield. (1985). "Natural order in children's use of second language learning strategies". *Applied Linguistics*, 6(1):45-59.

Cosh, J. (1999). "Peer observation: A reflective model" *ELT Journal*, 53/1:22-9.

Crookes, G. (1989). "Planning and interlanguage variation". *Studies in Second Language Acquisition*, 11: 367-83.

Davis, K. A. (1992). "Validity and reliability in qualitative research on second research on second language acquisition and teaching: Another researcher comments…". *TESOL Quarterly*, 26: 605-608.

Day, R. R. (1990). "Teacher observation in second language teacher education" in Richards, J. And Nunan, P. (eds.) *Second Language Teacher Education. (Ch. 4).* Cambridge University Press.

Davis, K. A. (1995). "Qualitative theory and methods in Applied Linguistics research". *TESOL Quarterly*, 29/3: 427-453.

Departament d'Ensenyament de la Generalitat de Catalunya. (1993) Currículum Educació Secundaria obligatòria. Àrea de Llengües Estrangeres. Anglès.

Díez Navarro, C. (1995). *La Oreja Verde de la Escuela*. Ediciones de la Torre.

Dörnye, Z. and J. Kormos. (1998). "Problem-solving mechanisms in L2 communication". *Studies in Second Language Acquisition*, 20/3: 349-85.

Doughty, C.(1991). "Second language instruction does make a difference". *Studies in Second Language Acqusition,*13: 431-69.

Erickson, F. (1986). "Qualitative methods in research on teaching". In M.C. Wittrock (ed.), *Handbook of Research on Teaching* (pp. 119-161). New York: Collier-MacMillan

Fanselow, J.F. (1987). *Breaking Rules.* Longman.

Foster, P and P. Skehan. (1996). "The influence of planning and task type on second language performance". *Studies in Second Language Acquisition,* 9:12-20 .

Fotos, S. (1998). Shifting the focus from forms to form in the EFL classroom". *ELT Journal*. 52/4: 301-7.

Fotos, S. and R. Ellis. (1991). "Communicating about grammar: A task based approach". *TESOL Quarterly*, 25: 605-28.

Frölich, M., N. Spada and P. Allen. (1985). "Differences in the communicative orientation of L2". *TESOL Quarterly*, 19/1: 27-57.

Gebhard, J. (1996). *"Teaching English as a Foreign or Second Language: A teacher Self-Development and Methodology Guide"* . Ann Arbor: The University of Michigan Press.

Glesne, C. and A. Peshkin. (1992). *Becoming Qualitative Researchers: An Introduction*. N.Y.: Longman.

Grinder, M. (1991). *Righting the Educational Conveyor Belt*. Portland, Oregon, Metamorphous Press.

Guijarro, J.A. (1994). "La Enseñanza de idiomas en la Reforma" in Usó Ballester, M,D. (ed.) *Ensenyament/aprenentatge de llengües*. Universitat Jaume I.

Hadfield, J. (1992). *Classroom Dynamics*. Oxford: University Press.

Hernández, F. (1988). "La globalización mediante proyectos de trabajo". *Cuadernos de Pedagogía*, 155:54-9.

Horwitz, E. (1988). "The beliefs about language learning of beginning university foreign language students". *The Modern Language Journal*, 72: 283-95.

Kent, D. (1999). "Using (two-way)Teacher-Student feedback for "Sharing Rationale""

Barcelona. *APAC ELT Convention*.

Kagan, S. (1992). *Cooperative Learning*. San Juan Capistrano, CA: Kagan Cooperative Learning.

Katzenbach, J.R. and D.K. Smith, (1993). *The Wisdom of Teams: Creating the High Performance Organization*. Boston, MA: Harvard Business School Press.

Long, M. (1980). "Inside the "Black Box": Methodological issues in classroom research on Language Learning"" *Language Learning*, 30: 1-42.

Markee, N. (1994). "Towards an ethnomethodological respectification of second-language acquisition studies" in Tarone, E, S. Gass and A. Cohen (eds.). *Research Methodology in Second-Language Acquisition.* Lawrence Erlbaum Associates. pp. 89-116.

Mayeski, F. (1997). "The metamorphosis of classroom management" North Central Regional Educational, Internet site: *http://www.ncrl.org.*

McCarthy, M. (1999). "Quantitative and qualitative approaches to spoken corpus". *APAC ELT Convention*.

Mehnert, U. (1998). "The effects of different lengths of time for planning on second language performance". *Studies in Second Language Acquisition*, 11: 83-107.

Moskowitz, G. (1971). "Interaction analysis - A new modern language for supervisors"". *Foreign Language Annals*, 1: 211-21.

Morrison, D. and G. Low. (1983). "Monitoring and the second language learner" in Richards, J. And J. Schmidt (eds.) *Language and Communication.* London: Longman.

Nunan, D. (1992). *Research Methods in Language Learning.* Cambridge University Press.

Nunan, D and C. Lamb. (1996). *The Self-Directed Teacher*. New York: Cambridge University .

O'Malley J.M. And A. Chamot. (1990). *Learning strategies in Second Language Acquisition*. Cambridge: University Press.

O'Malley, J.M., A. Chamot, G. Stewner-Manzanares, L. Kupper and R. Russo. (1985a). "Learning strategies used by beginning and intermediate ESL students". *Language Learning*, 35/1: 21-46.

O'Malley, J.M., A. Chamot, G. Stewner-Manzanares, R. Russo and Kupper, L. (1985b). "Learning Strategy applications with students of English as a second language". *TESOL Quarterly*, 19/3: 557-584.

O'Neill, R. (1991). "The plausible myth of learner-centerdness: or the importance of doing ordinary things well" *ELT Journal*, 45/4: 293-304.

Oxford, R. (1990). *Language Learning Strategies: What Every Teacher Should know.*. Rowley, Mass.: Newbury House.

Palicsar, A.S. and A.L. Brown. (1984). "Reciprocal teaching of comprehension-fostering and comprehension monitoring activities" *Cognition and Instruction*, 1: 117-

175.

Puchta, H. (1995). "A multi-sensory approach to teaching young learners". *Lecture for Alhambra-Longman Convention* 28/4/9.

Rees-Miller, J. (1993). "A critical appraisal of learner training: Theoretical bases and applications". *TESOL Quarterly*, 27: 679:89.

Reid, J. (1987). "The learning style preferences of ESL students". *TESOL Quarterly*, 21: 87-111.

Richards, J. And C. Lockhart. (1994). *Reflective Teaching in Second Language Classrooms.* Cambridge: University Press.

Rubin, J. (1975). "What the "Good learner" can teach us". *TESOL Quarterly*,

Rubin, J. (1981). "Study of cognitive processes in second language learning". *Applied Linguistics*, 11: 117-31.

Savage, W. And R. Whisenand. (1993) "Logbooks and Language Learning Objectives in and intensive ESP Workshop". *TESOL Quarterly,* 27: 741-46.

Seedhouse, P. (1997). "Combining form and meaning". *ELT Journal*, 51/4: 336-344.

Selinger, H.W. & M. H. Long (eds.) (1983). *Classroom Oriented Research in Second Language Acquisition*. Rowley, Mass.: Newbury House.

Singleton, D. (1997). "Learning and processing L2 vocabulary" *ELT Journal*, 51/4: 326-35.

Skehan, P. (1989). *Individual Differences in Second-Language Learning.* London: Edward Arnold.

Skehan, P. (1996). "A framework for the implementation of task-based instruction". *Applied Linguistics*, 17/1: 38-62.

Skehan, P. (1998). *A Cognitive Approach to Language Learning*. Oxford: University Press.

Slavin, R. E. (1988). "Synthesis of research on grouping in elementary and secondary schools". *Educational Leadership*, 46/1: 67-77.

Slimani, A. (1992). "Evaluation of classroom interaction" in Alderson, C. and A. Beretta (eds.). *Evaluating Second Language Education.* Cambridge: University Press.

Spada, N and Lyster, R. (1997). "Macroscopic and microscopic views of L2 classrooms". *TESOL Quarterly*, 31/4: 787-95.

Spada, N. (1990). "Observing classroom behaviours and learning outcomes" in Richards, J. And D. Nunan, (eds.). *Second Language Teacher Education*. Cambridge: University Press.

Stenhouse, L. (1978). "The psycho-statistical paradigm and its limitations 2" in Rudduck and Hopkins (eds.). *Research as a Basis for Teaching: Readings from the Work of Lawrence Stenhouse.* 1985. Heinemann

Stenhouse, L. (1982). "The Case-study tradition and how case studies apply to practice" in Rudduck and Hopkins (eds.). *Research as a Basis for Teaching: Readings*

from the Work of Lawrence Stenhouse. 1985. Heinemann

Strong, M. (eds.) (1988). *Language Learning and deafness*. New York: Cambridge University Press

Tarone, E. (1983). "On the variability of Interlanguage Systems". *Applied Linguistics*. 4/2: 142-163.

Tarone, E, S. Gass and A. Cohen. (1994). *Research Methodology in Second-Language Acquisition*. Lawrence Erlbaum Associates.

Thornbury, S. (1997). "Reformulation and reconstruction: tasks that promote noticing". *Language Teaching,* 30:213-15.

Tudor, I. (1996). *Learner-Centredness as Language Education* Cambridge: University Press.

Van Lier, L. (1997). "Observation from an ecological perspective". *TESOL Quarterly,* 31/4: 783-87.

VanPatten, B. and T. Cadierno. (1993). "Explicit instruction and input processing*". Studies in Second Language Acquisition*. 15: 225-59.

Wang, Q. And N. Seth. (1998). "Self-development through classroom observation: Changing perceptions in China". *ELT Journal*, 52/3:205-13.

Waterman, R. (1987). *The renewal factor*. New York: Bantam Books.

Wenden, A. (1998). "Metacognitive knowledge and language learning". *Applied Linguistics,* 19/4: 515-37.

Wenden, A. (1986). "What do second-language learners know about their language Learning? A second look at retrospective accounts". *Applied Linguistics,* 7: 187-201.

Willis, J. (1996). *A Framework for Task-Based Learning.* Longman.

Winn-Dancy, L. & R. Gillam. (1997). "Accessing long-term memory: Metacognitive strategies and strategic action in adolescents*'". Top Language Disorders*, 18/1: 32-44.

Zimmerman, B. and A. Bandura. (1994). "Impact of self-regulatory influences on writing course attainment". *American Educational Research,* 31: 845-62.

Zimmerman, B. and M. Martínez. (1986). "Development of a structured interview for assessing students". *American Educational Research*, 23: 614-628.