

*Centre for English Language Studies*

Postgraduate programmes, Open Distance Learning

***ESSAY COVER SHEET AND DECLARATION***

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*Assignment Question*

**LT/10/03**

Devise and conduct a piece of research which investigates the amount of talk you do in your classroom. A short introductory section should summarise findings to date in the area you are investigating. You should make a list of expectations/hypotheses before implementing the research. These should be based on the following pre-research self-evaluation:

Amount of time I think I spend talking in class	0-20%	20-40%	40-60%	60-80%	80-100%
Amount of time I think I should spend talking in class	0-20%	20-40%	40-60%	60-80%	80-100%

On analysing your results, do you find your expectations fulfilled? Do you feel you need to make any changes to the amount of (verbal) input you provide for your students? Describe and justify the changes you would make.

## ***1. Introduction***

The importance of teacher talking time (TTT) and student talking time (STT) has been analyzed for many years in the field of language education. As the relevance of spoken language has drastically increased when different language-teaching methods emerged in the mid-nineteenth century, TTT and STT became issues of great interest in the ELT community. Recent findings suggest that an analysis of the amount and quality of TTT and STT may shed light on language learning improvement overall.

A class was recorded and transcribed as to analyze both the amount and quality of TTT and STT in my own teaching context. Next, as a pre-research self-evaluation, expectations for the amount of TTT will be described. The methodology used to record and analyze the data will be discussed. The actual proportion of talking time will be presented. In order to discuss qualitative aspects of TTT, four categories of how talking time in class can be divided will be presented. Suggestions will be made on ways of raising student talking time and also its meaningfulness. Finally, further investigation on this essential element of teaching and learning a language will be discussed.

## **2. Talk: historical overview and recent findings**

Richards and Rodgers (1986 : 3) have discussed that, historically, *talk* wasn't always the kind of proficiency desired by learners. From the 16th century on, as French, Italian and English were gaining importance, Latin use in education, commerce, religion and government decreased. However, by the 19th century (Knight, 2001 : 148) it was still taught in schools as a means of accessing a vast part of literature. In order to achieve reading proficiency the focus of language teaching was on grammar rules and lexical items. In this context, little or no attention (Richards and Rodgers,

1986 : 7) is paid to speaking or listening and L1 is still the reference. Therefore, *teacher talk* or *student talk* is not an issue. This form of teaching languages is widely known as "the Grammar-Translation Method". It is still widely practiced although it has no advocates and no intrinsic theory (Richards and Rodgers, 1986 : 7).

It was only in the mid-nineteenth century that the language teaching picture started to change. Opportunities for communication among Europeans were increasing. Besides, a group of language teaching specialists and linguists proposed a series of changes that led to the understanding that the spoken language is primary (Richards and Rodgers, 1986 : 11). Those changes represented an epistemological shift in the field of language teaching. Different methods emerged and the relevance of *talk* was drastically increased. Supporters of the Direct Method argued that teaching points should be introduced orally by the teacher, using the target language as naturally as possible. Translation should be avoided and students are encouraged to speak using L2 as part of the learning process (Richards and Rodgers, 1986 : 12). About a century later, during the 1970s, another methodology was proposed. It is certainly worthy of attention since it suggests teachers to be silent most of the time. The Silent Way, as it is called, aims at students' self-expression in the target language. Teacher would ideally model language points using color coded charts (Knight, 2001 : 153) so that the amount of *talking time* could be 100% the students'.

It has been widely accepted within the ESL community that the amount of talk teachers do in the classroom should be reduced (Cullen, 1998 :179). Peter Medgyes (1996 : 109) considers that, although it might be "painful" for teachers, "withdraw" should be the key word in their vocabulary regarding TTT. Being able to do so would lead to a successful learning process. Vacilotto and Cummings (2007 : 158) analyzed

journal entries of teachers taking part in peer coaching programs. The study showed that reducing TTT was a common goal for those teachers.

Recently, however, not only the quantity of TTT has been taken into account. More emphasis is being given to how TTT can facilitate learning and promote communicative interaction (Cullen, 1998 : 179). A study conducted by Steve Walsh (2006) in 2006 aimed at developing research tools that could lead teachers to understand better the relationship between teacher talk, interaction and learning. Teachers recorded their classes and analyzed them using a Self-Evaluation Teacher Talk framework. Results showed higher interactional awareness among the participants.

Scott Thornbury (1996) described an in-service training project. The objective was to raise the trainees' awareness of how communicative their lessons were. Four features of classroom talk were used as to establish a reference to analyze teacher talk. They are: questions (referential versus display), feedback (content versus form), wait time and talk initiation (student versus teacher). The same typology is to be used as a common ground to the data analysis of this piece of research and further discussion on that can be found in section 4.

### 3. Pre-research expectations

It is believed that the teacher talk done in the sample class is between 40% and 60% of the total amount of talk done. The amount of TTT is expected to be closer to the higher limit than to the lower one. For the sample class that was recorded and transcribed, I consider the ideal amount to be between 20% and 40%. It feels that 30% would be the ideal number in order to provide students opportunities to talk and ultimately learn.

However, what do we know about learning itself? Walsh (2006 : 135-139) showed, the relationship between teacher talk, learning and classroom interaction is not so clear even for tutors with a minimum of 5 years of experience. Breen (2001 : 122) poses a question: "What are the *specific* contributions of the classroom to the process of language development?". Harmer (2007 : 49) answers the question by claiming, rather philosophically, that learning would happen anyway. The teacher and the classroom itself are there to facilitate the process. Hedge (2000 : 10), on the other hand, states that there are four areas of research on second language acquisition that are worth our attention. They are: the nature of the input, how learners process that input, the role of classroom interaction and the role of error in language learning.

According to Mitchell and Myles (2000 : 21), although explanations widely vary, it is a consensus among L2 acquisition theories that input of some kind is essential for language learning. So is the case of speaking the target language. The role of interaction is also considered essential even though there has been some controversy about the efficacy of negative feedback and corrections. Faerch and Kasper (1983 : 20-60) cited by Hedge (2000 : 11) point out that language learners formulate hypotheses and test them in various ways. One of which is classroom interaction. Hedge (2000 : 11) adds:

"It is through the process of hypothesis making and testing that learners make sense of language input and impose a structure on it. They create a developing system known as *interlanguage*."

Based on that, 30% of the lesson's time should be enough for the teacher to provide the necessary language input, to organize classroom interaction and also to provide feedback on the students' attempts to use L2. Those ideas also justify the choice of

Thornbury's typology since one might infer that the kinds of questions a teacher asks, the kind of feedback provided, enough wait-time and students initiating talk could positively influence learner's hypothesis making and ultimately learning itself.

#### 4. Methodology

##### 4.1. Analysis

The analysis of the recorded class will be carried out by taking into account the gross amount of teacher talk and also the amount of talk that fits in each Thornbury's categories (1996 : 281). According to Thornbury's study (1996), referential questions, content feedback, higher wait time and student-initiated talk are features of communicative classroom discourse. The study (1996 : 279) also claims that raising teachers' awareness of those features, at least in some cases, resulted in improved classroom practice. Moreover, as discussed in section 2, the quality of TTT has recently been on the spot. This is why the amount of TTT will also be analyzed in relation to the mentioned categories.

##### 4.2 Categories of teacher talk

###### 4.2.1 Referential Questions, Display Questions

Display questions are those questions to which the teacher already knows the answer. They are asked so that the student can show their understanding about a certain topic. This kind of questions stands in opposition to referential questions to which no answer is known prior their formulation. Many studies show that teachers tend to use a lot more display questions than referential ones (Chaudron, 1988 : 126-127). Brock (1986 : 55-56) conducted a piece of research that briefly trained teachers to ask referential questions. Their classes were compared to classes of a control group. The

amount of STT in the treatment group as well as the use of logical connectives were significantly greater.

#### 4.2.2 Content Feedback, Form Feedback

There is no doubt that form feedback is an important way of providing students with information as to enable them to test hypothesis and ultimately learn (Chaudron, 1988 : 132-134). However, commenting on the content of what students are saying avoids the traditional initiation-response-feedback (IRF) teaching pattern (Thornbury, 1996 : 282). One example of a typical IRF patten would be:

*Teacher: What is this called?*

*Learner: Plastic.*

*Teacher: You called it plastic. Good! It's plastic. But it's got another name too . . . . . a transparency.*

(van Lier, 2001 : 94)

The IRF pattern does not allow, to any significant extent, negotiation of the direction of instruction. The teacher being always in charge could lower the students' intrinsic motivation and therefore hinder learning (van Lier, 2001 : 97). Richards and Lockhart (1996 : 188) highlight that feedback is not only important in terms of language. It can increase motivation and build a supportive classroom climate. The authors also provide a detailed list of strategies available in giving feedback on content and on form. Feedback moments found in the sample class transcription are going to be analyzed and classified according to these strategies.

#### 4.2.3 Wait time



Wait time is the measure of how much time the teacher allows after a question is asked. It seems the general consensus is that wait-time is an important factor in L1 and L2 classrooms. Several studies show (Chaudron, 1988 : 128-129) that additional wait-time increases the students' responses in number and length. Swain (1985), cited by Mitchell and Myles (2001 : 21) argues that much L2 input is comprehensible without any need for further analysis. However, when learners try to say something using L2, they are forced to make grammatical choices and hypotheses. As effort is involved, it is only reasonable to consider that a certain amount of time should be allowed prior to assume that the question needs reformulation.

#### 4.2.4 Student Initiated Talk, Teacher Initiated Talk

Leo Van Lier (2001) quotes Pica (1987) to explain that what enables learners to move beyond their current interlanguage are opportunities to modify their interaction with their interlocutor until mutual comprehension is reached. Therefore, in order for the students to learn real world skills, there should be a balance between student and teacher initiated talk. Moreover, Thornbury (1996 : 282) refers to Slimani (1989) to affirm that students feel they learn more when they are able to initiate the speech. Kumaravadivelu (1993 : 14) suggests that a more communicative classroom would maximize learning potential. To achieve that, learners "ought to be active, not just reactive". They should be able to "go beyond memorized patterns and monitored repetitions in order to initiate and participate in meaningful interaction" (Kumaravadivelu, 1993 : 12). An example of this can be found in Appendix A. Lines can be located in the text by the first column on the left that indicates the time they were pronounced.

7:08 T: (writes on the board) -ache... What's the meaning of -ache?

7:14 T: -ache is the same as... it's the same as pain.

7:17 S2: What's the meaning of pain?

7:19 T: Pain? For example... if I pinch you (demonstrates)... you say... ouch!!

7:25 **S3: It's the name of... a great enterprise of pharmaceutical... (ACHÉ)**

7:35 Ss: (laughs)

The line in bold shows an example of student-initiated talk. As the teacher was trying to explain the meaning of the suffix "-ache", one of the students, unexpectedly, joked about the similarity between "-ache" and the name of the French pharmaceutical enterprise called "Ach  ".

#### 4.3 Context

The class recorded and transcribed in this essay took place in a private language institute in S  o Paulo, Brazil and is part of the second level of the school's course for adults. The group is composed of 3 men and 2 women and they study on Saturdays. At this point students had had 57 classes of 50 minutes and about the same amount of language lab work. The Interactive Practice Program, as lab work is called, is an audio program that "ties in with the Student's book, featuring language practice, listening comprehension, and pronunciation practice activities" (Aronis, P.M., Asperti, M.C., Couto, I.C., Zaorob, M.L., 2005). An example of the tasks done in the lab can be found in Appendix 3.

According to the Common European Framework References for Languages (Council of Europe, 2011 : 24) all five students were at level A1. The teacher is a non-native speaker with 3 years of experience in TEFL. Students were aware that their voices were being recorded since they had been asked permission prior to the data collection.

#### 4.4 Data

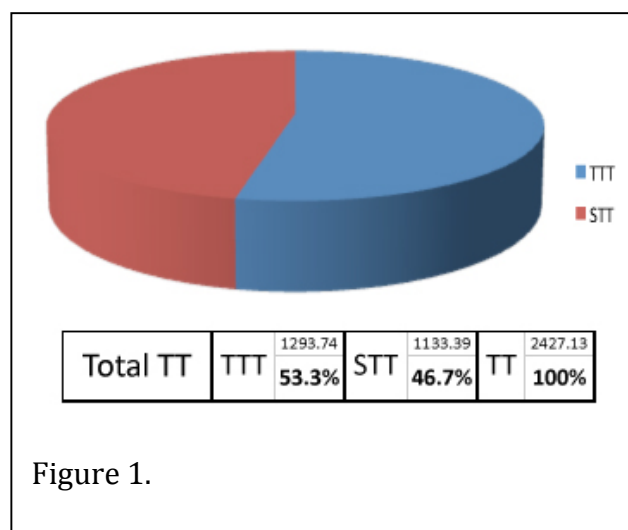
The sound was recorded by a digital recorder and transcribed using the software Express Scribe (NCH Software, 2011). Time variables (TTT, STT and wait-time) were analyzed using Audacity 1.3.12 (Audacity, 2011). This particular software was chosen since it provides a graphical representation of the sound. It allows easy identification of wait-time periods. The full length of the recording was preserved by cutting and pasting pieces of the sound file. Variables were recorded on a Microsoft Excel worksheet so that formulas could be used to calculate the amounts of talking time.

#### 4.5 Limitations

As only one audio recorder was used, the full content of the STT could not be transcribed, especially during speaking tasks, when all the students speak at the same time. Therefore, although calculating the raw amount of TTT and STT results in reliable figures, it's not the case when it comes to estimate the amount of student-initiated talk.

### 5. Results

#### 5.1 Raw amount of TTT and STT



As shown in figure 1, the teacher spoke for about 21 minutes and 33 seconds, which represents 53.3% of the class. The students spoke for about 18 minutes and 52 seconds, which represents 46.7% of the class. The total recorded class time was 40 minutes and 25 seconds.

## 5.2 Referential Questions, Display Questions

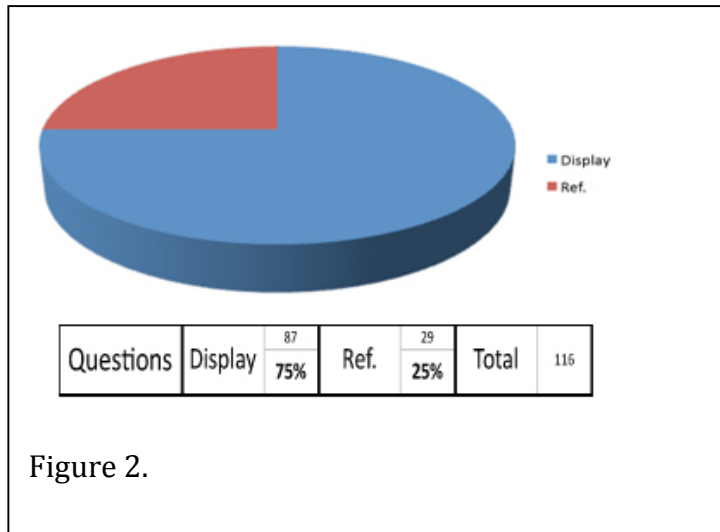


Figure 2.

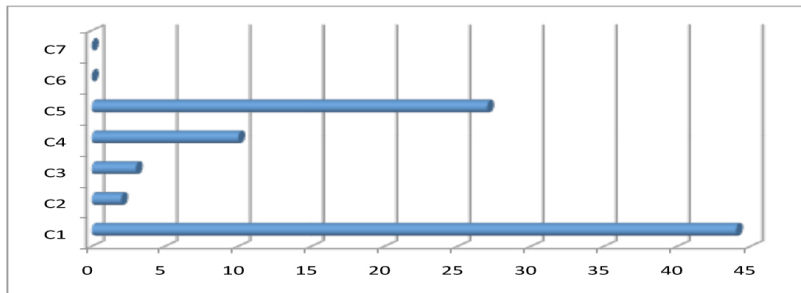
Figure 2 shows that 75% of the questions asked were of the display type whereas 25% were referential ones. Among the latter ones, 62% (18 questions) were asked during the first 5 minutes of the recording. None of those referential questions were related to the theme of the lesson. This part of the class was planned to be a warm-up phase. 38% (7 questions) of the referential questions were related to the teaching point.

## 5.3 Content Feedback, Form Feedback

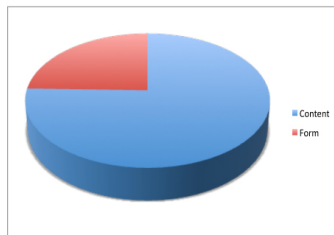
Feedback was analyzed by taking into account Richards and Lockhart's (1996 : 189-190) classification of both Content Feedback and Form Feedback. Figure 3 shows the frequency of feedback moments according to their types.

Types of Feedback		
<b>Content</b>		
C1	Acknowledging a correct answer	44
C2	Indicating a correct answer	2
C3	Praising	3
C4	Expanding or modifying a student's answer	10
C5	Repeating	27
C6	Summarizing	0
C7	Criticizing	0
<b>Total</b>		<b>86</b>
<b>Form</b>		
F1	Asking student to repeat what he or she said	0
F2	Pointing out the error and asking the student to self-correct	25
F3	Commenting on an error and explaining why it is wrong	3
F4	Asking another student to correct the error	0
F5	Using a gesture to indicate that an error has been made	0
<b>Total</b>		<b>28</b>

**Content Feedback**



**Total Feedback**



**Form Feedback**

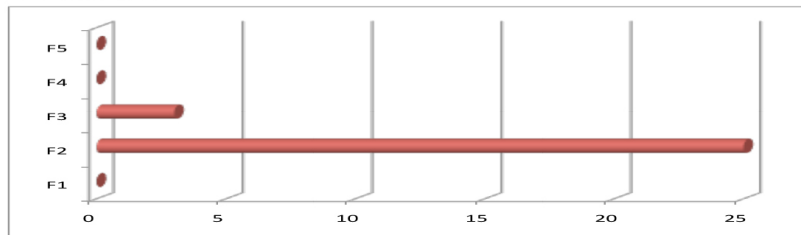


Figure 3.

#### 5.4 Wait-time

Figure 4 shows total wait time after questions and wait-time after questions that were reformulated only. Studies mentioned in 5.2.3 argue that additional wait time might increase students' responses in number and length. This separation is important because if a question has already been answered, the goal of having the student to talk has been achieved. The questions that are subject to improvement regarding wait-time are the ones that have been reformulated.

<b>Wait Time</b> 121 questions	Tot.	135	wt/?	1.16
<b>Wait Time</b> before question reformulation 12 episodes	Tot.	21.64	wt/?	1.80

Figure 4.

## 5.5 Student Initiated Talk, Teacher Initiated Talk

Most of the talk done in the sample class is teacher initiated talk. However, figure 5 shows moments at which some degree of student initiated talk could be implied.

#	Time	Content	Amount of time
1	7:25	It's the name of... a great enterprise of pharmaceutical... (ACHÉ)	9.97
2	14:28	How can I say... "sarampo" (measles)?	4.89
3	22:22	For me it's "Halls" (brand of candy)	1.19
4	33:24	SPEAKING TASK	216.57
5	39:15	I listened to "Don't be silly" in "Two and a Half Men".	3.04
6	40:20	SPEAKING TASK	181.50

**Figure 5.**

*These lines can be found in appendix A. Lines can be located in the text by the first column on the left that indicates the time each they were pronounced.*

Moments 1 and 3 are jokes told by 2 different students. Moment 2 represents a student-initiated question. Moment 5 shows one of the students recognizing an expression that had just been taught from a well-known TV series. At moments 4 and 6 students perform a speaking task. Further discussion on the speaking tasks can be found in section 6.2.5. Although the task was introduced and explained by the teacher, as meaning was negotiated and personal information was exchanged, one might say that a certain degree of student-initiated talk could be found there.

The total amount of student-initiated talk is 417.16 seconds and represents 17.18% of the total amount of talk done and 36.8% of the total amount of the Student Talking Time.

## 6. Analysis

### 6.1 Raw amount of TTT

The expectations prior to the experiment were that the amount of TTT would be between 40 and 60%. It seemed, though, that the raw amount of TTT would have been closer to the higher range limit. Having found a gross TTT amount of 53,3%, one might say that the expectations were fulfilled.

Initial impressions of the transcript show that changes should be done to the amount of verbal input provided. It's not possible to calculate the exact amount of time each individual student had available since a great deal of student interaction took place in pair work and group work patterns. Nevertheless, if the premise that the more students talk, the more they learn is accepted, the fact that more than 50% of the talk done in a class is carried out by only one person does not seem reasonable. According to studies mentioned in section 3, learning involves language input, formulating hypotheses and testing them as feedback is received. Both teacher and students may provide language input as well as feedback but only students take part in the formulating and testing of hypotheses. This suggests that a class in which the teacher does most of the talk is unbalanced in terms of input and/or feedback.

## 6.2 Analysis of teacher talk and its impact on student talk

Analyzing the talk done by the teacher in greater detail, it is possible to identify at least four opportunities of lowering the amount the TTT. The role of the speaking tasks in effectively increasing STT is also discussed.

### 6.2.1 Types of questions asked

Questions asked with the objective of having students display their knowledge represent 75% of the total questions. It means that only 25% of the questions asked by the teacher could possibly encourage students to perform freer and more meaningful

speaking practice. However, referential questions were mainly asked during what could be called the warm-up phase. An example of this can be found in Appendix A. Lines can be located in the text by the first column on the left that indicates the time they were pronounced.

- 0:22 T: *Tell me, what did you do on the holiday? How was your holiday? Was it good?*
- 0:28 S1: *Yeah, it's... good.*
- 0:31 S2: *Fine.*
- 0:33 T: *What did you do?*
- 0:38 S2: *Stayed home. I went to the cinema.*
- 0:46 T: *What did you see?*
- 0:50 S2: *I saw... "Gente Grande".*
- 0:58 T: *Is it a comedy?*
- 0:59 S1: *Yeah, it's a comedy.*
- 1:03 T: *And you girls, what did you do?*
- 1:05 S1: *Stay home.*

It seems that referential questions related to the teaching topic could lead not only to more meaningful practice but also to a higher amount of STT. An example of this can be found in Appendix A.

- 31:40 T: *What do you do when you have a backache?*
- 31:47 S5: *I take a...*
- 31:48 S3: *I go to the doctor?*
- 31:50 T: *I go to the doctor, or I take... what?*
- 31:52 S5: *I take a... aspirin.*
- 31:54 T: *Aspirin? For a backache?*



31:57 S5: *I take aspirin for everything.*

Brock (1986 : 55-56) showed that raising awareness on the types of questions a teacher might ask could lead students to talk more. It means that performing a piece of action research might raise teacher's awareness of the importance of STT and therefore have a positive influence on the amount of student talk. One might add, though, that planning for referential questions related to the teaching point would also be positive.

### 6.2.2 Feedback

About 18,75% of all feedback moments was pure noncorrective repetition of what students had said. Lyster (1998) recorded and analyzed 18 hours of L2 primary level classrooms. Findings revealed the role of recasts and noncorrective repetitions in raising ambiguity in teachers' corrections. As repeating what the student said can be either of a negative nature or a positive one (Chaudron, 1988 : 145), students simply don't know if they're being corrected or not. Hedge (2000 : 10-11) mentions a study that showed how children revise their own attempts to produce language as they gradually receive feedback. If it is to be taken into account, it might be possible to conclude that an atmosphere of correction ambiguity would have a negative effect on learning.

### 6.2.3 Wait-time

When asking questions that were later reformulated, the average wait-time was 1.8 seconds. Chaudron (1988 : 128) mentions studies that link higher wait time to an increase in student responses. One of them (Holley and King, 1971) advocates a minimum 5-second wait time. Also, although reformulating questions is a natural

process, subsequent repetitions of questions have a lower response rate than questions asked only once (Chaudron, 1988 : 127-128).

If reformulating questions again and again is not the key to success, then students' L2 competence and class planning should be taken into account. Since questioning behavior is a fundamental element in raising STT, and therefore learning, it is one more argument in favor of "TTT aware" lesson plans.

#### 6.2.4 Talk initiation.

Most of the talk done during the sample class was initiated by the teacher and can be classified as initiation-response-feedback (IRF) exchange. This is among the most frequently occurring types of teacher-student interaction (van Lier, 2001 : 94). The transcription of the sample class shows long IRF sequences like the one below. It can be found in Appendix A.

- 8:13 T:Good. (T shows a picture) If this is the head... what is this? (Initiation)
- 8:24 Ss:Hand... Arm... Fingers... (Response)
- 8:30 T:Hand, fingers, arms. (pointing to his hand, fingers and arms). (Feedback)
- 8:31 T: Good, and that? (Feedback/Initiation)
- 8:32 S2: Ears. (Response)
- 8:34 T:Good. And that? Eyes, right? (pointing to the mouth) (Feedback/Initiation)
- 8:39 Ss:No. Mouth. (Response)
- 8:41 T:And inside the mouth? (Initiation)
- 8:42 Ss:Teeth. (Response)
- 8:44 T:One tooth... two...? (Initiation)
- 8:47 Ss:Teeth. (Response)

The main feature of IRF patterns is that the teacher starts it and ends it. Lier (2001 : 95-96) points out that rarely, if ever, do students ask questions, disagree and self-correct. The author also states that prolonged periods of low learner autonomy may lead to a decrease in levels of attention and involvement. This is why long IRF sequences should be avoided.

Although IRF discourse pattern might be useful to check students performance after doing a certain task, how meaningful can STT be when it is strictly controlled by the teacher? Also, van Lier (2001 : 97) reminds us that externally controlled actions tend to decrease motivation. This leads to another question: are we really trying to motivate students to speak?

#### 6.2.5 Speaking tasks

About 35% of all STT took place during two speaking tasks proposed by the teacher. The first task lasted 3 minutes and 36 seconds and the second one lasted 3 minutes and 1 second, both of them without any interference from the teacher. Those tasks represent 16.5% of all the amount of talk done.

The authors of the textbook used in the sample class describe "speaking task" as follows. A facsimile of the book pages used in the sample class can be found in appendix 2.

"Following the phases of language input and noticing, the Speaking Task section provides learners with indispensable output learning moments to practice the language highlighted in the previous sections. Learners are given the opportunity to use the language they have noticed in various situations related to the communicative goal. As they actively experiment with this

language, they can consciously recognize their linguistic difficulties and consequently try to communicate more effectively."

(Aronis, P.M., Asperti, M.C., Couto, I.C., Zaorob, M.L., 2005 : ix)

Although it seems that having students perform conversational tasks is a reasonable way of raising the amount of STT, it might not contribute to better learning.

According to Richards and Lockhart (1996 : 191) studies show that doing this kind of task without proper linguistic support may cause fossilization of incorrect speech.

These findings suggest that students themselves could not provide appropriate language input. However, another study mentioned by Richards and Lockhart (1996 : 196-197) reveals that pair work provided a great variety of opportunities for students to ask questions. The same study shows that, although some of the questions lacked auxiliary verbs and articles, the word order was correct.

So, if enough support is given by the teacher prior to the speaking task and effective feedback is given after it, those moments are of great value for the students.

The problem is, scaffolding, which is the various kinds of assistance which guide a learner into an activity, to be of true pedagogical benefit, must be temporary (van Liew, 2001 : 96) Thus the amount of TTT done in the classroom should have not only a purpose but also planned limits.

Below is an excerpt of the sample class transcription shows the teacher's attempt to guide students into the speaking task. It can be found in Appendix A.

31:18 T:        *So, now I would like you to do the following. The same pairs you were in... OK? You two, you two, you two. I want you to talk, for example... When I have a headache... what you do when you have a headache?*

31:36 S3:      *I take a aspirin.*

31:39 T: *I take an aspirin, OK?*

31:40 T: *What do you do when you have a backache?*

31:47 S5: *I take a...*

31:48 S3: *I go to the doctor?*

31:50 T: *I go to the doctor, or I take... what?*

31:52 S5: *I take a... aspirin.*

31:54 T: *Aspirin? For a backache?*

31:57 S5: *I take aspirin for everything.*

(...)

32:30 T: *So, and what do you do when you have a cold?*

32:41 S2: *Take Tylenol. (mispronounced)*

32:45 S5: *Decongestant. (mispronounced)*

32:48 T: *Decongestant.*

32:50 S1: *Decongestant.*

32:55 T: *Well... when I have a cold or a sore throat I drink ginger tea.*

33:00 S1: *Ginger tea....*

33:03 T: *It's very good. Do you know what ginger is?*

33:05 S6: *"Gengibre?"*

33:06 T: *Yeah. Gengibre.*

33:08 S3: *Really?*

33:10 T: *OK, Can you do that? Can you give your own personal solutions?*

33:15 Ss: *Yeah.*

33:20 T: *OK.*

33:22 S5: *Personal solutions?*

33:23 T: *Yeah.*

At 31:40, the teacher models out the main question that is going to be asked by the students during the speaking task. At 32:48 feedback on pronunciation is provided. At 33:03 some vocabulary is pre-taught. The textbook page that the students used as a reference can be found in appendix 2. The exact activity proposed is at the bottom of page 37, under the "about you" section.

From the point scaffolding started until the beginning of the speaking task, 3 minutes and 5 seconds passed. The speaking task that followed lasted 3 minutes and 36 seconds. As only students talked during the speaking task, scaffolding was temporary. However, for the TTT to fit the pre-research ideal amount of 30% mentioned in section 3, it seems that preparing students for the speaking task should take less time.

## 7. Conclusion

Conducting this piece of research revealed that the amount of time thought to be spent talking in class was similar to the amount of talk that was actually done. Expectations ranged from 40 to 60% and the total amount found was 53.3%. In order to reach the amount of talk considered ideal according to pre-research expectations, which is 30%, some changes should be made.

These changes were proposed in section 6 and aim at not only raising STT but also its meaningfulness. A number of studies show that asking more referential questions (Brock, 1986), offering effective feedback (Lyster, 1998), having more wait-time before reformulating questions (Holley and King, 1971), promoting more student

initiated talk (Kumaravadivelu 1993) and scaffolding (Lier, 2001) could lead to more and better STT.

This study has been fruitful in providing awareness on important TTT related issues. Nevertheless, to assert its effectiveness in lowering the amount of TTT would require further research. One possibility would be trying to reproduce most of the constants of the experiment such as the number, level of students, textbook and lesson plan and the teacher. The variable would be the teacher and the supposed gained awareness.

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## Appendix 1 - Sample Class Transcription

0:22	T:	Tell me, what did you do on the holiday? How was your holiday? Was it good?
0:28	S1:	Yeah, it's... good.
0:31	S2:	Fine.
0:33	T:	What did you do?
0:38	S2:	Stayed home. I went to the cinema.
0:46	T:	What did you see?
0:50	S2:	I saw... "Gente Grande".
0:58	T:	Is it a comedy?
0:59	S1:	Yeah, it's a comedy.
1:03	T:	And you girls, what did you do?
1:05	S1:	Stay home.
1:11	T:	Come on in! Good morning! Take a seat.
1:23	T:	Were you here last class?
1:24	S3:	No.
1:25	XX	T asks if it's OK to record the class using L1.
2:14	T:	So guys, OK. How was your holiday? William went to the movies. And you, guys? What did you do?
2:23	S1:	Stay home and work.
2:26	T:	OK, and you?
2:29	S4:	Me too. Work and stay home.
2:33	T:	OK, but... you stay home or you...
2:39	T:	It needs to be in the past, doesn't it?
2:41	S4:	The past?
2:42	T:	Yeah. For example, S2... He went (stress) to the movies.
2:47	S4:	OK. I go... worked... I went to work...
2:58	T:	"I went to work" or "I worked"?
2:59	S4:	I worked.
3:00	T:	OK. And you, guys? What did you do? How was your weekend?
3:03	S3:	Oh, not so good.
3:06	T:	Not so good?
3:07	S3:	Because I went to the hospital (...) my grandfather.
3:10	T:	Oh my God... is he OK?
3:12	S3:	More or less. (Ss comments) He's very very old and he... Fall?
3:25	T:	He fell down.
3:32	S3:	He fell down and... "bateu a cabeça"?
3:34	T:	He fell down and he hit his head. (writes the verbs on the board, new vocab corner)
3:40	Ss:	(Comments)
3:50	T:	So, you didn't travel?
3:53	T:	Nobody travelled?
3:55	Ss:	No...
3:57	T:	When was the last time you travelled?
4:02	T:	Last year? This year?
4:10	T:	Oh! I don't remember? Did I travel?
4:12	S4:	I travelled June... July.
4:26	T:	In (stress) February, In (stress) July.

4:27	S1:	March.
4:28	T:	Oh, in (stress) March? OK, where did you go?
4:30	S2:	I went to... farm...
4:34	T:	Interesting...
4:35	Ss:	(Comments)
4:45	XX	(One more latecomer arrives)
5:00	T:	And you guys, where did you go last time you travelled?
5:05	S3:	The beach.
5:06	S5:	I went to Itu. I visited the place where... SWU show...
5:19	T:	Oh... What's the name of the place?
5:23	Ss:	It's "Fazenda Maeda".
5:26	T:	Yeah, "Fazenda Maeda" in Itu. With the big... concerts and all.
5:30	S5:	It's a good place.
5:32	Ss:	Yeah, it's a good place. (Comments)
5:33	T:	Yeah... OK. When you travel, guys... what do you take with you? What do you carry?
5:40	Ss:	A bag...?
5:42	T:	But... for example... Do you carry medicine? Aspirins... or maybe Band-aids?
5:50	S2:	My mother (inaudible).
5:51	Ss:	(Laughs)
5:55	T:	What do you carry with you?
6:00	T:	Tylenol, perhaps?
6:04	S5:	Telephone.
6:06	T:	I know, but... Things for your health, like Band-aids...
6:14	S5:	Aspirins.
6:17	S3:	Me? No.
6:18	T:	You don't? You don't carry anything.
6:19	S3:	Only aspirins.
6:21	T:	Only some aspirins. Good.
6:23	S4:	Engov. (hangover medication)
6:24	Ss:	(laughs)
6:30	T:	Why would you carry some aspirins?
6:34	S2:	Headache?
6:38	T:	Yeah, we can have a headache... what's a headache?
6:44	S3:	In Portuguese?
6:46	T:	No, in English.
6:48	T:	A headache is when...
6:52	S5:	Pain in your head.
7:00	T:	Yeah! That's true!
7:02	S4:	Headache is...
7:08	T:	T: (writes on the board) -ache... What's the meaning of -ache?
7:14	T:	-ache is the same as... it's the same as pain.
7:17	S2:	What's the meaning of pain?
7:19	T:	Pain? For example... if I pinch you (demonstrates)... you say... ouch!!
7:25	S3:	It's the name of... a great enterprise of pharmaceutical... (ACHÉ)
7:35	Ss:	(laughs)
7:39	T:	Right. But the pronunciation is different. Imagine... that's ironic. You buy medicine from "ache" labs.
7:42	Ss:	(laughs)

7:49	T:	So today we're going to have a very hard day of class. We're going to talk about health problems.
7:53	S5:	Health problems?
7:56	T:	Very heavy class, right?
7:57	S5:	Oh... right.
7:57	Ss:	(laughs)
8:01	T:	So, before we could talk about health problems, let's go through "parts of the body". (T points to his head) This is "nose", right?
8:09	Ss:	No!
8:11	T:	No? This is... what?
8:12	Ss:	Head!
8:13	T:	Good. (T shows a picture) If this is the head... what is this?
8:24	Ss:	Hand... Arm... Fingers...
8:30	T:	Hand, fingers, arms. (pointing to his hand, fingers and arms).
8:31	T:	Good, and that?
8:32	S2:	Ears.
8:34	T:	Good. And that? Eyes, right? (pointing to the mouth)
8:39	Ss:	No. Mouth.
8:41	T:	And inside the mouth?
8:42	Ss:	Teeth.
8:44	T:	One tooth... two...?
8:47	Ss:	Teeth.
8:49	T:	Yeah. Plural.
8:50	T:	And that?
8:52	Ss:	Eyes.
8:55	T:	Eyes. Good. That?
8:57	Ss:	Legs.
8:59	T:	(Points to feet)
9:02	Ss:	Foot. Feet.
9:03	T:	One....?
9:04	Ss:	Foot.
9:06	T:	Two...?
9:08	Ss:	Feet.
9:10	T:	Nice. So, in your books, on page 36, here... (T shows) There's a list of problems. Lots of problems... a headache... toothache... an earache... I would like you to... in pairs... you two there... you two... you two... to match the problems with the pictures. For example... headache... what's the picture?
9:48	Ss:	Six.
9:49	T:	Are you sure it's six?
9:50	Ss:	Yes.
9:52	T:	Yeah, six. But guys, pay attention. How many pictures do we have?
9:57	Ss:	Ten.
10:00	T:	Ten pictures. Oh, but we have more than ten problems. Ok, so maybe we will have two problems in one picture. OK?
10:08	Ss:	(laughs)
10:13	T:	Yeah, that's real life. Sometimes we have more than one problem.
10:16	T:	OK?
10:17	Ss:	OK.

10:18	Ss:	(Students do the matching activity. Teacher monitors, helps out and takes notes for the feedback phase.)
13:24	T:	(writes on the board) Guys, take a look here for a moment, please. Poison. What's the meaning of poison?
13:26	T:	Don't say in Portuguese!
13:35	T:	What happens if you drink poison?
13:38	Ss:	You die!
13:40	T:	Really?
13:41	Ss:	(laughs) Yeah.
13:43	T:	So, easy, right? Throat. What part of your body is... throat?
13:49	S3:	(points to his neck)
13:51	T:	Yeah, but... this is not your throat. This is your neck (stress), right? The throat is inside the neck.
13:57	S1:	Oh, OK.
14:00	T:	Neck, outside. Throat, inside.
14:04	T:	Good. Rash.
14:05	Ss:	Rash? (inaudible)
14:11	T:	This is your skin, right? When it gets red and itchy... with lots of red spots.
14:22	Ss:	Oh, OK.
14:24	T:	When we're allergic to something, we get rash.
14:28	S5:	How can I say... "sarampo" (measles)?
14:32	T:	Oh... well... chickenpox... no, chickenpox is "catapora"... I don't remember how to say "sarampo". I'll look it up and next class I'll tell you, OK?
14:50	S5:	OK.
14:53	S4:	So, chickenpox is "catapora"?
14:55	T:	Yeah... but even so... when you have chickenpox your skin... OK?
15:00	Ss:	OK.
15:02	T:	And... sore. When something's sore. A part of your body is sore. You can have a sore throat. You can have a sore finger...
15:10	Ss:	(inaudible)
15:19	T:	When something is sore... it gets big and red... and it hurts...
15:26	S6:	Infected?
15:28	T:	Not necessarily infected. But could be infected. It can be very sensitive. If you touch it... ouch... OK?
15:40	Ss:	(inaudible)
15:47	T:	How would you say "sore" in Portuguese?
15:48	S5:	"Inflamação"
15:49	S6:	"Inchado"
15:51	S3:	"Irritado"
15:54	T:	Yeah, all that.
16:00	T:	So, have you finished?
16:03	S4:	No.
16:04	T:	But that's OK. Let's try.
16:09	S5:	Cough is... (S coughs)
16:11	Ss:	(inaudible)
16:33	T:	Yeah... cough is like... the sound... cough... (T coughs).
16:40	T:	All right, guys. What do you think of #1?
16:43	Ss:	Cough.

16:46	T:	It's simple because it's similar to the sound, right?
16:50	Ss:	(inaudible)
16:52	T:	And #2?
16:54	S5:	Earache. (mispronounced)
17:00	T:	Be careful. Earache.
17:03	Ss:	Earache.
17:06	T:	#3?
17:08	Ss:	A cold?
17:11	T:	Good. A cold. When you have a cold, is it very bad?
17:26	T:	For example. You could have a cold or a flu. (T writes on the board) They're similar. But... what's the difference between a cold and a flu?
17:37	Ss:	Cold? Very bad! Flu? (inaudible)
17:46	T:	Remember last year?
17:49	S6:	Bird flu?
17:51	T:	Yeah... not bird (stress) flu... swine (stress, writes on the board). Everybody was like... oh my God, swine flu! So, if you have a flu, maybe you'll stay home for two or three days in bed. If you have a cold... you can work with a cold. So cold is... well... OK. But a flu is...
18:16	S1:	Very bad!
18:18	T:	Yeah, a flu is worse. OK? Good. So, #3 you said... a cold. And #4?
18:26	Ss:	#4... a rash?
18:29	T:	A rash, because he's a rash on his belly. (T points to his belly)
18:33	Ss:	And food poisoning. (mispronounced)
18:35	T:	Food poisoning.
18:37	Ss:	Poisoning.
18:38	T:	Good. Food Poisoning.
18:39	S2:	What's the meaning of poisoning?
18:41	T:	Remember poison?
18:42	S2:	Oh, yeah.
18:44	T:	If you drink poison you die. If you eat bad food...
18:47	Ss:	(laughs)
18:52	T:	I hope you don't die.
18:54	T:	And #5?
18:56	S1:	I broke my leg?
18:57	T:	I broke my leg....
18:59	S2:	I can't walk.
19:00	T:	I can't walk...
19:03	S1:	I can't move my arm.
19:04	T:	Oh my God! Lot's of problems!
19:07	S3:	My arms hurt.
19:08	T:	My arms hurt. Yeah, good.
19:10	S3:	My legs hurt.
19:11	T:	My legs hurt.
19:12	T:	Yeah. He was hit by a car and now... OK, #6!
19:18	Ss:	A Fever!
19:21	T:	Fever, and?
19:22	S5:	A headache.
19:24	S4:	Fever?

19:29	T:	Yeah, because of the thermometer.
19:30	S4:	OK.
19:31	T:	And... (inaudible)
19:32	S4:	A headache.
19:33	T:	A headache.
19:33	T:	OK, and #7?
19:34	Ss:	A sore throat. (mispronounced)
19:36	T:	Sore... what?
19:37	Ss:	Throat... throat... (Ss keep trying it out)
19:48	T:	Let's start from the beginning. (T writes on the board) How do you pronounce this? Remember?
19:52	Ss:	Think.
19:54	T:	I want to see your tongues.
19:55	Ss:	Think. Think.
19:57	T:	OK. And this one? (T points to "three" written on the board)
20:01	T:	One, two...?
20:02	Ss:	Three. Three.
20:04	T:	Three.
20:05	Ss:	Three. Three.
20:07	T:	And... Throat. The tongue goes out... and then goes in to pronounce the "R". Throat.
20:13	Ss:	Throat. Throat. (Ss keep trying it out)
20:18	T:	Good. So, sore throat.
20:19	Ss:	Sore throat.
20:20	T:	Perfect!
20:22	T:	And... #8?
20:24	Ss:	Backache.
20:26	T:	Backache.
20:27	S3:	A pain in my back.
20:28	T:	A pain in my back.
20:30	T:	OK, #9?
20:33	Ss:	Stomachache.
20:35	T:	And finally... #10?
20:38	Ss:	A too..... too....
20:40	T:	Toothache.
20:42	S1:	Toothcake.
20:44	Ss:	Toothache.
20:46	T:	Let's go all together. Tooth-
20:46	Ss:	Tooth-
20:47	T:	ache.
20:47	Ss:	ache.
20:48	T:	Toothache.
20:48	Ss:	Toothache.
20:49	T:	Perfect!
20:50	S4:	Toothache.
20:55	T:	So, here (points to the book). If you go to the United States and you go to a drugstore, can you buy all kinds of medicine there?
21:10	S2:	Yeah.
21:11	T:	Can you buy, for example, Cataflan... anti-inflammatory?



21:13	Ss:	(inaudible)
21:20	T:	No! You need a... (T writes on the board) prescription.
21:22	Ss:	Oh!
21:24	T:	Yeah. And they're very serious about it. So, be careful... if you travel you need to carry with you the medicine you normally take. For example, Cataflan. Unless you go to a doctor, you can't buy Cataflan. But, there's a variety of medicines you can (stress) buy. You can see those here. (T points to the book) Right? So you can buy... headache relief... nose drops... Can you understand nose drops?
22:05	Ss:	Nose drops? Drops?
22:10	T:	(inaudible) (T uses mimics to explain "drops") Nose drops. Eye drops. Ear drops.
22:22	S5:	For me it's "Halls" (brand of candy)
22:23	Ss:	(laughs)
22:24	T:	Oh yeah. That too. The candy, right?
22:29	T:	So guys, I would like you try and match... for example... what would you take if you had a headache?
22:45	S4:	Headache... headache... Headache Relief?
22:48	T:	OK. So, I'd like you... in your pairs to talk and decide what's better. But, like in real life, it's not always obvious. For example, if you have a headache that's OK, you take Headache Relief. But what if you have a rash? It's not so clear. So can you do it? Can you try and match? So do it!
23:10	Ss:	(Ss do the task)
24:05	S5:	Itchy eyes? Eye drops!
24:10	T:	What's the meaning of itchy?
24:11	S3:	I don't know.
24:12	T:	Itchy. (T does mimics)
24:15	Ss:	(Ss keep on doing the task)
25:15	T:	So, when I have a headache I take... Headache Relief, right? And... when you have a cold?
25:19	S3:	#6... cold and... cough (mispronounced)
25:20	T:	Cold and?
25:21	Ss:	Cough. Cough. Cough...
25:22	T:	Cough.
25:23	S4:	Cough.
25:25	T:	Cold and cough...?
25:26	Ss:	Cough. Decon... decon....?
25:31	T:	Decongestant.
25:32	Ss:	Decongestant. (mispronounced)
25:36	T:	Let's try it. Decongestant.
25:37	Ss:	Decongestant. (Ss keep trying it out)
25:43	T:	Good. It's a big word.
25:44	Ss:	Decongestant. (Ss keep trying it out)
25:46	T:	An earache?
25:48	S3:	I don't know.
25:50	T:	Not clear.
25:51	Ss:	Not clear.
25:54	T:	A toothache?
25:57	Ss:	I don't know. It's not clear.
25:59	T:	Yeah. Not clear.

26:02	T:	Food poisoning?
26:04	Ss:	#5.
26:07	T:	What's #5?
26:08	Ss:	Antacid. (mispronounced)
26:09	T:	Yeap. Be careful. Antacid.
26:10	Ss:	Antacid. Antacid.
26:13	S5:	Fantastic!
26:14	Ss:	(laughs)
26:18	T:	Itchy eyes. Can you understand itchy?
26:21	S4:	No.
26:25	T:	S2, can you explain itchy?
26:26	S2:	(mimics)
26:30	S4:	Itchy eyes. OK.
26:31	T:	But only your eyes can be itchy?
26:32	Ss:	(inaudible)
26:34	T:	But only your eyes can be itchy?
26:40	Ss:	Your head, hand.... (inaudible)
26:45	T:	Yeah, your head, hand and all.
26:50	S5:	Because this I put my glasses. Not lens.
26:52	T:	(inaudible)
26:53	S5:	(inaudible)
27:00	T:	Oh! Contact lenses! If you wear contact lenses your eyes can get itchy. So what do you need?
27:06	Ss:	Eyedrops!
27:08	T:	Eyedrops.
27:10	T:	The other day... I think it was in the United States or... no... England. It was in England. This lady, she was trying to use eye drops and instead of eye drops she used Super Glue. have you seen it? So she glued he eye shut! She couldn't open it. But then it was OK. I read on Folha de São Paulo. Folha Online. She was like that. (T mimics) Can you imagine?
27:40	Ss:	(Comments, laughs)
27:50	T:	OK, what would you do if you had a rash?
27:54	S4:	A rash?
27:56	S6:	Hand Cream!
27:57	S4:	Hand Cream?
27:59	T:	Yeap, you never know. Hand Cream could be good for a rash. Why not?
28:06	T:	And stomachache?
28:08	S5:	Antacid.
28:09	T:	Antacid! Good.
28:12	T:	Take a look here. (T goes to the board) I take... When you take something that you... it's inside. For example. I take some aspirin. What else can you take?
28:32	S3:	Painkiller. (laughs)
28:35	T:	A painkiller. Oh, what's a painkiller?
28:35	T:	I take... Painkiller...
28:40	Ss:	Painkiller....?
28:44	T:	(writes on the board) What is to kill? (T mimics)
28:44	S3:	Kill... And die.Kill, kill, kill!
28:52	T:	And pain? Remember? (T pretends he's pinching one of the students) Ouch!

28:54	T:	OK? Good, so...to kill the pain means...
28:57	Ss:	(inaudible)
28:59	T:	Good.
29:00	T:	So, can you give me an example of a painkiller?
29:04	S5:	Benzetacil.
29:06	Ss:	(laughs)
29:10	T:	That's... that's an anti-biotic. (T writes on the board)
29:15	T:	Come on guys! It's easy!
29:18	S5:	Doril.
29:19	T:	Yeah!
29:21	Ss:	Aspirin.
29:23	T:	Yeah, aspirin, good!
29:24	Ss:	Tylenol.
29:25	T:	Tylenol!
29:30	Ss:	(laughs)
29:30	T:	Thank you. OK. Something that you take... you take (T mimics) it's inside. What else can you take? You can take a painkiller. What else?
29:41	S3:	Cataflan.
29:43	T:	Yeah, you can take Cataflan. Perfect, OK.
29:45	T:	Here, from this picture, what do you take?
29:51	S3:	Headache Relief?
29:53	T:	You take... Headache Relief... What else?
29:55	S5:	Antacid.
29:56	T:	Antacid.
29:59	S3:	Eye drops.
30:01	T:	Hmmm... Not really. You don't take eye drops.
30:08	Ss:	(inaudible)
30:15	T:	And something you use... for example (T writes on the board) I use eye drops. Like you said, OK? Is it inside you body? Eyedrops. Is it inside your body?
30:24	Ss:	No.
30:26	T:	No, it's on the surface. (T mimics) So you use (stress) it. What else can you use?
30:31	T:	You know Vick Vaporub?
30:35	Ss:	Yeah.
30:36	T:	What's Vick Vaporub in English?
30:40	S5:	Ointment.
30:41	S1:	Ointment?
30:42	T:	Ointment! I use ointment.
30:47	S5:	Vick Vaporub.
30:48	T:	You can use it. Or you can go to the doctor... you can go to the dentist... you can go to the emergency room... what else? where else can you go?
31:05	S3:	Drugstore?
31:07	T:	Drugstore! OK? And you can drink hot tea with lemon. OK? The grandmother recipe. Good.
31:15	Ss:	(laughs)
31:18	T:	So, now I would like you to do the following. The same pairs you were in... OK? You two, you two, you two. I want you to talk, for example... When I have a headache... what you do when you have a headache?
31:36	S3:	I take a aspirin.

31:39	T:	I take an aspirin, OK?
31:40	T:	What do you do when you have a backache?
31:47	S5:	I take a...
31:48	S3:	I go to the doctor?
31:50	T:	I go to the doctor, or I take... what?
31:52	S5:	I take a... aspirin.
31:54	T:	Aspirin? For a backache?
31:57	S5:	I take aspirin for everything.
32:00	S6:	I use a coldpack.
32:02	T:	OK. Yeah. A coldpack. Good. Good. For your back?
32:07	S6:	Yeah. It's cold.
32:08	S5:	Aspirin.
32:12	T:	Oh, OK. What do you do when you're sad? I take an Aspirin.
32:17	Ss:	(laughs)
32:20	S5:	I jump off the...
32:22	T:	No! Don't say that!
32:22	T:	(inaudible)
32:24	Ss:	(laughs)
32:30	T:	So, and what do you do when you have a cold?
32:41	S2:	Take Tylenol. (mispronounced)
32:45	S5:	Decongestant. (mispronounced)
32:48	T:	Decongestant.
32:50	S1:	Decongestant.
32:55	T:	Well... when I have a cold or a sore throat I drink ginger tea.
33:00	S1:	Ginger tea....
33:03	T:	It's very good. Do you know what ginger is?
33:05	S6:	"Gengibre?"
33:06	T:	Yeah. Gengibre.
33:08	S3:	Really?
33:10	T:	OK, Can you do that? Can you give your own personal solutions?
33:15	Ss:	Yeah.
33:20	T:	OK.
33:22	S5:	Personal solutions?
33:23	T:	Yeah.
33:24	Ss:	SPEAKING TASK
36:58	T:	Ok, guys, take a look here. How do you pronounce this?
37:03	Ss:	Tylenol (mispronounced).
37:04	T:	In Portuguese. And in English?
37:07	S4:	Tylenol.
37:08	T:	Tylenol!
37:10	Ss:	(laughs)
37:15	T:	OK, good. And that?
37:16	Ss:	Sore throat? (mispronounced)
37:20	T:	It's very similar to this number here... look.
37:24	S4:	Three.
37:25	T:	Three. So...
37:27	Ss:	Throat.
37:29	T:	Sore throat.

37:30	Ss:	Sore throat.
37:33	T:	Good. So, (T points to the board) if I don't _____ better. What's the verb here?
37:40	S5:	Stay better?
37:42	S3:	Feel better?
37:44	T:	Yeah!
37:47	T:	If I don't feel better...
37:48	Ss:	If I don't feel better.
37:52	T:	If I don't feel better I go to the doctor, OK?
37:53	T:	And here? (T points to the board)
37:54	Ss:	Cough.
37:58	T:	(T writes "cough vs. coffee" on the board) What's the difference in pronunciation between this one and this one?
38:07	Ss:	Cough. Coffee. Cough. (mispronounced)
38:10	T:	Is it the same? Like... cough, cough?
38:11	Ss:	No.
38:11	T:	No!
38:13	T:	This one?
38:14	Ss:	Cough.
38:15	T:	And this one?
38:16	Ss:	Coffee.
38:29	T:	Yeah. Right. Coffee and cough. When we speak very fast we (Brazilians) tend to say cough instead of coffee. So be careful. Do you want to drink some cough?
38:39	Ss:	No!!
38:41	T:	OK? Good.
38:44	T:	So, guys. Remember the expressions we used to... (T writes "gossip" on the board).
38:52	S1:	Oh... Gossip.
38:54	Ss:	Oh... yeah....
38:57	T:	What were the expressions?
39:00	S1:	You're kidding me, right?
39:02	T:	(T writes on the board) You're kidding me, right? What else?
39:08	S2:	Don't be silly!
39:12	T:	Don't be silly! Good!
39:14	S1:	Oh, boy...
39:15	S3:	I listened to "Don't be silly" in "Two and a Half Men".
39:18	T:	Yeap? Nice! See?
39:20	T:	Oh, boy...
39:24	S1:	Oh, my God!
39:28	T:	OK? So now, what are you gonna do? You're going to change your pairs. So, ah... maybe the two of you. The girls there and the boys here. And you're going to gossip about your friends, for example... (whispering) Guys, can you believe S5... he takes a painkiller for everything?
39:48	Ss:	(laughs)
39:49	Ss:	Oh, my God! You're kidding, me right?
39:57	T:	Really???
39:59	S4:	Really?
40:00	T:	OK? Oh... teacher... but I don't remember what my friend said. I don't remember... but hey... that's OK! You're gossiping! It doesn't need to be true!
40:11	Ss:	(laughs)

40:13	T:	Come on! So, change your pairs. (inaudible)
40:20	Ss:	SPEAKING TASK
43:23	T:	Ok, guys, just before you go... (T writes on the board) I heard... "S5 take an aspirin..." "She have a headache...." What's the problem here?
43:30	T:	What's the problem here...
43:35	T:	She have a headache... He take an Aspirin...
43:41	Ss:	Taked? Took? Use?
43:51	T:	OK, let's go back to... I play the guitar. She...?
43:55	S1:	Ah! Plays!
43:57	T:	Yeah!
44:00	T:	So guys, when you gossip, you to change this here....
44:05	S5:	But S2 took and aspirin.
44:10	T:	Ok, could be. But if you're saying... oh, S5 takes an aspirin for everything. It's a habit, isn't it? So, it's all the time the same thing.
44:29	S1:	But he take... an aspirin in the past...
44:32	T:	He took one (stress) in the past. Or every time (stress) he has a problem. It's a habit.
44:37	S1:	Oh, yes.
44:40	T:	If it's a habit it's... present... so, not took.
44:45	T:	Oh, and S2 have a backache (T points to the board).
44:50	S6:	Haves!
44:53	S5:	Had!
44:55	S1:	Has!
44:57	T:	Yes. S2 has a backache.
44:59	T:	OK?
45:00	Ss:	Ok.
45:01	T:	Any questions?

# What's the matter?

## Goal Deal with health problems

Do you carry a lot of medicine when you travel?  
What do you carry?



### 1. Build your vocabulary • Health problems/parts of the body

1. Match the problems to the illustration they refer to. Some illustrations include more than one problem.

**Problems:**

- a headache. (6)
- a toothache. (10)
- an earache. (9)
- a stomachache. (8)
- a backache. (4)
- a pain in my back (4)
- a cold. (2)
- a fever. (6)
- a sore throat (7)
- a cough. (5)
- a rash. (4)
- food poisoning. (4)

**Illustrations:**

- 1. A man holding his head in pain.
- 2. A woman with a fever and a sore throat.
- 3. A man with a toothache.
- 4. A man with a stomachache.
- 5. A man with a cold and a cough.
- 6. A man with a headache.
- 7. A woman with a sore throat.
- 8. A man with a stomachache.
- 9. A man with an earache.
- 10. A man with a toothache.

## 2. Reading • Medicine labels

These are some items you can buy in a drugstore in the US. Read the labels. For which of the problems can you find a remedy? Write the numbers. More than one answer is possible.

food poisoning      itchy eyes      a rash      a stomachache



## 3. Build your vocabulary • Remedies

Look at the problems on page 36. What do you do when you have those problems? Write the number of the health problem next to the appropriate remedy below.

I take	[ a pain killer. (6), 2, 3, 8 aspirin. ( ) Tylenol. ( ) cough syrup. ( )	Remedies	[ the doctor. (...) the dentist. (2) the emergency room. (4)
I use	[ ear drops. ( ) ointment. ( )	I go to	[ hot tea with lemon and honey. (2)
I lie down. ( )		I get some rest. ( )	

### ABOUT YOU

- Work in pairs.
- What do you usually do when you have these problems?
- Do you use similar remedies? Include the remedies in the lists above.



### 8. Vocabulary Practice

Remedies

KEY p. 146

**A. Complete the sentences with the correct verb from the box.**

drink get go lie down take use

I lie down.

I get some rest.

I ..... [ pain killers.  
aspirin.  
Tylenol.  
some cough syrup.

I ..... [ cream.  
an ointment.  
ear drops.  
eye drops.

I ..... [ to the doctor.  
to the dentist.  
to the emergency room

I ..... [ a glass of milk  
tea.  
hot tea with lemon and honey.

**B. Listen to the types of remedies and say the complete sentence. Listen to the examples.**

- an ointment
- lie down

**YOU:** I use an ointment. **YOU:** I lie down.

**C. Now repeat the YOU parts.**

**D. Now you do it.**

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### 9. Language Practice

Remedies

**Tell people what remedies you use when you have different health problems.**

**A. Listen to the example.**

1.



**Gail:** What do you do when you have a headache?

**YOU:** I take aspirin.

**B. Now repeat the YOU part.**

**C. Now you do it.**

2.



3.



4.



5.



6.



7.



8.



9.



Diga às pessoas quais remédios você usa quando você tem diferentes problemas de saúde.