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**Collaborative Oral Development and Digital Technologies in the State School
context: an action research project within the sociocultural framework**

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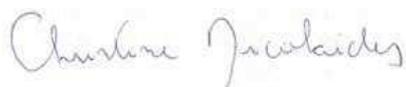
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As páginas a seguir são deixadas intencionalmente com estes poemas, escritos em memória de minha querida tia, a mãe de meu primo (Guilherme Oliveira), a qual partiu recentemente no meio desta jornada denominada doutorado. Nós ainda te amamos e sentimos muito sua falta, Clair, e seremos eternamente gratos por seu legado deixado a nós!

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Life is merely a detail – Guilherme Oliveira

My body hurts, my mind whips me up, my
chest is shouting...
Someone has pulled the rug from under my
feet, one pillar has fallen apart.
Everything turns to grey, it is raining out there
and inside of me
Tears flow out from my eyes, I become
breathless.

There are some feelings we do not grasp until
we live them
There are things one doesn't wish to anyone
The heaviest weight of this world is the coffin
with someone who loved you the most
My mind flies away, things flash through my
mind like a movie, I am all tied up

We run away from a dog until it reaches us,
there on the ground we can't do anything,
we don't feel anything, we only go away.

An internal earthquake, everything shakes,
mainly my legs (due to my nervousness)...

Putting feelings on a paper is possible
But at times we need a sudden
clash to see that
It is like valuing the sights of life only when a
speck goes out of my eyes (bursting into tears)

One more star, a child loses the
parents' word meaning
Hands tied up, stormy minds, vain words
The sun goes down in a gray day
This way finishes another gloomy morning

The past is coming back, it is a flashback!
Lifetime moments runs off my eyes
Pain and suffering flow out of my mouth in
disturbing loud noises
Everything around me gets in silence, one has
pulled the podium from under my feet

Das Leben ist lediglich eine Einzelheit – Guilherme Oliveira

Mein Körper schmerzt, mein Verstand peitscht
mich hoch, meine Brust schreit
Jemand hat den Teppich unter meinen Füßen
gezogen, eine Säule ist auseinander gefallen.
Alles wird grau, es regnet draußen und in mir
ebenso
Tränen fließen aus meinen Augen, ich werde
atemlos.

Es gibt Gefühle, die wir nur verstehen, wenn
wir sie erleben
Es gibt Dinge, die man niemandem wünscht
Das schwerste Gewicht dieser Welt ist der
Sarg mit jemandem, der Sie am meisten
geliebt hat
Mein Geist fliegt weg, Dinge flitzen durch
meinen Kopf wie ein Film, ich bin total
gefesselt

Wir laufen vor einem Hund weg, bis er uns
erreicht, da gehen wir am Boden nichts weg,
wir fühlen nichts, wir gehen nur weg
Ein inneres Erdbeben, alles zittert,
hauptsächlich meine Beine (wegen meiner
Nervosität)

Gefühle auf Papier zu bringen, ist
vernünftigerweise möglich
Aber manchmal brauchen wir einen Schock,
um das zu sehen
Es ist wie Wertschätzung, nur zu schauen,
wenn mir ein Fleck aus den Augen geht (in
Tränen zerplatzt)

Noch ein Stern, ein Kind verliert die
Wortbedeutung der Eltern
Hände gefesselt, stürmische Gedanken, eitle
Worte
Die Sonne geht an einem grauen Tag unter
Auf diese Weise endet einen weiteren
düsteren Morgen

Die Vergangenheit kommt zurück, es ist eine
Rückblende!
Lebensmomente laufen mir aus den Augen
Schmerz und Leid fließen in störenden lauten
Geräuschen aus meinem Mund
Alles um mich herum verstummt, einer zog mir
das Podium unter den Füßen

La vie n'est qu'un détail – Guilherme Oliveira

Mon corps me fait mal, mon esprit me soulève,
ma poitrine crie...
Quelqu'un a retiré le tapis de sous mes pieds,
un pilier est tombé en morceaux.
Tout devient gris, il pleut dehors et à l'intérieur
de moi
Les larmes coulent de mes yeux, je
m'essouffle.

Il y a des sentiments que nous ne comprenons
pas avant de les vivre
Il y a des choses que l'on ne souhaite à
personne
Le poids le plus lourd de ce monde est le
cercueil avec quelqu'un qui vous a le plus aimé
Mon esprit s'envole, les choses me traversent
l'esprit comme un film, je suis tout ligoté

Nous fuyons un chien jusqu'à ce qu'il nous
atteigne, là-bas sur le sol, nous ne faisons rien,
nous ne ressentons rien, nous partons
seulement.
Un tremblement de terre interne, tout secoue,
principalement mes jambes (à cause de ma
nervosité)...

Mettre des sentiments sur un papier est
possible
Mais parfois nous avons besoin d'un choc pour
voir que
C'est comme valoriser de ne regarder que
lorsqu'un grain disparaît de mes yeux (éclatant
en larmes)

Une étoile de plus, un enfant perd le sens du
mot parents
Les mains ligotés, les esprits orageuses,
vaines paroles
Le soleil se couche dans un jour gris
De cette façon, termine un autre matin
maussade

Le passé revient, c'est un flashback!
Les moments de ma vie me fouillent des yeux
La douleur et la souffrance s'écoulent de ma
bouche en perturbant les bruits forts
Tout autour de moi est silencieux, on a tiré le
podium de sous mes pieds

La vida no es más que un detalle – Guilherme Oliveira

Me duele el cuerpo, mi mente me azota, mi
pecho está gritando ...
Alguien ha quitado la alfombra de debajo de
mis pies, un pilar se ha derrumbado.
Todo se vuelve gris, está lloviendo allá afuera
y dentro de mí.
Las lágrimas fluyen de mis ojos, me quedo sin
aliento.

Hay algunos sentimientos que no captamos
hasta que los vivimos.
Hay cosas que uno no desea a nadie
El peso más pesado de este mundo es el
ataúd con alguien que más te amó
Mi mente vuela, las cosas pasan por mi mente
como una película, estoy atada

Escapamos de un perro hasta que nos
alcanza, allí en el suelo no vamos a nada, no
sentimos nada, solo nos vamos.
Un terremoto interno, todo tiembla,
principalmente mis piernas (debido a mi
nerviosismo) ...

Poner sentimientos en un papel es posible.

Pero a veces necesitamos un shock para ver
eso.
Es como valorar mirar solo cuando una
mancha se sale de mis ojos (estallando en
lágrimas)

Una estrella más, un niño pierde el significado
de la palabra de los padres
Manos atadas, mentes tormentosas, vanas
palabras.
El sol se pone en un día gris
De esta manera termina otra mañana sombría.
Una estrella más, un niño pierde el significado
de la palabra de los padres
Manos atadas, mentes tormentosas, vanas
palabras.
El sol se pone en un día gris
De esta manera termina otra mañana sombría.

¡El pasado está volviendo, es un flashback!
Momentos de toda la vida se escapan de mis
ojos.
El dolor y el sufrimiento flujo de la boca de
fuertes ruidos perturbadores
Todo a mi alrededor se pone en silencio, uno
sacó el podio de debajo de mis pies

La vita è semplicemente un dettaglio – Guilherme Oliveira

Il mio corpo fa male, la mente mi tira su, il
petto urla ...
Qualcuno ha tirato il tappeto da sotto i piedi, un
pilastro è caduto a pezzi.
Tutto diventa grigio, piove là fuori e dentro di
me
Le lacrime scorrono dai miei occhi, divento
senza fiato.

Ci sono alcuni sentimenti che non afferriamo
finché non li viviamo
Ci sono cose che non si desiderano a nessuno
Il peso più pesante di questo mondo è la bara
con qualcuno che ti ha amato di più
La mia mente vola via, le cose mi passano per
la mente come un film, sono tutto legato

Corriamo via da un cane finché non ci
raggiunge, lì per terra non andiamo niente, non
sentiamo nulla, andiamo via solo.

Un terremoto interno, tutto trema,
principalmente le mie gambe (a causa del mio
nervosismo) ...

Mettere i sentimenti su un foglio è possibile
Ma a volte abbiamo bisogno di uno shock per
vederlo
È come valutare di guardare solo quando un
puntino mi esce dagli occhi (scoppiando in
lacrime)

Un'altra stella, un bambino perde il significato
della parola dei genitori
Mani legate, menti burrascose, parole vane
Il sole tramonta in una giornata grigia
In questo modo finisce un'altra triste mattina

Il passato sta tornando, è un flashback!
I momenti della vita mi scappano gli occhi
Il dolore e la sofferenza scaturiscono dalla mia
bocca disturbando forti rumori
Tutto intorno a me diventa in silenzio, uno ha
tirato il podio da sotto i miei piedi

A vida é um mero detalhe – Guilherme Oliveira

Corpo dói, mente se agita, peito grita
Puxaram meu tapete, caiu um pilar
Dos meus olhos escorrem lágrimas,
fico sem ar

Há sensações que não entendemos até viver
Coisas que não desejamos para ninguém
Maior peso do mundo é um caixão com quem
mais te amou
A mente voa, passa um filme,
de mãos atadas estou

A gente corre de um cachorro até que ele nos
alcança, ali no chão
Não vamos a nada, não sentimos, só partimos
Terremoto interno, tudo treme, principalmente
minha perna de nervoso...

Colocar sentimentos no papel é possível
Mas, às vezes, precisamos de um choque
para ver isso
É tipo dar valor ao olhar somente
quando cai um cisco

Uma estrela a mais, uma criança perde o
significado de pais
Mãos atadas, mentes turbulentas,
palavras vãs
O sol se põe em um dia sem cinza
Assim se põe mais uma triste manhã

Passado voltando, Flashback,
Momentos escorrem por meus olhos
Dores saem de minha boca em altos sons
turbulentos
Meu redor se cala, puxaram meu pódio

TERMINOLOGY/CONCEPTS ABBREVIATIONS

AL – Applied Linguistics

CA - Conversation Analysis

ELT – English Language Teaching

ESA – Engage, Study and Activate

HMF - Higher Mental Functions

MKO - More Knowledgeable One

MOOC - Massive Online Open Courses

PCN's - National Curricular Parameters

RS - Rio Grande do Sul (South region Brazilian State)

ZPD - Zone of Proximal Development

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ABSTRACT

Oral development in an additional language is surrounded by diversified hindrances (pronunciation, interactional, social, linguistic aspects, etc.), which might become considerable challenges for language teachers and learners (LIMA, SOUZA, LUQUETTI, 2014;). If one is able to speak a different language, this one shows the understanding and knowledge of the basic units of oral communication in an additional language, such as pronunciation patterns, word and sentence stress, sentence structures among others. Bringing the State school context to attention, it is noticed a gap surrounded by difficulties, fulfilled with impossibilities and hindrances portrayed in a negative semiology of unfavorable consequences with reference to the oral development in an additional language. More specifically, with regard to the English language teaching field, the still commonplace belief such as “it is not possible neither achievable to work on oral development of students in the Brazilian State school context” is occasionally widespread. The academic literature concerning the Brazilian State school context has long been showing that even reading development has been seemingly meaningless (SILVA, 2011). In order to work with such difficulties, the international English language teaching field academic literature, as well as the official Brazilian documents have suggested that the use of additional technologies in languages teaching is a research field that needs to be more thoroughly explored in the context of additional languages teaching. In light of the previously mentioned challenges, a joint and collaborative project was carried out in this PhD thesis, which concerned the oral development in English (named *My city – My world* by our students). This project collaboratively entailed the use of additional technology and digital resources together with the joint actions of the teacher in class and was carried out in a State school in a country town in Rio Grande do Sul. Undertaking the collaborative action research theoretical background principles (BURNS, 2015), it was intended in this research to act upon the English language oral development of students, since the activities were jointly crafted with the teacher in classroom with reference to the sociocultural and collaborative learning epistemological axioms (VYGOTSKY, 2003). This PhD thesis was based on a research that aimed at bringing possible positive changes to the current educational context (BARBIER, 1996) as for the oral development of the current students in the school context. Building up bridges and not walls between the university and State school teaching current situation is the pillar on which the project in this thesis was developed, in line with one of the basilar objectives on which the Applied Linguistics field is situated (CELANI, 2006; ROJO, 2006; MOITA LOPES, 2009). This means bringing up possible social practices and a more sensible comprehension concerning problems towards language practices, whether they take place in social, political, economic or educational contexts. The research questions address specifically the potentialities of using additional technologies in oral English development, the viewpoints of students and the teacher about their oral development and the role of collaboration in English oral development. Research results have shown that there is effective collaboration among the teacher, the researcher and the students. Oral development was possible thanks to the harmonious collaboration among the research participants and their engagement to develop the language collectively. Students’ and the teacher’s viewpoints stand out for a positive perspective towards the use of digital technologies in oral development and school teaching practices.

Keywords: Oral development of the English language; sociocultural theory; digital technologies; action research; collaborative learning.

DESENVOLVIMENTO ORAL COLABORATIVO E AS TECNOLOGIAS DIGITAIS NA
ESCOLA PÚBLICA: UM PROJETO DE PESQUISA-AÇÃO POR UMA PERSPECTIVA
SOCIOCULTURAL

RESUMO

O desenvolvimento oral em uma língua adicional é cercado por diversos entraves (pronúncia, aspectos interacionais, sociais, linguísticos, entre outros), os quais podem se tornar desafios consideráveis para professores e aprendizes de idiomas (LIMA, SOUZA, LUQUETTI, 2014). O fato de alguém saber falar um diferente idioma demonstra o possível entendimento e conhecimento manipulável das unidades básicas de comunicação oral em uma língua adicional, tais como aspectos da pronúncia, estruturação de sentenças, adaptação do discurso a um contexto social, entre outros. Saber comunicar-se oralmente em uma língua diferente da materna envolve uma complexa rede de ações e reações perante diferentes usuários do idioma utilizado. Ao alocar-se a atenção para o contexto escolar público, notam-se entraves e impossibilidades por vezes retratadas em uma semiologia repleta de sentidos negativos quanto à oralidade em língua adicional. Mais especificamente, em relação ao ensino da língua inglesa, parece haver ainda a crença de que “não é possível e nem viável desenvolver a oralidade de estudantes na escola pública”, ideia ocasionalmente compartilhada pela comunidade em geral. Alguns estudos da literatura acadêmica sobre contexto escolar público brasileiro afirmam que até mesmo o ensino da leitura em inglês é aparentemente desfeito de sentido (SILVA, 2011). A literatura internacional no ensino de língua inglesa, bem como documentos oficiais brasileiros têm sugerido que a utilização de tecnologias adicionais no ensino de idiomas é um campo ainda a ser mais profundamente explorado dentro da realidade de ensino de línguas adicionais. Tendo em vista os desafios anteriormente citados, nesta tese almejou-se estabelecer um projeto atinente ao desenvolvimento oral em língua inglesa (denominado *My city – My World*), o qual envolveu colaborativamente (LANTOLF, THORNE, 2007) o uso de tecnologias e recursos digitais em ação conjunta com o(a) docente em sala de aula. Este foi realizado dentro do contexto de uma escola pública em uma cidade no interior do Rio Grande do Sul. Por meio de princípios fundamentados pela pesquisa-ação colaborativa (BURNS, 2015), buscou-se detalhar e agir sobre o desenvolvimento da oralidade da dos estudantes, uma vez que as atividades foram desenvolvidas conjuntamente com a participante docente e compreendidas ante os axiomas epistemológicos da base de aprendizagem sociocultural e colaborativa de línguas adicionais (VYGOTSKY, 2001). Este projeto está baseado em uma pesquisa em que dos objetivos era trazer possíveis mudanças positivas na atual realidade de ensino (BARBIER, 1996) da oralidade em uma sala de aula no contexto da escola pública. Levantar pontes e não muros entre a universidade e a educação na escola pública atual é o pilar sobre o qual este projeto de tese pauta o seu desenvolvimento, em consonância a um dos objetivos basilares da Linguística Aplicada contemporânea (CELANI, 2006; MOITA LOPES, 2009), a saber: trazer possíveis práticas sociais e um entendimento mais sensível dos problemas envoltos às práticas de linguagem, tanto em contextos sociais, políticos econômicos quanto escolares. Conforme os resultados demonstram, há a presença de uma colaboração efetiva entre a professora, o pesquisador e os alunos. O desenvolvimento oral foi possível graças à colaboração harmoniosa entre os participantes da pesquisa e o engajamento destes para aprender e ensinar a língua inglesa colaborativamente por meio do uso de tecnologias digitais. A visão de alunos e da professora se demonstra em uma perspectiva positiva em relação ao uso de tecnologias digitais no desenvolvimento oral e nas práticas de ensino escolar.

Palavras-chave: Desenvolvimento oral da língua inglesa; teoria sociocultural; tecnologias digitais; pesquisa-ação; aprendizagem colaborativa.

0. FOREWORD

The year was setting up the beginning of the third millennium era. I vividly remember when I started having my very first English classes at the age of 10 at an Elementary State school in the State of Santa Catarina, the last but one State in the South Brazilian region. At the instant I was told I would have to select between English or German lessons at the 5th grade, I glanced upon both possibilities and made the choice for the English ones. The first lesson I have ever had was about the song “Good morning, my friend, how are you?”, in which I still markedly remind myself of the English teacher telling me she was surprisingly impressed by the way I could handle the words altogether, seemingly bearing an almost-like native speaker pronunciation pattern. At that time, I was not fitly able to grasp what she meant by such words.

The year was 2006, and I was to have my first English lesson in the 7th grade, but, as the English language teacher told us, the State school was not suitably able to purchase English textbooks for all the students. Thence, we were consequently to afford these ones, or we needed to rather xerox the book pages, with the purpose of properly following the class. Otherwise, students would not be able to dive into the language in an accordingly way. There were several occasions in which many of my former classroom colleagues did not have enough money to pay for the book and, sadly, could not keep up on having the English classes. These ones were increasingly utterly fed up with the teacher seated on the teacher chair, showing the pictures on the book and playing some tiny dialogues with a view to drilling pronunciation and work out on some English grammar assets. No wonder would my colleagues find the classes rather tedious, as no space for singular creativity was provided. Albeit these constraints as to having a more communicative activity playing role in class, I remember myself trying to not eschew any opportunity in class to speak to the teacher, mainly outside the classroom. Every chance I could get was undoubtedly a golden one, as I was able to meaningfully live the language beyond the bookish way.

I cannot forget the many times I actively helped my friends meanwhile they were having troublesome situations in grasping the language. Personally speaking, I do not deny that these episodes supported the character of a future teacher I would have, as helping my friends was not a big deal but an encouraging moment to endorse the different teaching practices of which I would have to make use after some time in class.

Notwithstanding, as the time went by, my interest for the English language grew arguably stronger and I would, periodically, listen to songs by Linkin Park, Greenday, Eminem, Nickelback, among others, together with the lyrics besides me, trying to translate the words I

could not suitably fathom. Those days still ring in my memory, as they cemented the building blocks of the linguistic knowledge I had at that time. As a teenager, diving into those worlds of words assisted me not only in learning solidly cold lexemes, but also in seeing the world by a dissimilar perspective glass, understanding that life was beyond my ultimate reality in which I was living in. As a teenager from a considerably humble family background, surrounded by people who did not aim that much in life, I had within myself the unshakable hope to pursuit a better life and not to agree with the story which had been followed by former friends' parents. I solely had not put across the firm idea that it was by means of language that I would be able to profoundly arise in life.

Right at the high school years, I was given anew the chance to select between the English language and the Spanish one, sticking once again to the English linguistic system. We made use of the book named *Password (Especial Edition)* by Amadeu Marques (MARQUES, 2002), which was the core base of the classes. I considerably liked reading the additional texts within the book, as I had the chance to work on different topics and get to know about other cultures. As music had always been my ground floor for language learning, most of the work I needed to present in class was arguably related to songs, in which I was able to show authentic examples from music that people were listening to in those days. In 2011, I needed to move to Rio Grande do Sul, the Brazilian State where I was born, heading back to my forty-thousand people hometown, yet keeping up with the study in the Brazilian State school system. Another time was given to me, thankfully, to have more English conversations with the English teacher in the second high school year. The English classes consisted uniquely on making use of the xeroxed textbook, which was not rather compelling to draw students' attention to a more communicative class.

In the final year of the high school, I had to move to another city with my family, as my father did not have the opportunity to find a suitable income for a four-member-family. In the beachy city to which we moved, I subscribed to the only city State school for the final year of high school. Sadly though, as I needed to work as a means to financially help my family members at the age of 16, I was tied up with a hugely demanding daily lifetime, working routinely as a graphic designer daylong and studying at night, and, additionally, there was no English class during the night classes. Nonetheless, as the Brazilian National High (ENEM) school exam was approaching, I had already bore in mind the idea of entering the University studies in the next 2011 year. At the end of the 2010 one, I had a particularly unique chance to play a part in an English mock class in a private language institute in that city. The class was set in the pre-intermediate level and there was only me and another student, alongside the

teacher in class. She was teaching a review class about the use of past structures. I took the chance to once again talk to an English teacher.

At the moment she asked me a question in Portuguese “Como se diz: O que você fez ontem?”, I rightly remember I told her “What made you yesterday?”, she kindly corrected me, saying that the right structure would be “What did you do yesterday?”. I remember I tried to speak to the English student girl who was beside me, but almost no word was heard from her. This same student uttered at one time in the class the following sentence: “teacher, I do not understand how this boy from the suburbs may come into class and speak way better than me!”. The English teacher, with a smiley and merciful facial expression, told politely this student that whoever the person might be, practice makes perfect and that, if I were willingly engaged, I could become fluent one day in the English language, as it had been the case with this English teacher. Those simply encouraging words still surpass the fleeting thoughts I occasionally have about equality and languages learning opportunities in life, as these ones catapult me towards not only to a more professionally, but academically and personally developed life in the coming years.

After taking part in the ENEM exam, I had the unique choice to compete among other Brazilian students as to fetch a scholarship to study at several different universities countrywide; shortly after, I was given the chance to have three future courses options to go for, and the first option for granting a scholarship was the Letters course (English language teaching undergraduate one). Thankfully and joyfully I was selected for this course and started studying college at the age of my early 17’s. I sensed an obnoxiously proud feeling of having the chance to start off my teacher career at a high-quality institution. Yet, had I had a pacific academic life at that time, I would not have started growing up so intrinsically with regard to all the facets entangled in the English language learning process. Should I say I felt fine in the first months, I would be lying among these lines.

I felt rather increasingly desperate due to the fact that all my university colleagues had already been teaching English for a while and could effectively communicate with the first professor we had at that time. I did not know whether I would be able to have a proper interaction with my colleagues, as my English language level was drastically far beyond theirs and, after all, I had not had the merest chance to take part in a language course, once my family was not (sadly) able to afford one.

Contrariwise to the expected result that would lead me to drop off the course, I ventured myself to learn the English language in a rather immersive way: I started boldly anon to shift all my surrounding reality into this language. My cellphone, computer, computer software,

cellphone apps were all turned into English. Soon enough, I started to listen more constantly to English songs, downloaded a huge quantity of videos and dissimilar podcast media with the objective to have meaningful contact with the language. I may dimly forget those days, in which I would be tirelessly approaching every new bit of language, whether I was exercising (running out in the streets while listening to some CNN podcasts), reading (with some softly light background English songs plugged in my headphones), riding my bicycle (having the chance to listen to some English language learning podcasts by BBC), downloading online chat apps while on the journey to university or to the school I was to start teaching shortly after my first month at college. All in all, these fairly unsettling experiences with digital technology in a hectic daily life bolstered my confidence to head forward in my language learning journey.

In the second month I was at University, I subscribed myself to take part in an optional English language teaching practicum, at an elementary State school in my hometown. I was told I would have to teach fifteen different classes (from the 1st to the 9th grade) in that school and that, if I were able to handle all the troublesome situations that would eventually come along the way, it would be possible for me to teach anywhere worldwide. Albeit the flattering words I heard at that time, I have taken notice that these early years in my English language teaching experience aided me to step forward in my teaching profession.

These were likely the days in which knowing the language was crucially important as to give a good quality teaching time to students in that risky, a low-income neighborhood. It was during this period that it was possible for me to mature in English language teaching practices, as well as to understand, now from the other side of the classroom (as a teacher), how the Brazilian English language teaching reality was like. At times, I distinctly remember how students reacted to classes in which different contents from dissimilar school subjects took place altogether. More often than not I would be listening to sentences like “Why do we have to look at the globe in order to know the country names? Why are we watching this video about cities? Is it a Geography or English class, teacher?”, displaying an oblivious attitude of students with regard to a more heterogeneric language class, which would not solely entail the learning of grammatical structures, but different axioms of human life. After this experience in this school, I firmly believe I have had many fragments of stories that build up altogether the professionalism that I have nowadays and the golden lessons to be shared among future training teachers.

A last but important viewpoint that I would like to share is the one concerning learning other additional languages apart from English (as my mother tongue is Brazilian Portuguese), which includes German, French, Italian, Spanish and Chinese. In the third semester at

University, I was able to select one optative discipline (German language course) and to venture myself in learning a rather fascinating language, which intellectually challenged me with its solidly firm structures and different ways to cobble up or even formulate questions fulfilled with auxiliary and diversified prefixes.

Interestingly enough was the fact that the English language sourced the learning path for the German one, as some structures and seemingly familiar words could be matched by some indistinguishability among them (Vater – father, Mutter – mother, König – king, obwohl – although, among others). The same case has taken place afterwards with the French one (which was primarily learned by free online courses provided by Massive Online Open Courses – hereafter MOOC, and by cellphone apps such as *Duolingo*, *Busuu*, etc., and language courses textbooks), Italian (learned mainly by songs, Italian courses textbooks, language learning apps, etc.), Spanish (by means of free online courses offered by some Federal Institutions in the country, by the undergraduate course I am taking nowadays, among Spanish language textbooks).

The only language which was learnt somewhat differently was the Mandarin one. Thankfully I was given the million-to-one chance to participate in a public contest in 2014, among 250 students in my university for an exchange program in China, named TOP CHINA, which is mainly sponsored by Santander Universities. There ought not to be better words to adequately describe how I sensed the moment in which I was told I had won the contest and consequently had got a one-month-scholarship to study in the Asian country. Try as I might, I would never have the most accurate words to say how much lifechanging this experience was for me. Were it not for the English language studies I had had so far, this once-in-a-lifetime opportunity would not have come. And yet, I was invited to give a small one-week advanced Academic English course at the Jiao Tong University in Shanghai, which was such an enjoyable and eye-opening event to the several windows of opportunities brought about by English language mastery skills.

All in all, these aforementioned experiences rather briefly portrayed (along many other worthwhile unmentioned ones) have progressively and fragmentally made up the person I am today. Had I not faced troublesome issues since my thoroughly humble childhood, until the moment I am here nowadays with the chance to complete a PhD research level, I would have eschewed the countless opportunities I have long had to turn thorny life obstacles into ladder foundation stones of a miscellaneous diversified teacher.

I may say that I have been intrinsically motivated to bring about significant changes in the world by the inherently powerful driven force that emanates from language itself. By

language I have ascended to be the person I am today, and by language (thank God!) I will be able to ring in possibly unique changes by the hereafter shared ideas in this PhD thesis. As it was previously noticed, the words *technology*, *additional languages*, *State school*, *oral development* and *English language teaching* are the main ones that co-build the spectrum onto which this research is set up.

Thanking, nevertheless, the reader for his/her rapt attention in reading this foreground information, that significantly led me somehow to pose today PhD research questions, we are all fairly set to initiate a journey into the wonderfully complex aspects of the oral language itself and its teaching.

INTRODUCTION

In the Foreword section I have exposed some of the reasons that led me to bring into existence the current PhD thesis¹. The international once-in-a-lifetime experience that I once had in the academic exchange program in China was an important one, as it was given to me the chance to teach the English language at the university level. In such a context, there were students stemming from different parts of the world. Additionally, the experiences regarding the learning of six additional languages², likewise aligned with a teaching and learning development in my career and my intrinsic ever-growing motivation that stirred me up to face nowadays' world teaching challenges (RIO, PASIN, DELGADO, 2015; HUGHES, 2011) might be analogously mentioned. Much of what is to be shared on the next pages is a result of years of an unending commitment, a growing passion and an obnoxious interest in better understanding what students and teachers face regarding the oral development in English.

The teaching of the oral production in English has visualized in the last couple of centuries a constant teaching methodologies' shift process that promoted the endorsement of the oral production (LEFFA, 2006; HUGHES, 2011). At first, the teaching of the oral production had an enormous focus on learning the structures of different languages, as if this would develop afterwards the oral production of students. This view was utterly shared by the old Grammar Translation method. After such a huge change, we have seen nowadays the importance that the oral production³ has received in the international literature concerning the learning and teaching of the English language (LUOMA, 2009; ARIFIN, 2017).

Moreover, it should be understood in here the view of language that is taken in this PhD thesis, which is broadly conceived under the Sociocultural Theory (hereafter SCT) framework (VYGOTSKY, 1978; WERTSCH, TULVISTE, 1992; ROGOFF, 2003; JOHNSON, 2009). Above all, the authors assume that meaning does not abide in language itself. Rather, it takes place within the social group's use of language, which is culturally shared within different sociocultural milieu (WERTSCH, 1993). Similarly, according to Johnson (2009, p. 14), from a sociocultural viewpoint, language works as a "psychological tool that is used to make sense of

¹ One of the reasons that led me to write the current research in the English language was that this one was thought up to be shared to a wider (worldwide) audience and, once it would also be possible to share with the academic community the English language teaching practices that have taken place in the Brazilian context.

² An *additional language* is differently understood in relation to a *foreign* one due to the divergent opinions people may have about the term *foreign*, as if the language only belonged to another nation and could not be used by other languages speakers. In light of Schlatter and Garcez (2009), since the addition of the English and Spanish languages in our daily reality, these and other languages are at the service for people from different cultures and nationalities, being highly difficult to clearly spot who the native or the foreign speakers of such different languages are.

³ The words *oral production* and *speaking skill* are similarly understood in this work.

experience, but also as a cultural tool in that it is used to share experiences and to make sense of those experiences with others, thus transforming experience into cultural knowledge and understandings.” This means, likewise, that this meaning production changes both the individual human being as well as (s)he may transform language itself within the multirange of physical, social, historical and cultural contexts.

Johnson (2009, p. 15) goes on affirming that a SCT view of language also aligns itself with other theories of language that highlight the social nature of language and which conceive language as a “constellation of social practices”. This, therefore, recognizes language not as something unchangeable, unmovable, untransformed, but emphasizes language as a fluid, unstable, dynamic, as the finest dialogic and mediational tool that human beings may use to enable communication among themselves. Similarly, within the school context, it is important to bear in mind an understanding of language that does not roughly whitewash the complex historical, cultural, social, economic and political dimensions that permeate the educational lieu (JOHNSON, 2009).

Due to this, I also take into view the notion of language as a social use and joint action, which is embedded within broader social activities in different contexts (CLARK, 1996). According to Clark (1985), whenever one speaks a given language, one is not only pronouncing words or structuring sentences, but one is acting, once language has similarly a communicative function among people. People engagingly participate in conversations, using language as a medium of organized social activity, because they want to belong and to participate in a social group. They do want to speak or learn an additional language because they want to be inserted and act upon the world in which they live, as people are able to construct their social world by means of language and the social interaction that human beings have among themselves.

We may understand, from these assumptions that learning a language is more than being able to master or have some sort of skills. Rather, it is, as Tílio points out (2019), a right to build up citizenship, which is similarly supported by the Brazilian National Education Legislation (in its 26th article⁴). Learning an additional language, mainly being able to speak another linguistic system, is more than adding up a different set of knowledge, but a way from which one is capable of having access to a wider cultural diversity and plurality in the current globalized world. By means of language, therefore, it will allow and empower one to act, interact, transform and be changed by the transformation one aims to bring in multifold social contexts.

⁴ Retrieved (in Portuguese) on: <<https://www.jusbrasil.com.br/topicos/11691973/artigo-26-da-lei-n-9394-de-20-de-dezembro-de-1996>>. Accessed on: 22 July 2020.

In light of what has been said before, according to some authors, language teachers are not taken as the ones that transmit language knowledge to their pupils (JOHNSON, 2009; CORACINI, 1999). Furthermore, they are as much key participants as their students in the learning and teaching process are, considering that teaching nowadays has taken a pedagogy much more centered in the student himself/herself. This means that teaching practices are focused on the motivations, interests and needs of students (TÍLIO, 2008). When it comes to developing students' oral production, a teacher who is able to fluently speak a language might differentiate himself/herself from the ones who do not. Some authors affirm that the fluency⁵ in the oral production, which is very much required in nowadays' world, might enable a teacher to more specifically work with different oral texts in class (LUOMA, 2004; LIMA, 2014; RIO, 2018a).

Considering the changes of today's world in terms of the technological development happening every day, another possible potential aspect to the constant teaching professional development is the one that concerns the use of digital technologies⁶ in languages teaching (PAIVA, 2013; LEFFA, 2006). Since we have been surrounded by the continuous evolution of technologies, it becomes relevant to investigate the use of additional digital technologies in languages teaching, mainly in the State school context. According to Lima (2014), this context seems to be left behind in terms of academic research entangling the use of technologies in the development of the oral production in English, taking into consideration the current situation of the typical Brazilian State school classroom (FRAGOZO, MONAWAR, 2012; RIO, DELGADO, PASIN, 2015).

There have been negatively portrayed realities shared in many works, which show the State school context as the one that has overcrowded classrooms, poor environments and the lack of additional school materials, the ones which would overcome the limits of the textbooks

⁵ Under a Communicative approach view, *fluency* would entail the idea of expressing oneself in an intelligible, and suitable manner without exhibiting constant hesitation in the production of speech, otherwise the communication flow could break down (HEDGE, 2000). According to Teixeira da Silva (2000), being a fluent speaker would mean to be able to speak spontaneously, making the necessary pauses with no communication problems, and being able to adapt one's speech to a wide range of interlocutors and different communicative situations. *Accuracy* would correspond to the extent to which how much well one may use the target language according to the rule system of an additional language (SKEHAN, 2009). The works by Ellis (2009) and Amaral (2011), for instance, bring in a more in-depth discussion concerning these terms.

⁶ The term *technology*, which will be more thoroughly discussed in chapter 3 of this PhD thesis, is understood here as something crafted through ordering, which exhibits a certain organization (denoting the creation of a given order), whose assets work with a purpose that might bring some benefit (FUNK, 2007; MISA, 2009; CAROLL, 2017). *Digital technology*, consequently, would be the ones that denote the use of crafted tools with a digital/artificial essence, which are ordered to bring possible benefits to any being in different places or times (SCHATZBERG, 2015; GRÜBLER, 2015). These digital ones would include cellphones, tablets, digital whiteboards, personal computers, among others.

used in class (LEFFA, 2007; ABREU, 2009; VILAÇA, 2010; GIMENEZ, 2011; FRAGOZO, MONAWAR, 2012; MARZARI, GEHRES, 2015). Nevertheless, there have been in the last years other studies and initiatives that also aim at tackling such issues in a critical way, in order to constantly change this reality (RIO, PASIN, DELGADO, 2015; BATTISTELLA, 2015; MICCOLI, 2017).

An unending body of research has appeared, which primarily focuses on the oral production teaching (BATTISTELLA, 2015; LIMA, 2014; LUOMA, 2004), or on digital technology use in English classes (SILVA, 2011) or even on the realm of the collaborative learning approach (PINHO, 2013), separately. In light of that, I believe that it has become necessary to have additional studies concerning the development of the oral production, the ones which have digital technology as a learning mediator and the collaborative learning approach set up by Swain and Lapkin (2001) as a theoretical and methodological basis.

The thesis developed by Batistella (2015), for instance, regarded the English language learning and teaching process in a teaching training course at a university context. The feedback analysis of oral interactions among students and professors and the possible links to the sociocultural theory were undertaken. Batistella (2015) found out that oral feedbacks surround the language learning process and the professional growth of future teachers, by means of dialogic interaction among students and professors. She also pointed out the importance of having a more solid body of research concerning affective assets entangling oral production, without taking for granted cognitive and linguistic aspects in language teaching. She has, hence, contributed in her research with a more concrete study related to the oral production and its relationship with oral feedback, under the theoretical background portrayed by the sociocultural theory background (SWAIN, LAPKIN, 2001), with training teachers.

Pinho's PhD thesis (2013), undergoing a case study approach, investigated the production of undergraduate students in *Letters* at a private university institution in the South region of Brazil, in which collaborative tasks in English took place in an online/virtual platform, as the mediation (VYGOTSKY, 1978) learning process was likewise her main research focus. The author (2013) argued that technology might empower the additional language teaching/learning process under the collaborative axiom, once there is a strengthening of both language and technology use as mediators in the process of knowledge sharing. That is to say, digital technologies might be suitable learning endorsement tools, as they also potentially encourage social interaction among students. It was highlighted in her study that technology use enabled the future English teachers to see the different potentialities brought about by the use of digital technology in the English language teaching/learning process.

In light of what the aforementioned authors have said, I have taken notice of the existing gap regarding the development of the oral production mediated by the use of digital technologies. Considering a fair number of studies (LIMA, 2014; SILVA, 2011) about the current difficulties in the development of the oral production – considering the existing challenges in the present teachers’ lives, graduated ones from university, as for the development of it – I intended to bring in a research connecting the use of digital technologies (PAIVA, 2013; PINHO, 2013; PRENSKY, 2010) to the development of the oral production. This happens to be the case mainly at a time in which the constant informatization process of Education, the internationalization and the potential relevance of the English language have become important factors to open up new opportunities for future teachers and learners to act upon a highly globalized world.

The study carried out by Rio, Pasin and Delgado (2016), for example, shed light into what some ELT⁷ teachers worldwide regard about the teaching of the oral production. It was noticed some difficulties that these ones normally face in their classrooms alongside their speaking teaching principles, in order to overcome such difficulties. Some of the difficulties found were the lack of teachers’ academic development to work specifically with the oral production. Similarly, the teachers pointed out their anxiety to speak in front of students, the lack of motivation to work with the oral production, whereas most of them preferred to ask students to do reading or writing activities in place of the oral ones. These teachers collectively reinforced that their students did not feel comfortable to orally produce the language, considering that their pupils usually reported being shy or anxious before speaking in front of colleagues in class. This study led me to seek further responses to the hindrances in the development of the oral production in English.

After some time, I had the opportunity to read the work developed by Battistela (2015), which was precisely grounded on the oral production teaching and collaborative assets. The research undertaken by Pinho (2013), whose emphasis was mainly laid down on the use of digital technologies under the sociocultural perspective (LANTOLF, THORNE, 2007) was equally important for the present PhD research. Therefore, the “scratching on the surface” stage assisted me in heading to the profoundness displayed in the present PhD study, which essentially works with these three axioms (*technology use, the development of the oral production and the collaborative approach*) altogether.

This PhD research was developed with a focus on problematizing, promoting and encouraging actions towards the development of the oral production, under the theoretical and

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methodological aspects of the collaborative action research principles (THIOLLENT, 2008; BURNS, 2015). As it will be shown later, the scenario of the current research happened thanks to a project developed by me and the research participants, named *My city – My world*, by means of digital technologies in a collaborative way. It is important to highlight the fact that the activities in the project were likewise developed under the sociocultural and collaborative learning basis (SWAIN, LAPKIN, 2001; LANTOLF, 2006). This research has been limited within a State school context in a country town in Rio Grande do Sul, in the South Brazilian region.

I intended in this PhD study, thence, to describe and to act on the oral development of in English by the sharing use of digital technologies among students and the schoolteacher. It has similarly been proposed in an effort to notice and to possibly bring in actions of change upon their beliefs, the teacher ones in class and equivalently of myself in this study about the possibilities of developing the oral production in the State school context. The Collaborative action research framework, as it is said by Burns (2015), presupposes an action plan, which is targeted at bringing possible alternatives to a collective problem. Both researcher and research participants are collaboratively important in the proposal of possible alternatives to the problems in this teaching context as well as in developing the teaching/learning process at the school context.

Considering the wide scope of theories concerning the notion of *learning* nowadays in contemporary learning theories (ILLERIS, 2018), many would be the options to take. In accordance with the SCT principles, learning takes place ceaselessly within physical, social and cultural contexts, in which human beings are both agents and producers of culture, transformed and being transformed constantly in the environment in which they live (VYGOTSKY, 1998, 2001; LANTOLF, 2006). According to Johnson (2009), the epistemological stance of Sociocultural Theory (hereafter SCT) delimitates learning as a constantly dynamic and social activity that happens within social contexts and is shared across persons, tools and diversified activities (ROGOFF, 2003; SALOMON, 1993; VYGOTSKY, 1978; WERTSCH, 1991).

The SCT background vows that higher level human cognition cannot be taken apart from its origins within the social domain. As Johnson (2009) points out, a sociocultural perspective relies on the fact that sociocultural activities are vital processes through which human cognition is formed. This means that this theoretical background does not assume that there ought to be universal features of human cognition that may be conceived away from the social, historical and cultural contexts in which they possibly emerge and are purposefully used. Wertsch (1995), for instance, explains that a sociocultural view of learning and development

aims at explaining the relationship between human mental functioning and the institutional, historical and cultural situations in which such a functioning takes place. Therefore, cognitive development is understood as an interactive process, which is mediated by culture, language, context and social interaction.

Aligning this view with the current learning theories, I bring with itself also another expanding standpoint, claiming that the word *learning* is also conceived as a *social participation* (WENGER, 2018). With this in mind, learning as a social participation does not happen individually. Rather, learning processes happen when people engagingly participate in activities within a social community, building up different identities in these communities. Therefore, learning presupposes *action* and *belonging*. “Participation shapes not only *what* we do, but similarly *who* we are and *how* we interpret what we do” (WENGER, 2018, p. 220).

Students engage in the learning process not only because they want to build or get some piece of knowledge construct, which is worked in class, as in a summative way to place different data inside their cognitive processing. Rather, they learn *by* and *because* of their active participation in the activities in and outside the classroom, once they learn because they want to make part of the community where they are placed. This emancipatory and protagonist role that learners have in the learning process demonstrates the importance of collaboration and how much the social context considerably influences the attitudes that every single person takes in the classroom (CLARK, 1985).

Under such a perspective, generally speaking, the current PhD thesis is held upon the studies brought about by the Applied Linguistics (hereafter AL) field, which nowadays transcends the studies of linguistic knowledge alone (CELANI, 2016; MOITA LOPES, 2006; LEFFA, 2002). According to Moita Lopes (2006), for instance, AL is nowadays a nomad field, which aims at understanding the constant changes in society, as well as it has the objective to have a more sensible view upon the voices of people who live diversified social practices.

The AL field is beyond the mere application of linguistic theories to the teaching of languages. Better yet, the current AL scope has interconnected the richness of studies brought by different areas. This, for instance, includes humanistic fields such as sociology, anthropology, philosophy, among others, overflowing the limits once set for previous applied linguists, whose focus were mainly on the use of different linguistic theories to the understanding of language teaching processes (WIDDOWSON, 1978; TÍLIO, MULICO, 2016). Rather, according to authors defending the shifts paradigms in this research field, nowadays AL is seen as transgressive, “stubborn” and critical (MOITA LOPES, 2009; TÍLIO,

MULICO, 2016; PENNYCOOK, 2006), dramatically changing the application of linguistics to an applied linguistics state, as a dynamic, hybrid and fluid study field.

According to Rajagopalan (2004), current AL transgresses the conventional disciplinary frontiers with the aim of developing a new research agenda, which has in its essence an open space with multiple centers complexly aligned to each other (RAMPTON, apud MOITA LOPES, 2006). In light of that, Rojo (2006) intends to summarize such ideas, when she mentions that it is not the aim of the AL scope to “apply” a theory to a given context and test it out. The current AL is neither focusing on only explaining and describing different concepts or processes in given contexts, mainly the school one, in light of theories taken from other study fields. As she goes on in the thought-chain (2006), AL is not about any previously and theoretically defined problem, but it concerns *socially relevant problems*, which are enough in themselves to require theoretical responses that bring benefits to social practices and to their corresponding participants, with the view to possibly bringing a better life quality, in an ecologic view of society as a whole.

Carrying out a qualitative and interpretative research model, the present PhD study is built upon a collaborative action research framework (BURNS, 2015). This one was utilized as to understand how the application of a collaboratively digital project would influence students and teachers in developing their oral production, taking a close heed to the Brazilian State school students’ scenario. According to Paiva, the educational context is a great one for projects that involve creative teaching practices (PAIVA, 2013). I aimed at detailing how this experience may become important for the development of the oral production of the students in English in the specific context further described.

The current PhD thesis is divided, in virtue of what has been exposed so far, in the following way: The *first chapter* addresses the main points concerning the oral production, having a rapid view on some of its main constitutive assets. Afterwards, I pinpoint the main difficulties that both teachers and language learners have with regard to the development of oral production in English, as a body of literature displays these thorny issues (ROMERO, MANJARRES, 2013; JUHANA, 2012; ARIFIN, 2017; DEWI, 2017). In the third part of the chapter, I present the main criticism laid on the Communicative approach, within the post-method era understanding (KUMARAVADIVELU, 2006), as well as I bring some discussion about the changes in the teaching of English in the second part of the twenty-first century and

how literacy⁸ studies, mainly the digital literacy⁹ ones, have a positive influence in the way that the teaching of English happens today. Lastly, I bring in a speaking teaching cycle, under the light of Burns' and Goh's theoretical background (2012), which was used during the application of the aforementioned project (*My city – my world*) with students, connecting it to such new teaching practices in the present century.

The *second chapter* leads off the discussion concerning the use of additional technology in educational settings, more specifically, in the ELT world, as long as it likewise grapples with the potentialities and hindrances that digital technological resources might bring to teachers, considering their capabilities to well use technological tools. Lastly, it presents some different body of research carried out worldwide, which demonstrates the use of digital technologies on the development of the oral production for different purposes.

The *third chapter* moves the reader to the main and most relevant notions of the collaborative approach, as long as the SCT theory main concepts (e.g. *scaffolding*, *the ZPD*, *mediation*, *collaborative dialog*, *collaboration*, to name a few) firstly brought by Vygotsky's former ideas are taken into consideration in light of what current researchers believe about their use in language learning and teaching fields. Additionally, as a way to prepare the reader to the methodological chapter, that comes right after the third one, I propose a small discussion connecting the first and the second chapter (which include the oral development and the use of digital technologies in ELT classes) under the SCT theory framework. This has been done in order to more comprehensively understand how these two concepts (oral development and digital technology) might be entangled under such a profound theoretical background like the SCT one. I believe that the SCT underlies the teaching practices carried out in the PhD thesis as well as the development of research participants in the teaching context. This has been the case, once teaching and learning cannot be taken apart from the physical, social, historical and cultural instances where they take place.

The *fourth chapter* draws on the methodological procedures, as long as it briefly presents the collaborative action-research main notions with the view to assisting the reader in

⁸ Generally speaking, the term *literacies* here is understood as the social and cultural practices that have specific meanings and specific purposes within a social group, which assist in maintaining cohesion and identity within a group. These practices are contingently dependent on sociocultural contexts in which they are produced (SOARES, 2004; BUZATO, 2006; ROJO, 2006; MUTONYI & NORTON, 2007).

⁹ Moita Lopes (2010), for instance, argues that *digital literacies* are the social and situated practices that involve the collaborative participation of social actors placed in specific sociocultural and historical contexts. Digital literacies practices also entail the group and collaborative construction of meanings, supported and mediated by multisemiotic tools (texts, hypertexts, videos, songs, among others), in communities of practices (WENGER, 1998) in the digital world. The computer screens, for instance, would go beyond the notion of an information source. Rather, it would be a tool in which meaning construction, disputes and contests take place. Computers would enhance and expand the repertoire of meaning construction with other social actors in a seemingly infinite number of ways.

understanding how the current PhD was carried out. Similarly, I present the main leading research questions, the participants of the research, the methodological tools used and the analysis criteria for each point addressed in the present-day study.

The research questions that drive the current PhD study are the following ones: “1. *How does the of oral development production take place within a collaborative project with the assistance of additional digital technologies?*”. The first question addresses mainly the way that the oral development happens within a collaborative and sociocultural understanding. Question number two, “*How does the collaboration amongst the research participants take place in oral development of the of the research participants?*”, aims at noticing and understanding how collaboration among students might (not) assist in their oral language development. The third question “*Which are the perceptions of the students about the collaborative project, the oral development and the use of digital technologies in the State school context?*”, aims at precisely detailing and understanding the main viewpoints that students hold concerning the development, the collaborative project and the use of digital technologies in their local context. The fourth question, thence, “*Which are the perceptions of the teacher about the collaborative project, the oral development and the use of digital technologies in the State school context?*”, takes heed on understanding the viewpoints and feelings shared by the English teacher in what it concerns the oral development of the, the collaborative project and the students’ oral production. It also focuses on a promotion of thoughtful reflections on her English language teaching practices and beliefs in the State school context concerning this topic.

Let us head, firstly, to the circumscribing aspects in the tangle of ideas related to the oral development in English.

1. ORAL DEVELOPMENT: A RATHER CHOPPY SEA IN ELT

In this chapter, I will take a brief look at the changes in the way that the oral development was mainly understood throughout the centuries and how the teaching of this one has likewise shifted in the different teaching method moments (HUGHES, 2011). I will arrive, thence, at the post-method era, which, according to Kumaravadivelu (2006), has been ringing changes in the understanding of the teaching practices of languages across the world. Afterwards, the reader is invited to have a glimpse upon the main assets compounding the oral development in English (interactional, social, psychological, linguistic ones, among others).

The next subsection presents the principal difficulties that students and teachers usually face concerning the development of the oral production and it aims at explaining what the typical constraints faced by all the involved people in the language learning process are. The subsequent section brings a current criticism towards the Communicative approach and the common ground thoughts shared by post-method era authors (KUMARAVADIVELU, 2006; RAJAGOPALAN, 2006; ARAGÃO, SANTOS, 2012). The final subsection presents the speaking teaching cycle that was used in this PhD research, since it is seen in the present-study as a way to bring a more in-depth study routine to students and teachers, which focuses mainly in the development of the students' oral production.

Let us head to the first subsection, thenceforth.

1.1 What makes up the oral development so inherently unique?

*Words satisfy the mind as much as fruit does the stomach;
good talk is as gratifying as a good harvest.
Words kill, words give life; they're either poison or fruit –
you choose. (Proverbs 18.20-21 (The Message Version))*

At the moment that one speaks one particular word, one is to bear in mind the either positive or negative consequences which might accordingly flow from one's speech. As long as one knows wisely how to choose the words to be (out)spoken, one may, in one's due time, reap the fruitful reward(s) of having applied the right lexemes in the most appropriate moment. Speaking the right words in the right time may bring right/positive results to the ones who know how to use these ones in the correct way. Moving this thought-chain to the field of additional languages, what would correspond to speaking or having a "good talk" in another language?

What, after all, would be involved in the oral production itself in order to make it “successful”, if that exists, after all?

The teaching of the oral production has shifted considerably throughout the ages, with diversified teaching methodologies¹⁰ coming up and fleeing away in a matter of short or longer times. In the pre-method era, for instance, dating back to 5000 B.C, good oral production was understood as a synonym of literate speech, demonstrating elegance and stylistics (HUGHES, 2011). After the boom of the Direct Method (DM), coming subsequently to the Grammar-Translation one, a lot has been said about oral production and about what entails a good one.

The oral skill¹¹, may be grasped in great variety of ways (BASHIR, *et al.*, 2011; AURIAC-PEYRONNET, 2003; DONALD, 2010; RIO, 2018a, 2018b). Bygate (1987), contraposing the viewpoints of people who only grasped the speaking skill as a simply tongue movement skill at the old times, uttered that the oral one occurs under linguistic principles, and that it is a likewise auditorily signalized and a systematically meaningful production. He (1987) goes on saying that this skill may manifest itself in an unlimited set of ways. Albeit its instantaneity, oral production is a significant sound production which happens rather complexly.

This means that a huge amount of efforts is taken in order to this to take place and to develop it, mainly at work and academic contexts, in which voicing one’s opinion or contradicting one’s viewpoint is essentially *in vogue* in today’s world. In such contexts, highly philosophical topics are more often than not heatedly discussed. Therefore, in such situations, it would turn out to be seemingly obligatory to hold an effective speech production (OSBORN *et al.*, 2008), as it is required by these particular contexts.

Notwithstanding, there is a small likelihood of one neglecting the complexity of such a linguistic production, in virtue of the oral skill be considered a factual everyday life phenomenon, worldwide uttered by different speakers of a diversified number of languages in

¹⁰ It is important to mention here the understanding that may be occasionally seen in the AL academic literature regarding the words *methodology* (the general pedagogical practices guidelines, which mainly respond to the question “*how to teach?*”, having its correspondingly underpinning theoretical background), *approach* (the grounded positions and beliefs concerning the nature of language learning, language itself and the way the knowledge of both may be applied to pedagogical contexts) and *method* (a generalized classroom specification set to accomplish linguistic aims. Methods are normally understood to be essentially related to teachers’ and students’ roles and corresponding behaviors and likewise to subject-matter objectives, sequencing and language used materials, as they are thought to be broadly applicable to a huge range of audiences) (LEFFA, 2012). Albeit their similarities, one should not regard them as equally the same. For a more in-depth reading for the interested reader, it is highly recommended some authors, such as Leffa (1988), Brown (2007), Aragão and Santos (2015).

¹¹ The terms *oral skill*, *oral production* and oral development are used interchangeably in this section, considering that the body of literature used in this section stems from authors more aligned to the Communicative Approach, and whose view of language seemingly entail a subset of skills and subskills that integrate language itself (HARMER, 2007).

every instant. This idea is arguably exposed by Rio (2018a, 2018b), in light of Thornbury's thought chain (2002, p. 1):

Speaking is so much a part of daily life that we take it for granted. The person produces tens of thousands of words a day, although some people – like auctioneers or politicians – may produce even more than that. So natural and integral is speaking that we forget how we once struggled to achieve this ability – until, that is, we have to learn how to do it all over again in a foreign language.

Due to the current fact that thousands of lexemes are usually cobbled up routinely, that does not consequentially lead one to affirm that speaking a language is uncomplicated. In light of Thornbury's (2002) excerpt, it is as if one felt like a child, every time one has to work on a new additional language speaking learning path, due to the several aspects involved in speaking a language.

Ounis (2017), for instance, affirmed that in the very first seconds of one's speech production, it is possible for listeners to unveil the speaker's origin (due, mainly, to accent patterns), personality and even his/her viewpoints about a given topic, as much as the speaker similarly demonstrates his/her mastery level in the language spoken. In my almost one-decade-experience in additional languages teaching, I have seen this almost rapid unnoticed phenomenon taking place several times. There was once in class a student who used to stutter in front of other pupils every time he needed to have a *show and tell* presentation. This student would speak quite slowly and would unwillingly and continuously pause when he needed to formulate sentences. As a result, I would listen from some students that they noticed from the very beginning that this pupil had a huge inability to speak English. That is to say, people in general may apparently foresee whether one is fluent in a language in the very first seconds of the speech production of someone (OUNIS, 2017; LUCAS, 2001; ZAREMBA, 2006).

Nonetheless, speaking a language, whether it is one's native or an additional language (additional to the first one), is plausibly not an easy task. As it has been stated so far, the teaching of such a skill in history has moved back and forth in its advancement (HUGHES, 2011), once the understanding concerning this skill has been overlapped by miscellaneous radical conceptions as for the way to handle it in the additional languages' classroom (DWYER, HELLER, 1996; THORNBURY, 2006; UR, 1996; YALÇIN, 2004). In the next paragraphs, I intend to display some body of research which has been primarily drawing its attention to the constitutive complex aspects of the oral production for the development of an additional language.

According to Corsetti (2015), the oral production is one of the most fundamental ones in everyday life verbal communication. When people are to have conversational exchanges, they are supposedly engaged to perform actions, exchange a piece of information, establish and keep up social relationships, among other activities, all at once, instantaneously. Biber *et al.* (1999) once affirmed that whenever speakers are in a conversation, they are expected to keep up the conversation as long as they may or will, despite the fact that they have a rather short time to plan ahead or either modify or even readjust their oral production. This is a case that normally does not occur in the writing skill (BOONKIT, 2010), as this one is usually planned and may be worked more lengthily. It is also theoretically possible to build up one's creativity by means of casual or even formal conversations, as long as speakers are meaningfully and eagerly engaged in their conversational activity (TSOU, 2005; THOMAS, 1995; KHAN, 2010; ZAREMBA, 2006).

Nunan (1999), as well as Bailey (1999), affirmed that speaking a language might bring about the representation of one's supremacy over a linguistic system. This may be commonly seen as for the typical "Do you speak ____ (language)?" question and the absence of similar inquiries for the other skills (e.g. Do you read/listen/write in _____ (*language*) ?). The authors go further, claiming that speaking a language means to have a proper *accuracy* level (that means for one to have a fitly understandable control level over the language structures which are under use in the speech moment) and a proper *fluency* level (it means to make use of the language in a somewhat confident, swift way, with almost no likelihood of false starts, frequent word searches, hesitation or unnaturalness to take place) in the language as a whole. MC (2003) similarly adds up that the speaking skill is not the accurate mirror of the written skill production. Alternatively, the speaking one would be made up of a huge set of subskills which would need to be precisely huddled up with a view to producing language orally in a relatively proper way.

Harmer (2007), as a base for discussion, states that the speaking skill entangles mainly *processing subskills*. It commonly integrates the organization of language itself in one's mind, in which words are intelligibly managed in order to the interlocutor grasp the message conveyed. Secondly, the speaking skill incorporates the interaction within each talk turn (that is to say, the favorable circumstance given to every speaker to deliver the message). Thirdly, it is composed by the meaningful production and understanding of language within a specific social realm.

Burns and Joyce (1999) once avowed that the speaking skill has an obnoxiously contingent nature. The proficient speaker needs to be capable of (1) responding people's request, (2) expressing who (s)he and the other people around him/her are and what they will,

(3) verbalizing opinions, wishes, thoughts and equally control and show his/her emotions, (4) exploring the world and understanding how the world itself works like by the power of language, placing himself/herself by means of language production and (5) swapping relevant piece of information with other speakers. This means that oral production normally takes place *on the spot*, that is to say, spontaneously, contextually and interactively.

Brown (2007) likewise declares that the oral skill entangles a process of interactive meaning construction, which is surrounded by information processing, delivery as well as reception. He (2007) further states that, to allow oral production to occur, this process needs to undergo through a unique context, which entangles all the participants' personal background and world knowledge (life experiences). This also concerns the reason for having the communication taking place at a given time as well as the physical spot in which the interactants are located. It has been asserted in here that one's oral production, with its contingent nature, is the one that most of the time (apart from specific contexts, such as in oral academic or political speech) is done in a moderately unplanned, typically time-limited and commonly swift way. Also, as it will be seen later on in chapter 3, under a SCT theory view of language, we cannot take one's oral production apart likewise from one's sociocultural context and background. This implies, thence, that one's oral production is not merely dependent upon the previous described assets, but, similarly, to the sociohistorical instances where one is placed (JOHNSON, 2009).

Brown (2007) asserts that the oral skill portrays some singular assets which are worth being mentioned, as a way to complexify its nature. He holds the view that the speaking skill includes the *intonation* and *pronunciation* assets, *reduced forms of language*, *redundancy*, *clustering*, *performance variables* and *interaction*, *stress*, *rhythm*, *conversational fillers use*, *colloquial language*, *delivery rate* and *contextualized production*.

The *intonation*, one of the most particularly speaking skill unique elements, concerns the voice tone that one makes use of to achieve a whole set of different purposes. Spoken activities such as begging, narrating, pleading, comforting, advising, blaming, inquiring, whistling, telling a joke (THORNBURY, 2006) may require dissimilar ways of *intonation*. This happens as for the sake of achieving the speaker's purpose in uttering words, regardless of the context in which one might be expressing, most of the time, the sentence *mood/tone* as well as the speaker's sensations or feelings towards the facts/topics (s)he is conversing.

Pronunciation concerns the standard word/phrase/sentence, intelligibly meaningful sound production in a language (TRASK, 1996; POURHOSEIN, 2012). As for the English language, the slight change in pronunciation of words may bring one to troublesome situations. Typical examples are the ones such as the words *bitch* and *beach*, *feet* and *fit*, *live* and *leave*,

thought and *thorough*, among other possible ones to be elicited here. Intriguingly unique is the fact that the mispronunciation of words may also leave language learners with social problems. Once I have had the dismal episode with a pupil, who wrongly spoke the word *unhappy* (/ʌn'hæp.i/) as *uniappy* (ʌn'jæp.i), being afterwards scoffed by his colleagues outside the classroom. The same problem has been noticed by *rhythm*, the speed rate/pace onto which a sentence is built up (WONG, 1987), as the student may not be able to follow through a proper speed pattern, either by reading a text (pupils may stop several times, normally due to not knowing the pronunciation or meaning of a lexeme) or by speaking to other interlocutors.

The *delivery rate* might be spotted in a like manner in here. It resembles the rhythm asset, but it is the one constituted by the proper time in which words should be uttered (BROWN, 2007). This one is dependently suitable to each situation in which interlocutors are (for instance, narrating a soccer match in contrast to reading an official oath before a huge audience are two distinct situations that require dissimilar rhythm and delivery rate).

Reduced forms of language are mainly related to contractions, reduced vowels, clustering of word pronunciation patterns, use of slangs, which, if not properly worked with, may consequentially lead students to have a bookish or even stilted speaking quality, not showing the *colloquial language* asset. This one, for instance, is the one that likewise constitutes one of the ways speech production may be more informally and spontaneously manifested.

Redundancy is one of the most salient aspects of speech production, meaning that this one is differently understood from the writing production process, which customarily tends to follow one straight thought chain, as in the metaphor of a seemingly continuous line. The redundancy aspect plays a particular role in the oral production, as speakers tend to come back and forth to what is being uttered, purposely helping both listener and speakers to reframe the piece of information exchanged among the participants in conversations (RICHARDS & NUNAN, 2000). On the other hand, redundancy may equivalently bore deadly interlocutors, the moment in which a given speaker is scarcely able to move forward with his/her speech thought chain, coming repeatedly to the same viewpoint which was stated at a short time beforehand.

Clustering means to be able to develop a more collocational and phrasal construction, which would lead to a more suitably smooth and adequate conversation flow (LUOMA, 2004, BROWN, 2007; RIO, DELANOY, 2015), rather than a word-by-word construction of sentences. It would be incomparably tiring for human beings to both cognitively process every bit of word and to voice one's mind in a conversation. According to Lewis (2000), native

speakers of a language speak normally in a collocational way, once, cognitively speaking, thought chain would flow more harmoniously, rather than mechanically or tediously in any casual or formal context. Thornbury (2002) speaks about clustering, emphasizing likewise the role of *linearity* in oral production. As in any linguistic production, there must be a syntagmatic one (SAUSSURE, [1916], 2006) in which one word needs to be followed after another one (although the speed for such word clustering and delivery rate will contextually have its variations).

Performance variables and *interaction* contain corrections, backtracking, hesitations, pauses, adaptations to the public/audience to whom one is voicing one's message. *Interaction*, according to Thornbury (2002) and Ashour (2017), is one of the most difficult aspects to be handled in a conversation, once a huge amount of interactional aspects are taking place alongside the speaking production itself. Brown (2007) goes on stating that the use of *conversational fillers*, such as “*uhm, well, I mean, like, you know?*”, are great conversational tools to gain *thinking time* and not let every speaker face a deadly silence every time one does not know the word to be used. Conversational fillers, which may be used in such interactions among speakers, is one of the huge sets of speaking strategies (OXFORD *et al*, 2004) of which one might make use in order to either sound more natural or to overlap a present gap in one's linguistic production.

Last but not least is the *contextualized production* asset, which implies that language production is not made in a vacuum, without any previous piece of information being seemingly equally shared among speakers. Differently to the writing skill production, which usually tends to firstly present a given topic and, thence, move forth in a topic's basilar ideas, in the oral conversation, on the other hand, the contextualized situation may be either bodily gesticulated or represented by other means beyond the writing one (THORNBURY, 2002). Speakers are able to point to the topic to be discussed in a multiple range of ways – what, Burns and Goh (2012) named *deixis* – the possibility to point to objects or to signalize them, instead of solely employing words such as *this, that, these, those, over there*, among others.

It may be accordingly seen so far that the speaking skill/oral production integrates more than the merely meaningful word sound production, regardless of the context in which the lexemes are spoken. Social, cultural, physic, interactional, linguistic, cognitive, pragmatic, discursive and emotional aspects which are described throughout this chapter demonstrate the assets involving the essence of such a socially valued skill in the globalized world era (ELLIS, 1999; McKAY, 2002; GÜLCAN, 2017).

1.2 Some issues regarding oral development in ELT

*Ai, palavras, ai, palavras,
que estranha potência, a vossa! todo o
sentido da vida principia à vossa porta –
(Cecília Meirelles – Ai, Palavras¹²)*

In my experience with English language teaching, I have heard many times this kind of situation or story told by English language teachers themselves or lived it myself: the ELT teacher has lovingly and thoroughly set all the necessary tasks for the English class beforehand. This same ELT teacher believes that, at this time, students will come up in class genuinely craving for new knowledge and, better yet, will have an amazingly unforgettable English lesson, whose focus will be primarily on speaking in an unafraid way either in front of a large audience or in pairs, with their peers in class. Notwithstanding, what wistfully takes place is a dreadfully dull scenario, in which pupils are seemingly unwilling to voice their opinions with any whatsoever topic with which the eager teacher desires to work.

The strongly motivated teacher performs, displays, stages and even reproduces thought-provoking English language teaching materials in class, but with no success after all the attempts. The English teacher, ending up his/her class, sets out the homework for the next lesson, asking students to bring about new suggestions for his/her class, in order to stir their motivation up so as to pupils speak more oftentimes in class. The teacher, without any seemingly relevant result taking place in the English class, thoughtfully comes back home under an overtly gloomy perspective, seemingly with no foggiest idea of why and how the class has apparently gone wrong.

If the current PhD thesis reader has ever had any troublesome situation, to any extent, similar to the picturesquely described one in the first paragraph, you may feel yourself utterly relieved, as a huge body of research has been currently overemphasizing the difficulties that English language students and teachers have been having worldwide with regard to the oral production in English (SHUMIN, 2002; MOURTAGA, 2011; HAMAD, 2013; ARAGÃO, 2017; NURANI, ROSYADA, 2017; TUAN, 2017; DEWI, 2017; AZWAN, 2018; AL-SOBHI, PREECE, 2018; RIO, 2018a; ALI, 2019; POST *et al*, 2019).

¹² In this poem, the Brazilian poetess expresses in the following words the power that words have to either significantly impress people positively or negatively, as she points out that, firstly “*Oh, words, oh words! What a strange power, yours! All the meaning of life begins at your door*” (PhD author free translation). Poem source: MEIRELLES, C.. *Obra Poética*. 2^a Ed. Rio de Janeiro: José Aguilar Editora, 1967, p.560-561.

In my additional languages learning and teaching experience I have already had either nerve-racking or hair-raising experiences, with the sickening fear surrounding me once in a while, as I tried to suitably convey the meaning in different ways in the languages that I currently teach nowadays.

I may tell from my own experience in languages learning, for instance. There are some lexemes, at times, that sighted seemingly unpronounceable, such as *thoroughly* (/ˈθɜːr.ə.li/, *whirlwind* (/ˈwɜːl.wɪnd/) and *unfortunately* (/ʌnˈfɔː.tʃə.nət.li/) in English. *Hausaufgabenbetreuung* (/haʊsaʊfga:bənβətrɔʏŋ/) and *wahrscheinlich* (/varʃainliç/) in German. *Aujourd'hui* (/ɔʒur'dʒi/), *malheureusement* (/malø'røzmɑ̃/) in French. *Scio'gliere* (/ˈʃɔʎlɛre/) and *ghiaccio* (/ˈɡjattʃo/) in Italian. *Semejante* (/seme'xante/) or *vergüenza* (/ber'ɥwenθa/) in Spanish. As for the Portuguese language, I have realized that foreigners are used to having issues with these words: *trabalho* (/tra'baʎu/), *mãe* (/mãj/) and *sensação* (/sêsa'sãw/). Whenever I have to teach students any of these words or to assist them through the pronunciation aspects, my understanding of their difficulties helps me to make them feel fairly comfortable in overcoming such challenges.

However, had the oral development in an additional language be granted solely because of pronunciation aspects, these ones would be seemingly overcome quite easily by practice and repetition. The fact is that constructing meaningful sentences utterances a set of somewhat complex efforts in order to language be conveyed in a significant way. I have tried, in some of the academic work I have produced throughout the years, to place some of them into the following headings. These headings, nonetheless, should not be taken strictly, considering that other factors might also negatively play a part in the development of one's oral production. The headings which will be presented are the following ones: *students' classmates*, *classroom/institutional context*, *students' own concerns*, *the speaking nature* and *teachers and teaching practices*.

The first one, the *students' classmates'* difficulty, refers to the extent to which a given person's colleagues in classroom or even outside this lieu may possibly hamper one's development of the oral production. The problems include *noisy classrooms environment*, in which students are not disciplined to respectably work in the proper time and value both production and silent times to listen to the teacher and peers in class (ROMERO, MANJARRES, 2017). *Demotivation* might come likewise along, as pupils try to bring up unhealthy *competition* rather than *collaboration* in the English language class or even *mock* each other heavily. Such a negative episode might happen either due to *pronunciation aspects* (reminding the *unhappy* pronunciation student example exposed beforehand) or *socially*

interactive ones (HODSON, JONES, 2006). *Students' stubbornness* is intrinsically connected to the *indiscipline* one (ARIFIN, 2017), which may be equally related to *inattention*. Nevertheless, one should also bear in mind that indiscipline may also play an important part in language learning, considering that it might be a step towards human development (PERRENEAUD, 2000). In other words, the fact that the learner is not following instructions from the teacher nor acting as he or she wishes, does not necessarily mean the student is not learning, maybe she or he just learns differently. Another possibility is that the learner may simply (un)consciously refuse to learn certain things, which is a legitimate autonomous act as well.

There have been some drab episodes in my English classes with teenagers, in which *students' friendships* highly influenced their oral production in class, as long as the English learners felt simply apprehensive to make up sentences, considering that they could be taunted by their friends in class and later, outside the classroom context. At times, as reported in the scientific literature, pupils face the *nothing to say* dilemma or *students' first language overuse* (ROMERO, MANJARRES, 2013; JUHANA, 2012; ARIFIN, 2017; DEWI, 2017). I myself have already experienced those unanswered questions by students who were not rightly able to fitly respond to questions about everyday life aspects.

These troublesome episodes might be somehow explained by some axioms, such as the *poor linguistic knowledge of students' classmates*, or by the *lack of interest* these ones have, or even by the *fear of making mistakes* in front of their peers (ROMERO, MANJARES, 2013). Another salient aspect included in this heading, which might unfavorably take place in class, is the one with regard to students' common *passiveness* and, consequently, *lack of activeness* in the English lessons. One needn't to say that such passiveness in the oral production might eventually result in ineffective outcomes, since such a production demands one's effectively alive involvement in order to meaningfully better perform in oral production (DEWI, 2017). The more one practices one's oral production, the more one is seemingly to better craft it in one's daily routine (JUHANA, 2012).

The second heading is related to the *classroom or institutional context*, that is to say, the environment in which a learner is placed. The place might influence either beneficially or prejudicially the student's speaking enhancement process and should be thoughtfully regarded, as it will be shown further. In virtue of the English classes be somewhat dependent on the teaching materials that the teachers are prone to use, it might be a dream of every genuinely creative teacher to find a classroom with a huge variety of materials to display the taught contents in a great range of ways. This dreaming classroom would include digital technological

resources, such as data-show, digital whiteboard, CD's, DVD's, highly swift speed Internet connection, web language learning platforms' access, voice and video recorders or even other non-digital ones, such as flashcards, posters, comfortable chairs, among others. All of them would be set within a harmoniously colorful classroom, where students would be freely able to express their ideas in an apparently unlimited number of ways.

Nevertheless, this dream of almost every single English teacher is tendentially collapsed by reports of what is happening worldwide (PEDDER, 2006; HEPPNER, 2007). In some countries, such as the African ones, English classes tend to take place in a no less than 100 students' classroom (ALBINO, 2017), loading the teacher with an unsurmountable heavy burden on his/her shoulders, considering his/her will to teach all these people in the same classroom. I myself have already had the chance to teach a lesson throughout a whole year in a classroom with about 45 students in a seventh grade. Personally speaking, this was an unforgettably difficult context and a challenging one to teach large groups to develop their oral production. Similar descriptive stories have been found in the ELT literature, concerning classes with a high number of students and their conversational competence¹³ in such large classes (YU, 2004; HATTIE, 2005).

Fragozo and Monawar (2012) relate a little about their research in the Brazilian State public school reality. They affirm that, for instance, some schools in the Brazilian context were surrounded by large and overcrowded classrooms, lack of either additional or school standard textbooks. Some contexts also displayed a lack of a well-ventilated place, the presence of inappropriate students' desks and chairs, the lack of technological and non-technological devices (e.g. computers, radio, sound boxes, colorful markers, rubbers, posters, to name a few), among other ones. These missing resources may put a heavy weight on teachers' shoulders in terms of possible availability to sparkle students' creativity inside the class whenever they are to come in the classroom.

Not only may the physical environment foregoing named aspects be significantly negative. The *classroom teaching cultural aspects* may likewise confront the oral production

¹³ There have been several discussions concerning what constitutes to speak English fluently, properly, or even what constitutes to have *conversational competence*, *oral competence*, *communicative competence*, among similar terms coined in the Applied Linguistics field (CANALE & SWAIN, 1980; THORNBURY & SLADE, 2006; CORSETTI, 2015). In the present PhD research, *speaking English properly* ought to be understood as the proper knowledge and capacity of one to suitably interact with people in real time, in a spontaneous way, so that speakers and interlocutors may sustain the conversation in a cooperative way in diversified social contexts, making use of verbal and non-verbal communication efficiently. This view is broadly shared by Thornbury and Slade (2006), in their work about CA applied to language teaching. As Corsetti (2015, p.95) states, "the ability to produce spoken discourse and interact with other speakers seems complex enough to justify", mainly if one pursues to consider all the constitutive aspects about meaning negotiation in real time conversations, a study scope that would (and still is) worth a separate thorough discussion concerning this very unique topic in CA, Pragmatics and ELT.

development process. The studies carried out by Shumin (2002), Ounis (2017), Albino (2018), Tuan (2017) and Dörnyei (1998), in different times and dissimilar contexts, tend to all demonstrate that the English language teaching school philosophy or ways to see the teaching of additional languages may considerably affect the learning process. Even the national curriculum might highly influence the way the language might be taught in State schools (RIO, DELGADO, GUIMARÃES, 2016). The previous National Curricular Parameters (NCP) for the additional languages teaching in Brazil emphasized that the oral production would only be focused in places where the population had constant contact with foreign tourists or job partnerships from other countries.

Apart from these specifically touristy and plurally linguistic spots, the additional language teaching methodology should primarily concentrate its efforts in teaching the reading skill according to NCP (BRASIL, 1998). It states that the reading skill would be later used by students either in University entrance exams or further in the post-graduation Brazilian courses or even in public service contests or for the ENEM exam, and therefore more useful for students in general. Albeit the advancements in the teaching methodology shifts displayed by the High School Curricular Parameters OCNEM (2006) in terms of what and how should English be taught at school, according to Abreu and Baptista (2011) and Almeida (2013), the Brazilian English State school language teaching reality seems to remain steadfastly on regarding the reading skill alone as the main focus in English classes. This means that the other skills in English do not seem to have the proper attention that they should have, considering the importance, for instance of the oral skill in the language.

Li and Lui's Asian context (2011), focusing on the classroom/institution teaching philosophy, portrays a class reality in which teachers hold the floor when it comes to speaking in class, and students, contrariwise, are able to voice their questions and concerns uniquely in the end of the lesson. In such a context, students are seen rather passively, and the teacher should be the voice of command in class. These *social and institutional roles* that both teachers and students may have about themselves might significantly affect, thence, the way each of these ones may achieve the teaching and learning goals in a speaking class. Such a context, in which students do not have many opportunities to collaboratively work with their oral production might be a way to show how pupils miss the potential changes to develop their oral production in English.

Students' own concerns is another negative aspect with regard to speaking development. The *glossophobia* (stemming from the Greek words *glossa* - γλῶσσα, which means *tongue* and

fobos – φόβος, meaning *fear of dread*), or commonly coined as *speaking anxiety*¹⁴, appears to be students' top one challenge, a difficult aspect to be overcome (HORWITZ, 1986; ZHANG, 2001; LIU, JACKSON, 2008; TRANG, 2012; SAVASCI, 2013). Savasci (2013) conducted a research about this speaking anxiety phenomenon in the tertiary level of study in her Turkish cultural background milieu. She (2013) highlights the fact that her English language students felt more comfortable to have conversations with native English speakers than having such occasions with their peers in class.

The main reason was that the English native speakers did not have the tendency to willingly focus on the grammar or structural mistakes made by the pupils. Better yet, they were more willingly concentrated on the communicative process itself, so that students were able to feel a lot more at ease to express themselves than feeling downhearted, in a conversationally threatening environment. However, she (2013) mentions that students' competitiveness in class was so obnoxiously dreadful, that every colleague in class seemed to essentially keep an eye upon students' lexical or grammar mistakes. As Juhana (2012) and Rio, Guimarães and Delgado stated (2016), English lessons in which the focus is mainly on the development of the oral production ought to offer a supportively encouraging atmosphere. In such an environment, collaboration takes over unhealthy competition, decreasing the fear of making mistakes in front of others and supporting the idea that students are all "in the same boat" to overcome their specifically delicate speaking needs (GREGERSEN, 2003; MATSUDA, 2004; TSOU, 2005; HENG, ABDHULLAH, YUSOF, 2012; ARIFIN, 2017).

Additionally, *speaking anxiety* has been seminally researched by Horwitz (1986; 1991, 2000, 2001, 2010) and Gaudart (1992), once they have furthered and deepened the studies in this very specific area. The author (1986) affirmed that such an anxiety, which may likewise be manifested in all the other main language skills (listening, reading and writing) might be subdivided in three main ones. Firstly, he mentions the anxiety related to the *negative evaluation*, which mainly refers to the deadly fear one might have due to the ways one's peers or even the teacher in class might judge one's speaking production (in an oral test, in oral presentations, in debates, in critical oral reviews, to name a few).

The second one concerns the *anxiety due to an exam*, which is fairly similar to the first one, but is mainly related to the dreadful concern of failing in an oral exam or in the exposition

¹⁴ *Anxiety* usually denotes the mental restlessness or constant apprehension felt by one in virtue of a fear of either future or present events, oftentimes taken as dangerously unfortunate ones; the term is also described as an excessively mental preoccupation or overthinking concerning everyday life demands (SULEIMENOVA, 2013). More specifically, in the field of additional languages learning and teaching (HORWITZ, 2001; WOODROW, 2006), the *speaking anxiety* asset is chiefly understood as a mixed and complex sets of cumulatively distorted feelings, self-perception and behaviors related to the use of an additional language in oral communication.

of a strong idea/viewpoint concerning a given topic. One may see such an apprehension from students when these ones try at all costs to make perfectly well-formed sentences, instead of primarily focusing on conveying meaning and empowering themselves with the language they are studying.

Thirdly, the *apprehensiveness for communication* regards the uneasiness one may feel to either speak in public or to small groups, or even with only one single person. Horwitz (1986) points out that, if the apprehension level rises up considerably, it is plausibly understandable that one might not even understand orally what one is listening from another peer, due to fact that the apprehensive state may lead one towards a completely obscure understanding.

Considering the previously named anxiety axioms, some ELT authors have emphasized the importance of the English language classroom, as it is the place where the oral production should occur as normally as the other ones (listening, reading and writing ones) during the language lessons (DWYER, HELLER, 1996; LITTLEWOOD, 1997; LUCAS, 2001). The oral production should not be seen as a fancily threatening moment in class, but as a normally addressed aspect of the English lesson, so that students may engagingly and harmoniously work altogether (FRYMIER, 1993; LIGHTBOWN, SPADA, 1999; KITANO, 2001; LEE, 2001; ALDERMAN, 2004; TSIPLAKIDES, KERAMIDA, 2009). One of the solutions which has been proposed in order to fill in the gap of such a lack of speaking opportunities is the use of digitally technological resources (ARIFIN, 2007), as it will be shown further in the next current PhD thesis chapter. Technology would expand the time, space and opportunities for students and teachers to point out their views concerning a multirange of topics.

Difficulties concerning the *speaking nature*, which has been concisely presented previously (in the subsection 2.2), once it contains interactional, social, linguistic and cognitive processes, may altogether turn out to be thorny issues faced by students in class. One further point to be highlighted in this moment is the one concerning the *grammar* involved in the speech production, which is considerably different to the written one present in textbooks and academic writing (GOH & BURNS, 2012).

Thornbury and Slade (2006) stated that the spoken language was commonly understood and even taught as if it were merely a less formal version of the written language. As Goh and Burns (2012) affirm, it may be seen nowadays some vestiges of such a way of thinking in the English coursebooks, with those "scripted" dialogues, in which the language used might be comparatively associated to a formally literary dialogue, rather than to an actual one in everyday life. Gilmore (2004) criticizes the way that some English textbooks work with the oral production, with regard to the hope that permeates the imaginative methodologies, with

stubbornly rooted ways to think of speaking as a reproduction of what one may expose in the written language.

The main macro differences that may be seen between the written and spoken language have been pinpointed by Goh and Burns (2012). The authors assert that the *grammar of the speaking skill* is oftentimes constituted by a relatively smaller number of content words' occurrences and a considerably higher number of function words. They state likewise that clauses are typically connected by simple conjunctions (e.g. *but, and, so, then, etc.*). There is also the presence of a high use of personal pronouns, the seemingly clear references of surrounding objects in the conversational situation, the emphasis on interpersonal foreground and the higher reliability on verbs as the main meaning carriers in conversations.

Another important aspect to be mentioned is the *teachers and teaching practices*. One needn't to say that teachers play an indispensably relevant part in helping students outstand their inner positive abilities and characteristics in classroom, as many are the cases of such occurrences in attempts to improve the development of pupils' oral production (PINHO, 2013; ARAGÃO, 2017). Notwithstanding, even teachers themselves might give rise to underdevelopment in the oral production. Moreover, teachers have never been outstandingly and powerfully unmistakable beings, as one might think of them at times. Language teachers are at the very least human beings and, may, therefore, face inner struggles: they may feel afraid, downcast, gloomy at times and unwilling to speak in class (ARAGÃO, 2017) as their students arguably do.

Rio (2018a) asserts that English language teachers may lack the necessary professional and academic knowledge for the teaching of the language. It could be entailed in such aspect the presence of a fully teacher-centered way of teaching, instead of a student-centered one, whose focus would be mainly addressed to students' deepest needs. Muthmainnah (2017) highlights that the time placed in class for the teaching and practice of the speaking skill may significantly affect its development. Similarly, the way and the time that these language professionals may use to employ such materials, and, not less important, the understanding that teachers have towards the concepts of *teaching, learning* and *language* themselves could negatively hinder the development of one's oral production.

So far, I have presented some of the main constraints for the development of one's oral production (*students' own concerns, students' classmates, the speaking nature, classroom/institutional context and teachers and teaching practices*). This ought to help us to visualize the heterogenous assets entangling the oral production, which cannot be taken away from the social, cultural and historical moment in which it takes place. We aim at emphasizing

that the development of this one in English is not an easy task for any language learner. We similarly highlight here the fact that ELT teachers and professional additional language teachers ought to take into careful consideration the previously exposed dilemmas. This might help teachers to grasp what happens in student's linguistic development as well as the challenges these very ones usually have to develop their oral production.

Regardless of what language teaching method one might be willing to use in class to work with the oral production, it is undoubtedly important to understand the fact that nowadays the ELT world is heading through what a body of researchers in the field of AL (KUMARAVADIVELU, 2006a, 2006b; BROWN, 2007; LEFFA, 2012; ARAGÃO, SANTOS, 2015) names the *post-method era*. This one may be dissimilarly compared to the *method* one. The method times are described as the ones full of strictness in fitting every range of classroom settings into a boxed set of activities. The *post-method era* implies, nevertheless, political, social, cultural and linguistic sensitive shifts to local settings in which languages are taught, bringing autonomous, conscious, interactive and supportive contextualized learning experiences.

In light of that, we believe that there should be a way to more comprehensively work with the development of students' oral production. Furthermore, in the last section of this chapter, a speaking teaching model is displayed, under the ideas of Goh and Burns (2012). This one has been mainly used for the classes that took place in the current PhD research, focusing primarily on the development of such a complex production.

As it I will show afterwards, I do agree with what Tílio (2008) has proposed in his reflections about the importance of a teaching methodology in ELT and the limits that it has in promoting learning and success in the English class. According to him (2008), it is not the mere utilization of a methodology alone that will be enough to assure an English teacher in his/her teaching practices. Moreover, more aspects are involved in the learning process, such as the cultural and social relationships that both students and teachers have within and outside the school context. We cannot conceive the nature or any individual alone, torn apart from the physical, cultural and social context in which they are located (WERTSCH, 1991; COLEMAN et al., 1996). Similarly, the development of the oral production is, as it has been pointed out in the AL literature (BROWN, 2015; ARIFIN, 2017), to take a considerable time to be developed.

Considering that social and cultural aspects may also affect oral production, in the next subsection I bring in some thoughtful considerations with regard to the Communicative Approach, the one that broadly permeates the teaching reality of innumerable teaching contexts across the world (LEFFA, 2007). This section is a rather important one, since it will set up the

limits and broaden the understanding shared among scholars nowadays concerning the usage of teaching methodologies and the advancements in the understanding of languages teaching in the AL field. We will, under such a view, interconnect the contemporaneous standpoints of the current additional languages teaching field with the development of students' oral production.

1.3 The post-method era and the criticism towards the Communicative approach

Choices that teachers make in classrooms are always, in part, decisions about what students and, hence, the nation should become. (CERVETTI, PARDALES, DAMICO, 2001, p. 12).

So far, we may see that both the understanding and the teaching of the oral production has shifted within a wide range of contexts worldwide. According to Kumaravadivelu (2006) and some current researchers (LARSEN-FREEMAN & ANDERSON, 2011; LEFFA, 2012; BROWN, LEE, 2015; NOVRIETA, 2017) the ELT field has been undergoing through the *post-method era*. Many are the transformations taking place in society, as it will be seen further in the next chapter, brought by the revolution of technology. These shifts have changed the way that languages are taught and seen in classrooms. According to Kumaravadivelu (2006), such a period is understood as the time in which the teacher becomes a potentially creative and autonomous agent in class, who is capable of working contextually and critically with a multirange of teaching methodologies within a given teaching context (in a socially, politically and culturally respectful way). The teacher is the one who takes over these set of diversified methodologies procedures and is not under them anymore.

Due to the globalization phenomenon as well as to the dissatisfaction that permeated many ELT professionals (ARAGÃO, 2017; FREEMAN & JOHNSON, 1998; NUNAN, 2003; LEFFA, 2012), it was seen in the last couple of years that a single method framework alone would not be able to suitably handle all the singularities entangling every teaching reality worldwide. At the same time, it is similarly observed that teachers are not supposed to be caged under a single teaching methodology in their classrooms, as if they were to be dependent on a set of procedures to be followed in class, with no creativity to sparkle in the classroom routines, with no critical thinking emerging from it (PENNYCOOK, 2006; CÔRREA, 2014).

Such an excessiveness of teaching methodologies routines would lead teachers to what Phrabhu (1990) once termed *over-routinization*, with a teacher mechanically and not critically following a set of procedures to have a “successful” class. It means, consequently, that teachers themselves, under a post-method era understanding, are properly able to counterfeit against

such major thought-chaining processes crafted primarily by researchers, who, most of the time, on the light of Rajagopalan's words (2006), remain in their ivory towers, apart from what actually takes place in classroom practices.

A post-method era also highlights the importance of the teacher within the teaching context. Teachers themselves (and not everyone else in the whole world, as it may be seen nowadays, with people from the most diversified fields trying to affirm what should be done in the educational fields) tendentially have the lengthy expertise to administer and to make use of diversified techniques in class (KUMARAVADIVELU, 1994; CÔRREA, 2014). ELT teachers would not be seen otherwise as mere recipients of researchers' studies and robotic applicants of what researchers alone believed to be the best alternative. Rather, teachers would be capable of carrying out critical and thoughtful studies in their teaching realities (RAJAGOPALAN, 2006).

Inés Miller (2012) also highlights the fact that even in the post-method era, there seems to be still a tendency from ELT teachers with the orientation clinging towards *efficiency*, *concrete results* or even *definitive solutions* to the wide range of linguistic problems. She (2012) goes on saying that, due to different pressures in society (a school curriculum that solely relies on teaching language structures or on finishing the curricula content until the end of the year, for instance), some professionals still have the impetus to engage on "*actions to change*" without having thought, beforehand, on "*actions to understand*" what happens in a specific context. According to Moita Lopes (2006), the actual AL field is a non-disciplinary one (or as *indisciplinar*, in its original Portuguese use), in which the current research should include the reinvention and a more comprehensive interpretation of life under social aspects, once one should aim at understanding *how* people comprehend and produce different sets of meanings.

According to Leffa (2012) and Aragão and Santos (2012), the post-method teaching reality enables teachers to comprehensively decide *what*, *when* and *how* something should occur in the classroom reality, instead of having teachers unfathomably following a system of specialists' imposing beliefs concerning what, when and how to work upon something in class. This also leads us to the conclusion that teachers' voices and not only the researchers' ones should be heard and critically taken into consideration, as more sensitively contextualized and well-made teaching practices might bring up more fruitful results in language classes than an unreal and decontextualized set of rules. It means that teachers themselves are the ones who are able to theorize what they practice and equally practice what they theorize (RAJAGOPALAN, 2006; KUMARAVADIVELU, 2006).

Similarly, although prestigiously appreciated by some in the last couple of decades, the Communicative Approach has been the target of considerable criticism. More specifically in the Brazilian language teaching scenario (ALMEIDA FILHO, 2001), the Communicative Approach would entail not only the learning of grammar structures, but also the possibility to make use of these rules efficiently and properly, aiming at communicative goals. Nevertheless, after approximately thirty years of the implementation of this approach in Brazil, many school contexts still remain under the teaching of grammatical structures, mainly in State schools. Mattos and Valério (2010) collectively point out some reasons for that.

They (2010) affirm that the distance between Brazilian learners and the real communicative situations in the target language are huge. Similarly, many teachers still remain in the convenience coming from an unchanging teaching of language structures. According to the authors (2010), apparently the government underinvests in the implementation of a communicative curriculum and there seems to be also a lack of disposition or will to invest in ELT development.

Mattos and Valério (2010) also affirm that the frequently overcrowded classrooms and the disposition of classroom desks and chairs do not give an appropriate support to the existence of more communicative classes. Moreover, the timetable spent on the teaching of English weekly is likewise very limited to the development of the oral production of students. Additionally, the authors (2010) mention that even teachers' lack of communicative competence contribute to this scenario. These factors in the Brazilian context mentioned by the researchers (2010) corroborate with the ones portrayed in the last section, taken from the worldwide ELT context (SHUMIN, 2002; ARAGÃO, 2017).

Another point that should be mentioned here relates to the use of the first language in the Communicative Approach (CORRÊA, 2014). The author (2014) affirms that for a long time, the use of one's first language was overtly banished or utterly diminished in language classes throughout the twentieth century. The use of the first language was even said to be a bad or an avoidable interference in the development of the target language (TANG, 2002). One of the versions of the Communicative Approach, for instance, had the understanding basis of "using the language to learn it" (RICHARDS & RODGERS, 1986). This meant at that time that only by using the target language one could learn it. Otherwise, the first language of someone would negatively interfere in the additional language learning process.

Notwithstanding, many studies, which aim rely on a sociocultural framework, have counter-attacked such a view against the use of one's first language in language classes (AUERBACH, 1993; COLE, 1998; ANTÓN, DICAMILLA, 1999; TANG, 2002; CAMPOS,

2009). Auerbach (1993) affirms that there are relevant reasons to use one's first language in class whether it comes from the teacher or the students. Firstly, the first language could help in the management of the class. Secondly, it could give a better support in the analysis of the target language. Thirdly, it could help, mainly beginner students in the discussion of intercultural and social points. Fourthly, it could assist students, in the explanation of mistakes or more complex instructions. Campos (2009), for instance, affirms that the use of the first language might assist especially adult learners to alleviate their tension or anxiety levels. Additionally, the first language could also give support to students continue their interaction in class, which could be lost, in case students tried at any cost to use only the target language when they would not have the necessary linguistic knowledge to more complexly explain themselves. Thus, the first language use in the Communicative Approach should be reconsidered wisely and more critically.

Considering the changes in the contemporary society, which have been affecting the teaching of English worldwide, English language and digital technology play an important role in the contemporary life, and the appropriation of these ones have caused changes in the way that knowledge and information have been produced (SANTOS, GAMERO, GIMENEZ, 2014). Moita Lopes (2005) and Graddol (2006) have the viewpoint that technology development and the English language correlate to each other, mainly after the advent of the Internet in our daily lives. This process, nevertheless, might be considered an ambiguous one, in which both an inclusive and an exclusive discourse permeate these changes in education:

The digital exclusion has been one of the hugest preoccupations of the governments in many levels in Brazil and worldwide. It is not enough to have the State schools with lots of computers: it is necessary to instrumentalize students and teachers so that they may operate in communication networks in the multisemiotic ways to build up meaning in the computer screens. This concerns being able to act in communication networks in tasks involving computer literacy, which is, undoubtedly, one of the most important literacies nowadays (MOITA LOPES, 2005, p.6-7)¹⁵.

With these assumptions in mind, we may infer that in order to bring a more updated and a more in consonant education to what has taken place worldwide, it is important to have literacies practices that will involve both high quality linguistic education, mainly when it

¹⁵ The translation of this excerpt is under my responsibilities. The original one is as follows: "A exclusão digital tem sido uma das maiores preocupações dos governos em muitos níveis no Brasil e no mundo. Não basta ter escolas públicas com muitos computadores: é necessário instrumentalizar alunos e professores para que eles possam operar em redes de comunicação de maneira multissemiótica para construir significado nas telas dos computadores. Trata-se de poder atuar em redes de comunicação em tarefas que envolvam alfabetização em computação, que é, sem dúvida, um dos letramentos mais importantes da atualidade". (MOITA LOPES, 2005, p. 6-7).

comes to English teaching. According to Santos, Gamero and Gimenez (2014), English language learning ought to have digital literacies practices as a fundamental requirement to today's world. Similarly, when one has a thoughtful look at the national Brazilian documents (BRAZIL, 2006), it is emphasized that language education has changed in the last couple of decades and that the traditional classroom routines that took place some years ago have been replaced by the advent of technology in classroom.

The new curricula that adopt *critical literacy* (hereafter CL) as one of the objectives to learn an additional language recognize the interconnection between the different languages productions (oral and written ones) made up by the new technologies and how the English language permeates such new productions. According to Norton (2007), the CL assumptions stem from the social critical theory (CERVETTI, PARDALES, DAMICO, 2001), having the view that texts are products coming from sociopolitical and ideological forces, in which meaning production also occurs in a place of fights, negotiation and changes (FREIRE, 1970). Human beings not only voice their meanings for social practices, but these same productions also should go against discriminative acts and head to citizenship and learners' empowerment.

According to Andreotti (2006), CL also involves the fight against inequality, promoting inclusion of marginalized social groups as much as possible. In Tílio's words (2019), CL presupposes a built knowledge to produce resistance discourses, which would entail even *another globalization* (SANTOS, 2000). That is to say, instead of globalizing an hegemonic discourse, plurality and diversity is globalized. The social groups that were often marginalized and left apart from the commonplace ones are seen more representatively and are given the proper attention.

With these thought-chain in mind, Marcuschi (2005) believes that languages learning nowadays should entangle likewise contemporary social practices, in which digital technologies are used as an opportunity to voice students' opinions and knowledge construction in a creative and critical way. With regard to the oral production, for instance, Marcuschi (2010) highlights that this one would be an interactive social practice with communicative aims, which occurs in different textual genres. These ones might come from the most informal to the most formal sources, depending on the context in which they are located. Such a view expands the horizon framed by the Communicative Approach, in which the language learning process would entangle solely the mastery of different skills. Rather, oral production involves the constructive, critical and social meaning production differently made up in unlike social contexts, in which different agents engagingly, collaboratively and interactively construct and reflect about their meaning production (CÔRREA, 2014).

Snyder (2009), for instance, affirms that language teachers are required to finding new ways to have multiliteracies practices in the classroom. Based on that, digital literacies practices could also be added to the ones with printed genres (printed texts, such as newspapers, forms, food recipes, among others), considering that students in the current world live and produce meaning in their everyday lives in the digital world, within an information and network society. This implies that teachers have the responsibility to bring in opportunities which are carefully planned for students to learn how to become critical ones in the new framework set upon the digital times in which we are currently living (CASTELLS, 2000, 2007).

In the present PhD research, I have thoughtfully considered what should be placed at the heart of the project applied in the school where this research took place. I have taken into consideration that such a project ought to entangle not only the enhancement of the oral production itself, but similarly bring up socially and contextually relevant topics to the students' reality. Apart from the criticism put on the present lacks on the Communicative approach, I do not believe that this approach should be overtly banished or taken apart, taking into consideration the changes that it has brought into the ELT world in the last decades.

Furthermore, mainly in the post-method era understanding (KUMARAVADIVELU, 2009), CL would be able to cohesively fill in the gaps of the Communicative Approach. The study recently carried out by Mattos and Valério (2014) is an example of such an attempt. The authors have tried to find the similarities and differences between the CL and the Communicative Approach. There are some points that might further the use of both conceptions in the language classroom. For instance, both views assist the language learner to be an important agency in language production, as this one is believed to be potentially capable of meaning production, mainly when this is done collaboratively. Also, both viewpoints likewise value heterogeneity and authentic meaning production and the work with different social genre.

Nevertheless, the wishes from the Communicative approach in problem-solving and functional activities could be aligned to one of the objectives of CL, that is to say, the problematization of sociocultural issues in nowadays' world, empowering language learners to critically discuss such changes and dilemma in today's society. They (2014) concluded in their study that both proposals (from the CL and the Communicative Approach) are *not incompatible*, but *complementary* to each other. In their own viewpoint, language teaching becomes, thus, a more comprehensive way to achieve both objectives: the development of oral and meaning production and the critical citizenship development of students in today's reality. In order to achieve these aspects, pedagogic mediation should occur in a conscious and deliberate way, in order to both assist learners as to their linguistic knowledge and to their citizenship education.

This teaching should not only technically work out with the oral production alone, but lead students' towards a better understanding concerning what language empowers them to do in the real world (ZAVALA, 2018), in a rather critical way, considering the changes and advancements in the AL field in nowadays' world (MOITA LOPES, 2006).

Bearing in mind the literacy practices exposed before (PENNYCOOK, 2001) and the teaching changes in light of the post-method era, I believe that these practices portray language as a potentially capable tool to understand and possibly overcome social injustices permeating society itself (MOITA LOPES, 2008). In the PhD project carried out in the school context with which I have worked, I thought thoroughly about assisting students to speak about themselves and about their city where they currently live.

With this, students would not only have the chance to develop their oral production (within the linguistic domain), but similarly would have the opportunity to critically reflect about the reality in which they live in (within the CL domain). Therefore, the project named *My city – my world*, collaboratively developed by the teacher and the students to a certain extent, enabled students to critically and creatively voice their viewpoints regarding their local and social practices as well as to voice more about their personal lives.

In order to conjointly integrate the knowledge shared in this penultimate section, I have accoupled these ones within a holistic language speaking teaching cycle, which will be better explained in the next subsection. I believe that this teaching cycle developed in the project is pertinently aligned with the contemporary necessities of today's world, joining the knowledge stemming from multiliteracies, CL, digital literacies, the post-method era viewpoints, within sociocultural practices in the English language classroom.

1.4 A holistic language speaking teaching cycle

After presenting such aforementioned changes in the development of the oral production, I am to succinctly introduce the teaching cycle that has been applied alongside the classes held in the current PhD project (BURNS; GOH, 2012). This one has been named a teaching cycle, considering that the classes did not mainly follow one specific teaching methodology. I do believe that it is not a methodology itself that is potentially capable of bringing a meaningful teaching experience to students. Rather, teaching practices critically and sensitively developed before and during the interactive classroom learning and teaching processes may do that (JOHNSON, 2009).

Bearing in mind these ever-widening constant shifts that have surpassed the last decades in the ELT field, it seemed to us that having classes that attentively worked with the oral

production would be a relevant way to see the development of this one. This cycle is made up of seven stages, which, altogether, aim at working specifically with the oral production itself. By making this, the oral production activities were not only the ones in which students are given a single-handed opportunity to speak for some minutes and, afterwards, not comprehensively work out with such a linguistic production. In fact, even during reading activities in the project, students made use of the oral production to practice their linguistic understanding of what they needed to work with.

This cycle, which has been firstly designed by Goh and Burns (2012), is mainly divided under seven stages, as it follows:

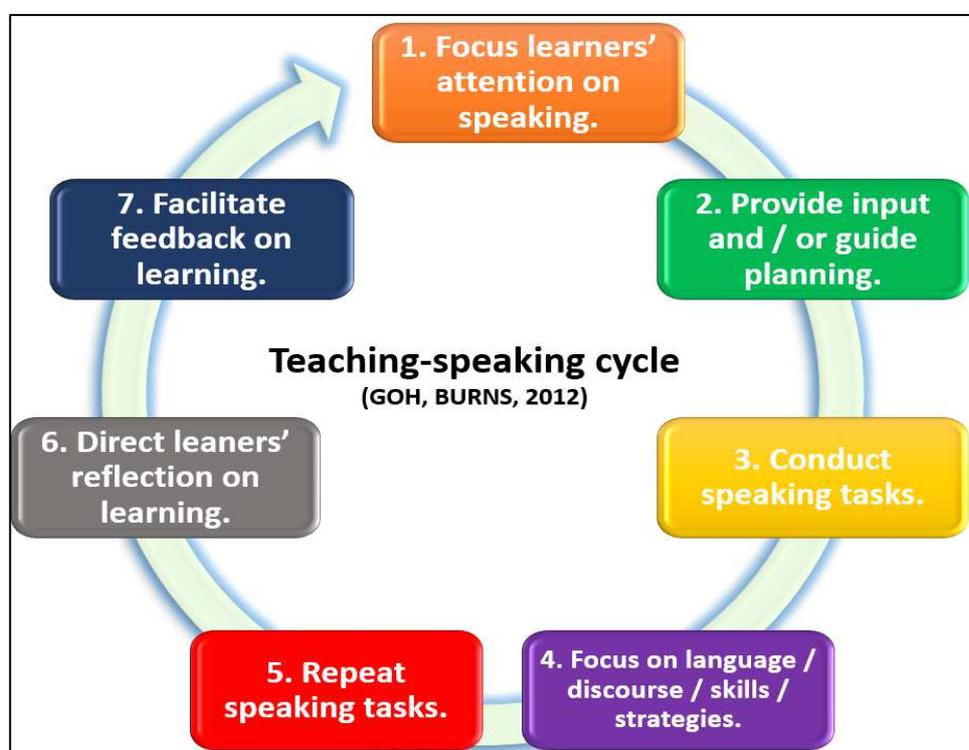


Figure 1: Speaking teaching cycle. Source: (GOH; BURNS, 2012, p. 186)

In stage 1, *focus learners' attention on speaking*, the teacher helps students in focusing their attention on the learning of the oral production itself in an additional language. At this very important moment, students are asked questions concerning their learning of the English language. Some example questions are the following ones: “When and how did you learn to speak English?”, “What is your main reason for learning to speak English?”, “Do you feel nervous or anxious when you speak English?”, “How would you describe your speaking ability right now?”. Bearing these raising-awareness questions assist students in understanding the complexity entangling the oral production in English.

These questions are likewise proposed to students with the view to helping them to expose their feelings and fears regarding the development of their oral production. With that in mind, they themselves may realize that the troublesome issues that they face are rather more common than they ever thought. It is in this stage, after a small discussion done with students, that they are slowly prepared to the oral task with which they are to work afterwards.

Some prompt questions are exposed in order to activate students' previous knowledge of the task that will be further carried out. For instance, in the very first oral task of the project, in which students should introduce themselves in English, they were told to think of what they could speak of during a self-introduction, more specifically, what piece of information they should present in such a task.

The Stage 2, *provide input and / or guide planning*, aims at helping students to deal with their great deal of anxiety to speak English, as they may experience more often than not a huge cognitive overload whenever they are willing to utter a sentence in English (SKEHAN, 1998). For this reason, it is important to provide them a plan of what they may possibly speak or do during the oral task. It is possible to mobilize, (re)activate and ease students' workload and previous knowledge in this stage. This would function as a sort of *scaffolding* (more thoroughly explained in chapter 3), which, generally speaking, would be an assistance given to students in order to accomplish a task that they would not be properly able to manage on their own, mainly with their oral production (ROBBINS, 2001).

Goh and Burns (2012) suggest that vocabulary support (bringing up the words that are likely to occur in a given context) is one kind of scaffolding that may be used in speaking tasks in order to direct students' attention towards a communicative objective. This support might also assist them to make use of the grammatical resources (the structures and building blocks of fixed language structures/expressions) that they have to complete a task (WILLIS, 1990).

It is similarly possible to scaffold learning by means of providing students with contextual knowledge about a content that is to be discussed. For instance, pupils may be given information about some English-speaking countries, in case students are to present these ones to the whole class, as a way to better understand the reality or the importance of the English language nowadays. Teachers may even scaffold learning by providing examples of sentences or even by performing the task itself in order to give students the model of what is being required to a very specific activity.

Stage 3, *conduct speaking tasks*, is the one in which students are encouraged to express their meaning with all the linguistic knowledge that they have and to make use of communicative strategies (such as voice tone, mimics, body language, pointing, among others

(OXFORD *et al.*, 2004)), with no extensive attention on accuracy or on form, as this stage is more oriented to assist students in producing meaning in the language. As students have been previously scaffolded in stage 2, their cognitive workload is to be diminished so that students' creativity may sparkle in this stage. These tasks in the third stage are typically held by means of group or of pair interactions, so that students may feel more at ease to help each other and collaboratively support themselves.

The fourth stage, *focus on language / skills / strategies*, is aimed at supporting students to make use of relevant skills, language and strategies that may effectively help them to speak English in a given context. Goh and Burns (2012) vow that it is not uncommon to come across speaking lessons that are made up of only two of the seven stages proposed in their model. They claim that in some tasks, it is normally provided to students some input and randomly fluency-oriented tasks are afterwards set. Notwithstanding, this is where the speaking activities normally stop.

At times, the speaking activity itself in a textbook may not be entirely related to what has been worked with the students in class. This may lead the results from the speaking activities as a limited overview of what has been spoken in class and the oral production is left behind a "done-checklist" task, with no rework of the problems found previously in the activity. This is why the stage 4 is pivotally important in order to readdress students' attention to what needs to be improved (perhaps a pronunciation, grammatical, vocabular or textual feature) by them.

In stage 5, *repeat speaking task*, students are not asked to robotically have the same performance they had in stage 4. Contrariwise, they are encouraged to improve what they have analyzed in stage 4, from their performance in stage 3, as a way to enhance their oral production. Bygate (2005), for instance, suggests that this repetition task could be done with students switching the people with whom they sat before, in order to apply the new knowledge or strategies learnt in stage 4. Teachers may also bring about a fairly similar task, similar to the stage 3 one, in order to aid students in developing automaticity in combining different types of knowledge learnt before. According to Goh and Burns (2012), giving another chance to students experiment with the language motivates them to outperform what they did before, as a way to repair possible errors seen beforehand.

The sixth stage, *direct learners' reflection on learning*, differently to the stage 1, which directs students' attention to the English task and on the oral production itself, aids them to self-regulate their learning experience, as they are helped to monitor and evaluate what they have learned from the previously taken stages. This reflective stage ought not to be done alone, as students may work it out in pairs or in small groups. The authors (2012) suggest that this stage

may be better worked through when students do it altogether, as they are able to understand that they are not the only ones who faced a specific problem or thorny issue while they were striving to improve their oral production in the previous stages. This task may also be carried out at home, depending on the context and on the workload that teachers may have in their teaching reality.

The authors provide an example of prompts that may be carried out with students in order to promote reflections concerning their English-speaking learning path:

Evaluating my speaking performance	Your teacher's / classmate's response
<p>1. In this week's lessons, I learned to do the following in spoken English:</p> <hr/> <p>2. I also learned to use the following useful expressions that can help me speak more effectively:</p> <p>3. This is how I feel about my learning this week:</p> <p>a. I am confident that I can do this again ()</p> <p>b. I am not very confident that I can do this again ()</p> <p>c. I am still unsure about what I have to say and do in such a situation ()</p> <p>d. I still feel anxious about speaking ()</p> <p>e. I feel less anxious about speaking ()</p> <p><i>Put a check (✓) next to the sentence that best describes how you feel right now.</i></p>	

Figure 2: Prompts for learner reflection on learning. Source: Burns and Goh (2012, p. 154)

In the final stage, *facilitate feedback on learning*, the teacher is the main actor in bringing about relevant feedback on students' previous performance. This feedback may be given by comments or grades concerning a single student's skill and performance from what has been observed during the speaking tasks. The teacher himself may write more consolidated comments, which would be based on the written reflections carried out by students.

It is important to emphasize that this cycle does not need to be necessarily followed through, thoroughly, in each class. Consider, for example, the Stage 1, in which there is a reflection about the nature of oral production. Students would not have to consider all the aspects anew each class, since they had already done it before. Thenceforth, some stages may take more than one class, meanwhile other ones may go altogether into one single lesson. Yet,

what needs to be clearly seen until now is that this teaching cycle gives the potential autonomy¹⁶ to teachers and learners act contingently and collaboratively, so that the English language learning process may not be taken under a single-oriented teaching methodology or under a sole teacher or student-oriented class, with both classroom participants learning autonomously and interdependently from each other.

It has been likewise noticed that the teacher, the student and the materials used in class are equally valued. Effective communication strategies are utilized, thoughtful activities are worked altogether by the students and the teacher, so that learners may do more than just having an opportunity to say out loud some roughly contextualized sentences. Moreover, they may consciously and cautiously reflect (as their cognitive workload is purposely assisted either in the vocabulary or grammatical assets) before, during and after the speaking task itself and understand that they are not alone in the hindrances that everyone goes by, each time one is prompted to speak another language (ARAGÃO, 2017).

In the methodological section of this PhD thesis, we will have a more precise look at this teaching cycle back again. This will help us to better visualize how this teaching cycle took place throughout the implementation of the project worked at the State school. So far, we have taken into consideration a host of assets concerning the teaching, learning, nature and correlated aspects concerning the oral production in an additional language and how much it influences in the development of this linguistic production.

As we affirmed beforehand, technology plays an important role in shaping today's world daily social activities. Moreover, how might teachers make use of digital technologies in their classrooms, with which they are oftentimes connected every day? In light of the academic literature, it has been affirmed many times that technology might be a potential tool to be applied in ELT classes, once students and teachers may collaboratively assist each other. The field of digital literacies has been a very important one to support this claim, once students may empower themselves and be able to express themselves in a new language (MOITA LOPES, 2006; ROJO, 2006).

Because of the relevance that technology has in nowadays' world, in the next chapter, we are to glance upon the changes that have been taking place in the use of technology itself and how this relevant tool has shaped today's teaching and social reality in the ELT realm.

¹⁶ In general terms, the notion autonomy is defined in this work as the competence that one has to develop oneself as a self-determined participant, who is socially responsible and critically conscious in (and likewise beyond) educational contexts, under the perspective of Education as a space of emancipation, which further leads to (inter)personal and social transformation (RAYA, LAMB, & VIEIRA, 2007).

2. TECHNOLOGY: A WORLD OF POSSIBILITIES IN THE ELT REALM

In this chapter, we are going to have a swift glimpse upon some of the major changes that technology has brought into society as well as the importance that technological tools have in nowadays world, heading to, in the very end, to the inclusion of technology in Education as a whole. Afterwards, in the second section, we will sight the ways that technology has been used in the field of English language teaching and its importance in teaching development, as long as a significative scope of research is presented portraying studies from dissimilar countries worldwide. The last section, more minutely oriented, entails some studies applying digital technology in the development of the oral production alongside negative and positive results being voiced by current researchers worldwide.

2.1 A slice of the technology use in human race until today's world

It is unquestionably valid to say that technology takes part in our daily routine, from the simplest activities in the morning (hitting the snooze button, checking the cellphone message, email, WhatsApp text or social media post, listening to the favorite radio station or music, to name a few) until the most complexly academic or scientific tasks (scientific lab research, chemical experiments, astrophysics nuclear calculation machines, among others). As it is vowed by Singh (2017), in its broadest sense, technology includes not only the tools themselves, but the required skills and procedures in order to make use of such tools and drive the changes in society.

On the significant importance of digital technology in the world, for instance, I ask you to roughly picture a world in which televisions, computers, smartphones, cars, airplanes, music players and video game consoles do not even exist. The current daily routines that people have in today's world would be undeniably and strikingly different, had technology not taken its due place in society. It is apparently unconceivable to portray a world in which such technological tools are not in. As Singh (2017) states, some of today's world technologies enable us to communicate almost instantaneously with anyone, anywhere worldwide; one may travel greater and further distances more swiftly than some decades ago.

Digital technology, for instance, has not only heavenly influenced the way that society works routinely, but the way that people think, react, analyze and even communicate among themselves, in what is normally named by some theoreticians as a *cultural diffusion*, which transcends the borders and limits of a given country (FEENBERG, 1995; ELLUL, 2008).

With regard to human communication, the author (SINGH, 2017, p.126) highlights the following about the role of technology:

This leads to cultural leveling, a state of affairs whereby many groups adopt western culture in place of their own customs. With today's technology, for example, in travel and communications, cultural diffusion is certainly occurring rapidly. Air travel has made it possible for people to journey around the globe in a matter of hours. Communication used to be limited to face-to-face speech and visual signals such as smoke, light reflected from mirrors, and written messages passed from hand to hand. Today's electronic communications transmit messages across the globe in a matter of seconds, and we learn almost instantaneously what is happening on the other side of the world. In fact, travel and communication unite to such an extent that there almost is no other side of the world any more. The result is cultural leveling, a process in which cultures become almost similar as the globalization of capitalism brings not only technology but also western culture to the rest of the world.

Yet, it is markedly astonishing to visualize how much technology has significantly left its footprint in human beings, in nature and in the way that society functions as a whole. Moreover, even though technology has taken the *Gemeinschaft* (meaning in German philosophical and anthropological studies *community*) towards a new social status to become the *Gesellschaft* (from German studies meaning *society*, representing the modern society current world – (TONNIES, 1988)), with social, medical, communicational, environmental, geopolitical, educational, relational, scientific, professional, religious and artistic outcomes, not all of these ones have always been positively portrayed in the anthropological literature (ABRAHAM; MORGAN, 2001; FEENBERG, 2002; MUTEKWE, 2012).

At a social level, technology also proliferate social differences, bringing social stratification to a larger striking difference in social classes, as only some of them are able to work and handle technological devices, while other ones are left behind, unable to barely try out the benefits stemming from its usage (FEENBERG, 2017). Meanwhile some people welcome wholeheartedly technology, other ones are rather resisting its social effects in the way that the huge “wheel of society” runs on (OGBURN, 1964).

The globalization phenomenon, for instance, at the heart of the global scale modifying scenario, has brought market saturation as well as cultural changes among countries, carrying with it a global shrinkage (MCKAY, 2002; AL MUSA, 2002). The Internet, for instance, has been able to shorten time and cancel the old long distances, making the world be picturesquely represented by a small electronic screen. According to Kalčić (2014), the actual world has brought a new scenario to the social-technological landscape in which we currently live. Kumaravadivelu (2006) states that this ever-growing aspect of technology revolution turned people's ordinary life more intertwined, as long as significant cultural, international business markets and linguistic changes are remarkably linked altogether.

Coming from a global perspective portrayed beforehand to a more accurately tuned one onto what this PhD research is mainly focused, I would like to bring about the description constructed by the researcher Carr (2010), as he voices the changes that he himself has broadly seen in his studies about technology in the educational fields, once the Internet came up to his world:

I've had an uncomfortable sense that someone, or something, has been tinkering with my brain, remapping the neural circuitry, reprogramming the memory. My mind isn't going – so far as I can tell – but it's changing. I'm not thinking the way I used to think. I feel it most strongly when I'm reading. I used to find it easy to immerse myself in a book or a lengthy article. [...] That's rarely the case anymore. Now my concentration starts to drift after a page or two.

Interestingly enough, one may attempt to picture the constant metamorphosis that permeated the aforementioned researcher, as he displays his rational changes, carried out whenever he is to read something that would drive him lengthily into profound seas of scientific findings. He furthers his thought on saying that his focused attentiveness moves away nowadays after some possible minutes of a reading activity.

Moreover, many have been the studies carried out with regard to the way that the reading activity has been done (HIGGINS, 2000; SANTOS, 2009). Bohn (2007) even affirmed that the readers of the current generation go through the pages of a book at a similar speed found in tourists clicks on their cameras, once the open horizons unlocked by hyperlinks create a wholly new scenario to make the reading activity take place in reality (WALLACE, 1991).

As for the educational field involving the impact of technology on the school teaching practices, miscellaneous studies have been carried out in the domain of pedagogy (PHILIPS, 1987; PIERSON, 2001), geography (ŞANLI, SEZER, PINAR, 2016), philosophy (FEENBERG, 2017), chemistry (KRISTEN et al, 2017), history (TURAN, 2010; BOADU et al, 2014), mathematics (BENNISON & GOOS, 2014), among others. Even new modalities of teaching emerged in the last century such as the online distance education (MORAN, 2010; PINHO, 2013), bringing new possibilities of further study degrees from the most remote places on Earth. According to Moran (2010), the dissemination of technology in the educational world is vitally important, as it enables one to act upon the factually complex world in which the mastery of language and of digital resources are substantially required.

When one is to analyze the main changes brought up by technology in the field of education, one ought to bear in mind the main axiomatic elements of the teaching and learning processes themselves. That means, we should inquiringly question ourselves to what extent

technology influences *students*, *teachers* and the *school context*. Right now, we shall have a look at the major changes that passed off in the last couple of years with these three elements.



Figure 3: The classes in the twelfth century tended to be teacher-centered ones. Source: History learning.¹⁷

Albeit its age, dating back from the twelfth century, this painting describes the actions taken by students who have not rather been quite interested or who do not want to have some thought on what is being discussed in class, such as the one sleeping in class in the penultimate row, in front of the reddish clothed student in the last row. Students' boredom tends to grow exponentially when an uninteresting topic is presented in an explicitly dull way. Nowadays students' have some commonplace characteristics that singularly constitute who they are, otherwise understood in relation to students from a decade ago. For a start, the majority of these ones were born into a world in which technology circumscribes their daily reality, as a usual asset to be used.

The term "*digital natives*" was coined by Prensky (2010) and it succinctly denotes these new forthcoming generations, whose technological devices are obnoxiously entangled in almost every single activity carried out in a day. Some of their characteristics have been accurately highlighted in the literature (PRENSKY, 2002; LITTO; FORMIGA, 2012; PAIVA, 2013).

Digital natives tend to be *digitally literate*, once they have been brought up in a place where they could have access to technology, and, thenceforth, are able to make use of a great variety of Information and Communication Technology (ICT) and utilize the Internet resources in an intuitive way. They are *inherently connected* people, as their world has always been

¹⁷ Retrieved from: <<http://historylearning.com/medieval-england/medieval-studies/>>. Access on: 20 Apr. 2019.

connected since their birth. Digital natives are said to be quite *short-sighted*, or unconventionally anxious ones, once they want immediate answers for their problems, considering that the swiftness with which they may gather information needs to be as much fast as possible. These people are also composed of *experimenter* ones, that is to say, they tend to better learn when something is actually done, rather than to remain in silence and only listen to what is being taught (LITTO; FORMIGA, 2012).

Litto and Formiga (2012) also affirm that digital natives are *sociable*, although *individualistic* ones at the same time (as this will depend on the way they themselves fathom the way technology should be used – as a way to isolate themselves or to reach people more often). Digital natives tend to be *oriented towards results*. This means that they prefer to have rules, priorities and clear procedures to reach a determined goal. They are likewise *visual* and *kinesthetic-oriented learners*, feeling more comfortable when they are in places where lively pictures and objects are used rather than deadly boring texts in class. Finally, but not less important, is the fact that digital natives are rather *challengeable people*, which means that they love taking part in engagingly daring tasks, which will stir their motivation up to new discoveries and deeper learning outcomes.

Although Prensky (2010) presents such characteristics as supposedly being representative of the young generations, one should question oneself whether these assets really portray all human beings who belong to the recent generations nowadays. As this PhD study shows in the analysis section, young generations may not possess all the knowledge or abilities previously described. At the same time, one may see at times that adults may even know more about than the “digital native” ones, as one may see the English teacher’s knowledge about the digital technologies applied in the tasks in the present-day PhD research. Therefore, although these notions have their relevance and may portray today’s world reality, that should not be taken as always, the case for everyone, once human beings are quite different from each other and would better be taken contextually from their sociocultural and historical instances. In other words, we should not take for granted, for example, that young people, because they are more familiar with the use of technology necessarily know how to use it to improve their oral development in an additional language. On the other hand, because older people, who may not be as familiar with technology, does not necessarily mean either they cannot learn another language or develop any other aspect of their lives whatsoever.

One should not take for granted the fact that *teachers* themselves are said to be steadily changing nowadays. Although there have been troublesome conflicts among teachers who do make use of a more teacher-centered methodology, with the teacher at the heart of the teaching

practices, holding the knowledge of the taught content (ARIFIN, 2017), many education professionals have been undergoing teaching practice trainings in order to make more frequently the use of digital technology inside their teaching context (RIO; LIMA, 2018).

In the Brazilian context, the National Education Plan (2001) official document highlighted the fact that the undergraduate university teaching courses should entangle, among the specific major contents of one specific area, the knowledge related to ICT's, in order to support more teaching practices aligned with the current technological world in which our students live in.

The National Curricular Parameters (NPC) shed light (BRASIL, 1998), as well as the High school national system documents (BRASIL, SEMTEC, 2002a, 2002b, 2006) into the role that technology plays in the teaching of any school subject at the same time that it may analogously encourage a better performance in the oral production among teachers and students, expanding the activity and communication extension among these two groups. Other officially national documents, such as the National Common Curriculum Base (BNCC) stresses out the fact that technological resources should permeate a school reality (BRASIL, 2017), not as an odd object that may scare educational professionals, but as a user-friendly and supporting one, once these ones might potentially expand the work scope of a teacher in and out of the teaching context.

Digital technologies may bring lively opportunities to teachers, who are engagingly willing to outperform in their own teaching practices. According to Welling and Levine (2009), several benefits coming from the use of technology might open new opportunities to teachers. Firstly, technology expands the teaching reach of teachers, who may be able to give their lessons to either national or far-away students, in other totally distinct realities, swelling equally the access of high-quality education to several people worldwide. Take into consideration, for instance, what has been happening with online learning platforms, which are likely to offer diversified Massively Online Open Courses – MOOC. Thanks to such platforms a hugely large number of students have been studying and sharing their knowledge worldwide due to the potentialities brought by these technological tools. Secondly, technology encourages self-development of teachers and also of students in creating newly authentic content. Thirdly, it supports methodological innovations. Fourthly, it enlarges the learning time span, as students may have digital homework to carry out after class.

Undoubtedly, it may be said that technology contributes to teaching development, once numerous studies have been carried out investigating the role of technology in the improvement of teaching practices (KAY, 2006; KESSLER, 2005, 2006, 2007; HANSON-SMITH, 2006;

PAIVA, 2013). As it is highlighted by Prensky (2010), if teachers, who are tendentially named *digital immigrants* (the ones who have seen the technology rise and insertion of it in today's world), really want to work at the same pace and speed of today's students, they have to take a huge effort in order to adapt themselves to what is required from them nowadays.

As Paiva (2013) claims, computers or any other digital technology is not likely to replace resistant teachers (even those who have *technophobia* – a sickening fear of making use of technology – (THORNBURY, 2002), but teachers who do apply technological resources are the most possible candidates to substitute those who do not use such technological tools.

Lastly, some heed should be taken regarding the *school environment*, which has been receiving governmentally countrywide support in many contexts, as it is reported by important documents and studies carried out in Brazil, Peru and Argentina (PAIVA, 2013), among others. Technology brings to school an ecological change (DEBSKI, 1997), considering that one single shift (the higher frequency of insertion of technological resources in class) may influence the total educational system countrywide (VALENTE & DAMSKI, 1995). This change in the school context and in society as a whole has been even compared to a *Digital Renaissance* period, alluding to what took place in Europe at the old Renaissance time in the fourteenth century, where multiple changes and cultural innovation were highly emphasized (JENKINS, 2001).

Nevertheless, albeit the governmental, teaching and research suggestions, the school environment may still present resistance to the application of a given technology. This is what reports Chamber's and Bax's study (2006), in which they propose seven stages to the normalization of technology in a given school place, considering that its acceptance does not occur as much smoothly as possible.

The first stage is named *initial supporters*, in which teachers and school participants start making use of technology with a certain degree of inquisitiveness; the second phase entangles *ignorance* or *skepticism*, as most people do not entirely believe or do not even know that a technology exists and may be used in a given way.

The third stage reveals a *first initiative* from school participants to try out the technology, although some negative results might come from its ineffective use. In the fourth stage, the institution or its workers claim that there is a *positive likelihood* of seeing the technology, in fact, working properly, when it is used in a right way, and from its correct use people may see its utilities. In the fifth stage, the school participants fear or are held in *reverence* about the technological resource, since some people make use of technology and are afraid of possible negative outcomes. The penultimate stage concerns the first *normalization phase*, that

begins to take place once people realize that a given technological resource may be lengthily seen as a normal device. Ultimately, the *final normalization stage* occurs. This is the case when technology is completely integrated to one's lives and it may be regarded as an invisible or automatized aspect of ones' daily routine.

It is highly important to mention that these stages do not occur smoothly, in an exact time length, considering that people's acceptance or rejection of a given technology may contingently vary from context to context. Nevertheless, these stages may likely demonstrate where a given institution or school participants find themselves and, thence, help the inwardly willing person to change his/her colleagues regarding ones' negative thought metamorphosis process concerning the use of technology in the school teaching and learning practices.

In such an *Information Society* (BRASIL, 2000), in which *informatics*, *technology* and *knowledge* are the *in vogue* words in the currently global economic stage we live, the national government institutions must enable a larger access to technological resources and to the abilities people must have in order to internationally and potentially compete in the globalized scenario.

Unquestionably are school teachers and educational professionals deeply rooted in such initiatives, considering that teachers who are better and more professionally prepared to productively work and teach by and for the use of such technologies are the ones who will contribute the most to education and, in a possible near future, to the nationwide context. In such teaching developing opportunities offered by the government and some isolated initiatives taken by Federal Universities (PAIVA, 2013), the digital immigrant teachers are exercised in the new ways to more potentially bring about lively classes to the *homo zappiens* student (VEEN & WRAKKING, 2009). This term was coined to designate the current student that teachers have nowadays, who may also not only learn from their teachers, but may likewise have a lot to teach educational professors regarding the use of technological resources.

Conclusively, these movements related to the changing in the educational domain, in general, whether it is applied to mathematics, to science, to physical education studies, to literature teaching, or to other professional fields (as it has been previously referenced in this section) have also echoed in the teaching of the English language. Language teaching practices have been similarly influenced by the way and the length to which these constant evolutions occur, as it will be shown succinctly in the next subsection.

2.2 Inspirational and stimulating ideas into the ELT world by technology use

This subsection brings some data concerning the advantages of properly making use of digital technologies in the teaching of the English language as a whole, bringing into light some results from current research in which technology is used as a potential tool to achieve better outcomes in and out of the class. Thankfully could one say that countless are the studies developed concerning the use of digital technologies in the teaching of the English language, which are multifold in their results as well as in their potential to appliance in classroom contexts (YASHIMA, 2002; HUANG, 2007; ROSELL-AGUILLAR, 2013; MEHDIPOUR & ZEREHKAFI, 2013; LU *et al*, 2018; FAKOOA *et al*, 2019; SRINIVAS, 2019; REINHARDT, 2019).

In one experience I have luckily had in my professional and academic life, when I was a teacher in the first school where I worked as a trainee English teacher, I had the once-in-a-lifetime opportunity to work with the use of digital technology, addressing both the English language and cultural aspects of it, as well as to make use of this new language with students from the first grade, whose ages ranged from 6-7 years old. In this digital project, which utilized the web platform *Epals*, my students and I were able to carry out a project with Dutch pupils ranging the same age as the Brazilian ones, in which each country should represent or introduce the cultural traditions that people hold in both countries (RIO, PASIN, DELGADO, 2015).

In the very end of the project, it was possible to hold a Skype conference with the Dutch teacher and his students, a day which I will unforgettably hold in my memory as long as I may humanly do. Once in a while, I still have contact with the pupils from this school and every single time that I have the opportunity to come across one of them, they still vividly remind me of the episode they lived back to some years ago (in 2012). These students may have not reached a fluent level in English at the time but they have become deeply conscious of the fact that cultural differences do exist and that the learning of an additional language is important to those who want to live as global citizens nowadays. Although this might sound simplistic, this memorable experience drew my attention to the inherently possible potentialities regarding the use of technological resources with engaged students and teachers.

One viewpoint should likewise be noticed in here. More than just an illusory salvationist view about technology use (as if technology itself solved the communication barriers that students had), it is noteworthy mentioning that students felt rather empowered to make use of the English language as a means to real and meaningful communication in a rather autonomous way (BENSON, 2001). This means, thenceforth, that they felt such a belonging to new

identities¹⁸ being negotiated among them (LAVE, WENGER, 1991; MATOS, 2017; NICOLAIDES & MATOS, 2018).

Many are the studies concerning the use of learning platforms, English language learning websites, mobile apps and podcasts in different languages (BLATTNER & FIORI, 2009; CLARK & GRUBA, P, 2010; CHAPELLE & SAURO, 2017; KULAVUZ-ONAZ & VÁSQUEZ, 2018). The study of Blattner and Fiori (2009), for instance, analyzed the way that students made use of *Facebook* in an online group, in order to check whether their writing performance would improve, in case students could participate in engagingly motivating tasks. The results were positive ones, considering that students improved their vocabulary, grammar and content knowledge of what they had studied throughout the semester. A study carried out by Aydin and Yilidiz (2014) explored the ways that the Wiki platform could help students in improving their writing skills in English. Students reported some difficulties at first concerning the use of grammatical forms (verb and noun agreement), as well as some difficulties with the use of technological resources in the first moments. Nevertheless, after the project ended, students could outperform in their writing skills, bringing forth positive results related to the use of digital technology with English language learning.

Concerning the history of technology in the teaching of languages, Dunkel pointed out some time ago (1987) that the use of technology in the teaching of English started to take place earlier than the invention of the first computer. Paiva (2015), notwithstanding, goes on furthering her thought-chain, affirming that the first technology used back to the first centuries of human race was the *volume*, a kind of manuscript, which was replaced later on by codex. According to the author, these were the “books” of the old civilizations, responsible for recording the piece of information from that ancient time. The first book that was published, which may be related to the languages teaching field, dates back to the seventeenth century, named *Orbis Sensualium Pictus*, written by Comenius. This book aimed at teaching specific vocabulary regarding nature, animals, professions, among other themes (KELLY, 1969).

As time went by, the invention of the phonograph (in the nineteenth century), which permitted the recording of sounds and songs produced by language speakers, several people

¹⁸ The concept of *Identity* has been worked to a large extent by several authors (MOITA LOPES, 2006; NORTON, 2010, 2012, 2013; BAUMAN & LYON, 2012; NICOLAIDES & ARCHANJO, 2019). It has been asserted to be a dialectical term, being a fluid and hybrid one, in which someone is always taken with regard to another person, in which identity depends and is constituted by the *difference* among individuals and should not be considered the *opposite* of it (TODOROV, 1993; SILVA, 2007). That is to say, one may understand one’s identity assets from one’s relationship with the world by means of language and by the relationship that one has in different times locations and cultural contexts (WOODWARD, 2015). Thenceforth, one’s identity is always in a progressive construction throughout one’s whole life. This means that one’s identity is never wholly made, but *is to* come up somehow in the future, in an eternal will’o’wisp chasing (HABERMAS, 2002).

would purchase discs in order to better understand and learn pronunciation, rhythm and prosody aspects of the studied language (KELLY, 1969). The inventions of the gramophone and the recorder also brought new insights into the teaching of languages. New outcomes were also noticed with the invention of projectors, the TV and videotapes, once even the Walt Disney Company started to make up English language learning courses by means of animated cartoons. The creation of the *Centre de Recherche et d'Étude pour la Diffusion du Français* – the CREDIF institution -, for instance, is an example, which took along many initiatives to share out the teaching of the French language worldwide.



Figure 4: Evolution of technology in the ELT field throughout the centuries. Source: Paiva (2015, p.5).

At a time in which the globalization phenomenon has shown to society how smaller the world is becoming (GREJIN, 2010), with the blurring of pre-existing physical barriers among countries, nowadays, communication hindrances are seemingly inexistent, contributing to more profitable opportunities to learn English. According to Warschauer (2000), technology has enabled new paths for meaningful communication among countries, considering likewise the advancements carried out by the advent of the World Wide Web (BEAUVOIS, 1992; KELM, 1992; CHUN, 1994). The research carried out by Erben (1999) demonstrates that technology helps learners to better work in groups and within peer-to-peer interaction. Technology might be a potential assistance in language production (PINHO, 2013). It aids in the production of more complex sentences regarding grammatical structures and discourse functions (CHUN, 1994, 1995) and in the development of cultural awareness (WARSCHAUER, 1997; JIN, 2004; DUBOC, 2014).

Considering this ongoing evolution succinctly presented, in the current PhD thesis, I propose a classification of some of the technologies that have been ceaselessly used nowadays (some of them in new formats, such as the radio) to the teaching of English:



Figure 5: Technological resources overtly used to English learning and teaching since the advent of the internet. Source: The author (2020).

As it may be seen in the above picture, the advent of the Internet (which is blurredly behind the main resources used nowadays, as a background scenario in the picture), has opened up brand new windows of opportunities in a huge range of studies concerning the teaching of the English language (SILVA, 1990; JAMALIFAR & CHALAK, 2014). The use of radio programs has also been reported in the ELT literature (PEMAGBI, 1995; LEVINE, FRANZEL, 2015). With the advent of the *computer* and *laptop technologies*, a new area of studies emerged in the ELT world – the so commonly termed Computer Assisted Language Learning (CALL) – which is also said to be a greatly fruitful one, with positive results stemming from a global scale (LEVY, 1997; BAX, 2003) regarding the improvement of English language in numerous aspects. The use of mobile cellphones and tablets originated the MALL (Mobile Assisted Language Learning) or simply *m-learning* study field, expanding the research scope to the language classrooms worldwide, as language teachers and researchers attempted to fathom its commonalities and possibilities to the teaching of diversified linguistic systems.

There has been also the creation of some *English language learning and teaching websites*, in which many languages worksheets are available to languages teachers worldwide. EsIPrintables, Islcollective, Busyteacher, Using English and English Club are some examples of these websites, which have assisted several teachers, considering that many of them have a sharing file system organization. This means that in these types of websites teachers need to contribute first with a worksheet crafted by them in order to gather points, which will be likely

used afterwards to download the worksheet produced by other teachers worldwide. It is definitely a quite harmoniously collaborative teacher-with-teacher system (FERREIRA, 2004).

The children's audience has similarly been reached by the advances of technology. Even laptop *toys* have been created to teach the English language for kids, as it would be considered a more interactive and child-friendly tool to reach better learning outcomes (CHEUNG & SLAVIN, 2013). Not only has additional elements of fun been annexed to the little infantile population, but similarly new opportunities to engagingly work with them aspects surrounding collaborative group work (MELTZOFF & GOPNIK, 2013), as well as the support to learn the English language at the very early lifetime stages. Such an early support, according to Billington (2016), might also contribute to personal and cognitive human development.

The invention of digital tools unclogged the way to new language learning episodes. Several are the studies entangling the use of *instant messengers apps* (e.g. Whatsapp, Telegram, Viber and Skype) regarding the enhancement of the oral production and understanding skills – listening and speaking – as it is shown by a host of scientific findings (ARAGÃO, 2017; NUSHI & MAKIABADI, 2018). In these studies, for instance, pupils and teachers could communicate with other language speakers instantly and authentically (PARK, 2011). The use of online language learning platforms (such as HelloTalk, Epals and Tandem) enabled teachers and students to expand their instances to learn the English language (be it inside or outside the classroom), which is also demonstrated by some studies (BRAGA, 2004; TELLES, 2009; BENEDETTI, CONSOLO, VIEIRA-ABRAHÃO, 2010). Language learning apps (such as Memrise, Busuu, Duolingo, Livemocha, Wlingua, to name a few) analogously permitted students to have additional language learning opportunities, with designed courses for a multirange of study levels, which have been collectively headed under the CEFR (such as A1 level, A2 level and the subsequent ones) system.

University courses platforms may be similarly named (Udacity, Moodle, Coursera and Edx), as they offer brand new occasions to learn languages even at a college or graduate degree level, totally carried out virtually (LIU, 2016). Although not primarily constituted for the teaching of languages, video platforms (e.g. YouTube, Dailymotion, Vimeo and Metacafe) have been used in order to introduce more lively opportunities to language students, as they are said to be more authentically contextualized ones and may portray what takes place in the world in the nowadays' context (TERANTINO, 2011; ALMURASHI, 2016). Such digital tools may open room to new learning possibilities, since several channels exist on YouTube, for instance, which propose free package courses to language learners.

Podcasts and brand new songs are available nowadays in podcast and apps platforms such as BBC Learning English, iTunes, British Council Teens and Lyrics Training, considering that authentic and adapted language learning materials are routinely shared in these tools (YAMAN, 2016). Lastly, but not less important ones, are the social media network pages and apps (Instagram, Snapchat, Facebook, Twitter and WeChat), which have been suggested to contribute to new opportunities to learn English from posts written from people worldwide. They may additionally give opportunities to students and teachers vividly participate in language learning communities, groups and conversations among themselves (ROSELL-AGUILAR, 2007). By means of online groups, chats or posts sharing, students and teachers have been able to more swiftly communicate with each other, making use of the multiple resources and medias available in these digital tools. At the same time, that pupils are able to make use of these new digital resources, they are jointly working with digital literacies (COPE & KALANTZIS, 2000; LANKSHEAR & KNOBEL, 2008; JONES & HAFNER, 2012), becoming more accurately, socially and critically involved with the constantly changing world in which they live.

It would be seemingly enough to stop by at this moment and continue to mention other stimulating studies, which would arguably contribute to the notion of positive results stemming from the use of technology in the teaching of additional languages (CUNDELL, 2008). Nevertheless, after presenting some of these studies permeating the use of technology in the teaching of the English language as a whole, let us head to the final subsection of this chapter, which will particularly address the use of digital technology in the teaching and development of the oral production *per se*.

2.3 Technology and oral development

Heading more specifically to the development of the oral production with the digitally technological support in different countrywide contexts, we shall take a look over some studies entangling the use of dissimilar digital tools, which have had both singularly positive and negative outcomes. These studies' ideas have, nevertheless, been the cornerstone of my motivation to research here in the Brazilian context in order to not only corroborate to what has been done so far, but to likewise contribute to this specific research field in the ELT world literature.

According to Paiva (2018), the development of the oral skill has always been a huge challenge in the Brazilian context. She vowed that until very recently the Brazilian Textbook

Program (PNLD) emphasized that one of the elimination criteria among the stages of book selection was lack of the inclusion of the work with the oral production. This demonstrates the worriedness about the teaching and development of the oral production in nowadays' world, both in the elementary as well as in the high school level system. There has been at the university level a huge necessity also for professors to work with the oral production more sensitively, owing to the necessity of training teachers for a more technologically friendly teaching perspective in this context, aiding university students who are aiming to play a part in international exchange programs. The author (2018) affirms vehemently that few are the initiatives to encourage studies about the use of digital tools to the development of the oral production in English in Brazil. Nevertheless, there has been a rise in the number of studies done on this topic worldwide, although not as much numerous as the ones including the general use of digital technology for the teaching of the English language as a whole (POP et al, 2011; PAIVA, 2018).

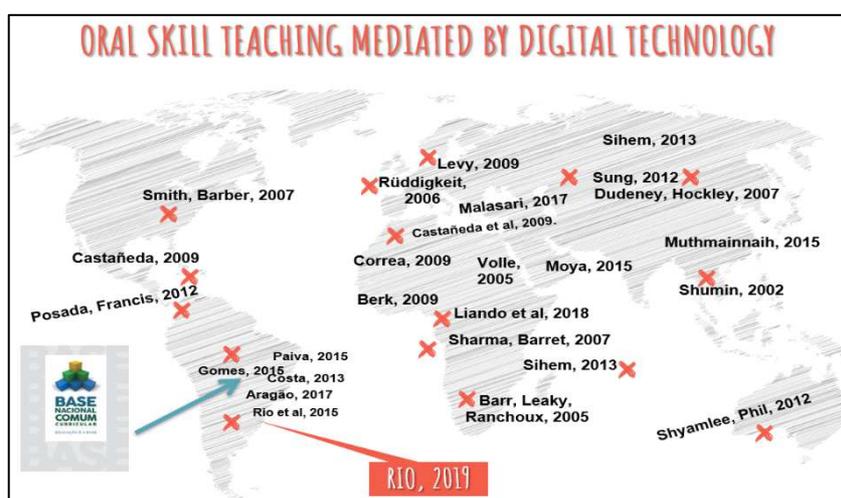
The dissertation developed by Santos (2009), for instance, sought to investigate how the interaction among the research participants took place in a project, as some of the participants (university students) acted either as a teacher or as a student at given times. According to Paiva (2018), although this research helped in the understanding regarding the use of digital technology, it has not mainly focused in the development of the oral production. Another work mentioned by Paiva (2018) was the one developed by Dias and Pimenta (2015), which focused primarily on the use of digital technology for the development of university students' oral production. By means of a semi-presential advanced English level discipline, future English teachers made use of the Voki (a digital tool used to make up avatars), Audacity (for voice recording), online dictionaries, videos from the YouTube platform and from the *Technology, Entertainment and Design* (TED) organization, which is in charge of bringing new discoveries concerning in a multirange of topics.

Paiva (2018) highlights the fact that the number of research concerning the adjunction of digital technology in the teaching and development of the oral production ought to grow up. She (2018) affirms that based on the assumption that the use of technology and the emergence of having more fluent English language speakers requires both professionals who may *speak* English properly, as well as the ones who might work with the development of this specific linguistic production, making use of relevantly contextualized tools in the actual moment students are living. The same viewpoint is likewise shared by Aragão, Paiva and Junior (2017). These three authors (2017) also mention the potentialities of oral communication mediated by digital technology as a way to develop the motivation of English students, at the same time that

these tools lessen the fear and the inhibition of students to orally communicate, according to the literature they present in their study (SONG, 2009; SUN, 2009; POP *et al.*, 2011; MCNEIL, 2014; SEYYDREAZEN & ZIAFAR, 2014; YANGUAS & FLORES, 2014; REINDERS & WATTANA, 2014, 2015¹⁹).

The research carried out by Pinho (2013), as better described on the introduction of the present-day work, at the university level, fairly made use of digital technologies in order to develop future English teachers' writing and oral production as a whole. In accordance with the author (2013), we may notice that digital technology encouraged students to feel more confident to previously correct their written and oral productions as well as it supported a more digitally integrative teaching training practice at the university level. This has opened new windows of opportunities to these students to make use of these digital tools afterwards in their school teaching practices.

In the research I have been carrying out concerning the use of digital technology in the teaching and development of the oral production in English, I have found some particular studies, which have been partially shared in some of my academic production (RIO, 2018a, 2018b). In the work I developed with Lima (2018), for instance, I presented some articles, from a multirange of scientific journals, which were produced in the second decade of the twenty-first century. These studies took a huge heed onto the capabilities of applying digital tools in the development of students' oral production. In the end of the same year, I was likewise given the opportunity to present in an academic event held at UNISINOS²⁰ some other studies carried out both nationally and internationally regarding this topic, as the forthcoming underneath picture representatively displays:



¹⁹ For further understanding on this subject, the reader is invited to look for these studies mentioned here (SONG, 2009; SUN, 2009; POP *et al.*, 2011; MCNEIL, 2014; SEYYDREAZEN & ZIAFAR, 2014; YANGUAS & FLORES, 2014; REINDERS & WATTANA, 2014, 2015).

²⁰ This was an academic Symposium held at the University where I am currently carrying out my PhD studies. It was presented in the *I Colóquio em Linguística Aplicada: Compartilhando saberes*, in 27th July 2018.

Figure 6: studies²¹ concerning the use of digital technology in the teaching of the oral skill.

Source: The author (2019)

The research carried out by Malasari (2017), for instance, took place in an Indian high school, in which it was possible to make use of a specific Android App named *E-talk*, which was developed by the researcher himself. The main reason for the creation of this app was, according to the author (2017), to create more authentic opportunities for students to practice their oral development outside the school context. The app has four main assets: grammar, vocabulary, conversation and oral expression. In every feature of the app, students were able to practice their English knowledge orally, making use of the cellphone voice recording technology, so that pupils could practice their linguistic knowledge as well as to develop their oral development in English.

Some exercises displayed pictures with some words having missing letters, which students should say out loud, in order to fill in the gaps of the missing words in the cellphone screen. Positive results in the study were the increasing in the motivation of students to more often speak English as well as a higher inclusion of digital technologies into the English teaching practices. Students' oral development was said to have developed more smoothly than the time before, when students did not have opportunities to practice English out of the school context.

The study made by Muthmainnah (2017) integrated the use of technology inside a school environment, so that students could have numerous opportunities to learn the English language by means of digital technology. He named this project *The English Corner*. According to the author (2017), a beautifully well-furnished room was made up, with pictures, technological resources (for instance, home theater, tablets, DVD players, to name a few), couches, books, magazines, among others, in order to encourage students to have significant piece of information to motivate conversation to take place.

In this milieu, nevertheless, students were not obliged to speak about a given topic ordered by the teacher. Contrariwise, they were given the opportunity to autonomously select the conversation topic, which would fit the most to their interests. Students were encouraged to organize their time for the conversation, so that they could have a more real-life conversational environment, with authentic materials being used (the ones typically found outside the classroom, which do not have an adapted language to the students' level).

²¹ The interested reader may find the exact reference of these studies in the bibliographic references section of the current PhD thesis, once that not all of these studies will be thoroughly presented in this work.

Muthmainnah (2017) also wished students to communicate by means of the digital technologies, so that they could reach a broader audience with these tools, and, consequently, have more oral conversations with English language speakers worldwide. Positive results have come from this study, considering that students' confidence increased to communicate in English, students' performance also improved when they talked (students could retrieve, use and correct themselves during the dialogs) in front of others and in front of their English teachers.

Sihem (2013) developed a study employing different types of videos in order to develop her students' oral development in Algeria, as well as their oral understanding in the English language. The author noticed that bringing YouTube, TED Talks, TV series episodes alongside other diversified kinds of videos, was essential to foster students' confidence and lower their anxiety level to speak in front of others. Pupils could visualize the way that native speakers use English in their everyday routine and, thenceforth, were able to fathom and properly use slangs, expressions and related vocabulary and grammar topics studied during the trimester at school.

Sihem (2013) similarly claims that thanks to the multimodal aspects of video technology, students could notice non-verbal communication assets in everyday life conversations. Eye movement, voice intonation, hand gestures, mimes, grimaces, among others, were noticeably seen, which gave the support to students not to sound anymore in a *bookish* way, while having the conversations with their peers in class. Similar results have been found by Berk (2009) and Erben, Ban and Castañeda (2009). Sihem (2013) mentions likewise that students had more opportunities to practice their listening comprehension outside the classroom, with topics that interested them and that made them feel more comfortable later on to voice their opinions in class (CLAREY, 2007; SHARMA & BARRET, 2007; COSTA, 2013; SANTOS, 2017).

Interestingly enough is the fact that not only students have been helped by the use of digital technology. Teachers have also been said to develop their oral production thanks to the use of digital technology, as it is described by Aragão (2017) in the Brazilian context. English language teachers participated in a study, which made use of the WhatsApp voice message function, in a group in which teachers should send voice messages quite often. Some teachers similarly posed the same opinions shared by English students, as they felt rather nervous whenever they had to send their voice messages to each other, once they felt anxious and unrelieved because of the mistakes they could make.

One of the teachers affirmed that she faced a sickening fear every time she needed to send a voice message, because she was afraid of making a mistake and be mocked by her

colleagues, once her mistake would be “forever” recorded and could be played over and over again. Howbeit this fear faced by this teacher, the other seven ones affirmed that the WhatsApp voice message function helped them to concentrate and to more carefully think about the sentences they would say in the group. By means of memes and pictures creations, the teachers were able to represent their overcoming of the dreadfully sickening anxiety they felt, which was better dealt during the project.

Other positive results have been reported, entangling the use of digital technology in the development of students’ and teachers’ oral production. For instance, games (REINDERS, WATTANA, 2014), voice recording software (POP, TOMULETIU, DAVID, 2011), video-web conversation platforms (YANGUAS, 2010), second life and virtual realities devices (LAN, 2016; PETRAKOU, 2010), voice blogs (SUN, 2012), podcasts (ABDOUS, CAMARENA, FACER, 2009), songs (ALMUTAIRI, SHUKRI, 2016), Skype™ software (CORREA, 2015), mobile phone (COSTA, 2013), computers (RÜDDIGKEIT, 2006; PAIVA, 2013; MCNEIL, 2014; YANGUAS, FLORES, 2014; DIAS, PIMENTA, 2015), oral diaries (SONG, 2009), voice e-mail and online interviews (VOLLE, 2005); radio broadcasting classes (WAHYUNI, 2017), a blended learning program (ERBEN, RUTH, CASTAÑEDA, 2009), QR Codes (HUAH, JARRET, 2014), YouTube videos (SIHEM, 2013), movies and TV series (LIANDO, SAHETAPY, MARU, 2018), E-portfolios (YASTIBAS, CEPIK, 2015), transformed settings with a great variety of technologies (MUTHMAINNAH, 2017). One may see the growth of this area contingently associated with the deeper interest of researchers who make use of dissimilar technological resources to bring about profitable results in and out of ELT classrooms.

Notwithstanding, one ought not to cast any doubt that technology may similarly lead students to greater troublesome problems, as it has been also seen in the literature. Teachers and other school educational workers need to be wide aware of *students’ and teachers’ possible lack of knowledge about different technology resources*, once this missing piece of knowledge may negatively affect one’s performance in a given task later on, making students or teachers feel rather hindered or inapt to work upon something (BARR, LEAKY, RANCHOUX, 2005; DUDENEY & HOCKLEY, 2007; RIO, 2018a, 2018b). Bell and collaborators (2007) show that their students, for instance, who made use of podcast resources, which were aimed at helping their pupils to improve their oral production, faced boredom constraints with the use of this tool. Students complimented their teachers by trying to make use of different technological resources. Nevertheless, the English learners likewise complained about the *lack of visual stimuli*, as students’ attention drifted away at times, whether they were at home, on the way to school or at the school context itself.

Costa (2013) reveals a hard reality faced in carrying out her study, which made use of cellphone functions to work with the oral production (Mp3 players, Bluetooth, voice and video recorder activities, among others). She points out the fact that students were unable to utilize their cellphones because students' cellphones were *oddly outdated* or were not able to properly work with their linguistic development in English. Consequently, she was obliged to request the local Government to sponsor her research in order to purchase new cellphones to be used during the research, so that her study could be more appropriately carried out.

Sung (2012) mentions that, in his university study in the Thai context, there was many Internet connection breakdowns, as well as various learning platforms tended to crack down every time many students joined altogether on it. He mentions that this experience has somewhat demotivated students to make use of such online platforms and websites to record and to speak with other English language speakers worldwide, a case that has been similarly reported by Chinnery (2006). In my own experience with online languages teaching, I have already come across some issues with technological resources.

By means of the SkypeTM functions, in which the Internet connection was essentially pivotal to work them out, there were occasionally some communication breakdown episodes meanwhile a listening activity was being done and the student needed to report me back on what (s)he had just heard. Some of them were plainly incapable of solving such technical problems, let alone deal with the use of more sophisticated technological devices or digital resources, mainly when it was the case with elderly students, who are labeled under the digital immigrants' population group (PRENSKY, 2010).

Shyamlee and Phil (2012) fairly systematized the typical problems that one may face whenever one is to work with the use of digital technologies in languages classrooms: *major means are replaced by the assisting one restriction of students' thinking potential, loss of speaking communication and abstract thinking is replaced by imaginable thinking*. The first one refers to the way that teachers might mistakably use technology in an old-fashioned teaching approach. It means that teachers become technology slaves, since the classes are totally contingent upon an unending set of slides, leading the *assisting tool* to a *fundamentally necessary tool* state. This thorny issue may reveal likewise the lack of teachers' autonomy to grapple with digital technology, bringing the brand-new technologies to a way similar to the old chalk-and-talk state (PRENSKY, 2010).

The second issue is the *restriction of students' thinking potential*, which concerns the attitude of teachers in letting technology eschew students' opportunities to develop their thinking capacities in class. This restriction may be the case mainly in those exercises that

require a more thoroughly focused attention, since students need to be encouraged to make up assumptions, deductions, suppositions, so that they may work with the studied language in a fairly and autonomously critical way (ARIFIN, 2017).

The third problem entangles the *loss of speaking communication*, once it is possible that the overuse of digital technology may turn pupils into simple spectators/viewers and teachers into topic presenters. Although technological resources may tighten the relationships among students and teachers themselves, it is likely that these ones may lengthily freeze the connection among these classroom participants.

The fourth issue, *abstract thinking replaced by imaginable thinking*, may be one of the most dangerous ones. According to Prensky (2010), nowadays' pupils are deeply surrounded by digital videos and images of any sort. If language learners keep on having only visual stimuli inside the classroom (pictures, movies, videos, which may be brought up into class by teachers themselves or students), students may begin to have a more imaginable thinking (strongly forced by the huge number of visual stimuli received) instead of having a more abstract one (represented by critically and freely thinking, pondering, deeming, conjecturing about different topics). Thenceforth, students may prefer only exercises in which pictures, videos, Graphic Interchange Format (GIF) animations must come up, instead of also feeling at ease, when dealing with more thought-provoking texts, the ones that require more abstract thinking potentialities from students.

It may be presumably concluded that it is not technology alone that will “save or condemn” one's class ongoing process, but the proper management of such digital tools. This means that the view that technology may lead one's class into a paradisiac place in which fruitful outcomes stem from the right application of these tools, whereas ruinously fateful utilization may similarly occur, due to the inappropriate use of such tools blurs away (PAIVA, 2015).

To sum up, we have glimpsed during this chapter upon the definitions of the word *technology*, the huge range it has nowadays in considerably shaping the world we have, as well as considered some of its potentialities in the educational domain. More specifically concerning the latter, in the development of the oral development in the ELT field.

A question that might raise from what has been seen so far is the one about learning within this new scenario in education. That is to say, how does learning might be seen within such new technological frameworks in the school context? In the next section, we shall take a look into the theoretical background entailing the theory surrounding the background of the learning experiences in the current PhD research project at the school. The Sociocultural Theory

(SCT) has led many researchers and ELT professionals towards a deeper understanding of what takes place in the school context when it comes to language learning and social human development, tracing new pathways to more collaboratively work with English and the oral production by means of digital technologies (JOHNSON, 2009; PESSOA, 2018; BATTISTELA, 2015).

3. LANGUAGE DEVELOPMENT IN CLASS: COLLABORATION IS KEY!

Levy (1991) once affirmed that nowadays' world needs to pivotally work with what he terms *collective intelligence*, which means the ability of one being able to jointly work with other peers in a task, so that one may have his/her role as well as one's opinions valued. More than just the core knowledge of a given study field, today's world also requires people who are able to handle troublesome situations with the assistance of others. According to Arifin (2017), collectively and appropriately working with groups (as we may learn way better collaboratively than alone) is likely to be a high differential factor to one's career and academic success.

Bearing in mind these constantly changing routines of today's society, I present in this chapter the Sociocultural Theory (SCT), which is grounded on collaborative principles regarding language learning, human development and the social interactions among language learners (LANTOLF, 2006). It aims at describing the way that learning takes place and the relevance of mediation brought by social interaction and by language itself concerning one's cognitive development. The first subsection will bring a succinct review of its panoramic main concepts and their theoretical background. The second and last chapter subsection brings an attempt to joining all the theoretical work from the previous and the current chapter under a SCT understanding, as this one is the leading point through which teaching, learning and language development is mainly understood (JOHNSON, 2009).

3.1 Key sociocultural assets for the current PhD thesis

In this section, we are to have a glimpse upon the most important aspects and concepts concerning the SCT, mainly the ones with regard to the teaching of additional languages, considering that the research scope (FREUDENBERGER, LIMA, 2006; BURNS, 2005; PESSOA, 2018) of this field could well reach a larger extent than this present PhD thesis. This theoretical framework has been used in numerous investigatory perspectives, even in the teaching training and languages teaching field (BURNS, 2009, 2011, 2015; JOHNSON, GOLOMBEK, 2002, 2011, 2016; VIEIRA-ABRAHÃO, 2012, 2014). Nevertheless, we will mainly have a look at the notions of Zone of Proximal Development (ZPD), interaction, scaffolding (which has been receiving criticism from some current neo-vygotskian authors such as Szundy (2009, 2012)), symbolic tools, internalization, intra and interpersonal relationships with social human development, noticing and collaborative tasks.

The SCT is a human development theory, aiming at explaining how human beings develop throughout their lifetime (OLIVEIRA, 2010). According to Lantolf and Thorne (2006), this human evolving process entangles a biological, social and psychological road through which every single person goes since the first breath of life until the very one's existence end. According to Lantolf and Thorne (2006), Vygotsky understood human development as the ability to someone properly make use of a given learnt knowledge. It is not a single or even a firmly moored process, taking place in fixed stages, as human development is a result of one's cultural and social interaction in different human ages and cultures (POEHNER, 2011; LANTOLF, THORNE, POEHNER, 2015; DANESHFAR, MOHARAMI, 2018).

Vygotsky's interest for education matters led him to craft a human development psychology field that could be fathomably understandable within the Educational fields, as a body of research points out (PENUEL & WERTSCH, 1995; WELLS, 1997; OLIVEIRA, 2010). He developed such a psychology under three foundational principles: the use of a *genetics*²² approach to the understanding of psychological functioning. He also built up his theory on the assurance that Higher Mental Functions (hereafter HMFs) are brought up into existence within the social domain, and that every single human action is mediated (WERTSCH, TULVISTE, 1992; PENUEL, WERTSCH, 1995).

The Lower Mental Functions (LMFs), contrariwise, concern the body reflexes and instinctive behaviors, with a biological origin, such as the inherently unlearned human capacities (e.g. sensing and hunger), considering that there is coherently no thought involved in order to these functions occur.

In Vygotsky's thought line (1978), human development is deeply rooted in the existing links between the social and the individual's history. In order to investigate such a complex topic, he affirmed that with the view to understanding how human beings develop throughout their lifetime, their mental functioning should be the ideal investigated object. For such a study, the research scope should be framed within a genetic method, which would be split under the *phylogenetic*, *ontogenetic*, *sociogenetic* and *microgenetic* domains, Wertsch stresses out (1985).

The *phylogenetic* one refers to the human species development throughout the evolution course. Vygotsky (1981) believed that it was the use of tools with which people mediated their actions in nature that enabled them to develop their HMFs. The *ontogenetic* frame moves

²² Albeit its complexity regarding these three axiological concepts, which are more thoroughly explained in the work of Oliveira (2010) and Pessoa (2018), the term *genetics* is not associated in here to the biological code that every human being holds in one's bodily constitution; rather, it refers to the origins, the genesis of an investigated phenomenon. According to Vygotsky (1978), all human phenomena are in a constantly changing process, and, as such, they ought to be investigated right from their origins and their own developments.

towards the appropriation of mediation tools that one has as one progresses in one's life course, such as in the example of children, who start to make use of language itself to mediate their thoughts and understanding of the world. The *sociogenetic* one refers to the study of human history aligned with a social group. Therefore, it is interested in the use and in the crafting of diversified symbolic tools (intermediary elements) used by unlike social groups (PESSOA, 2018). The *microgenetic* study level aims at researching the development of specific assets of one's individual psychological repertoire and it draws its focus analysis on the learning and human development processes within a tiny time frame (LANTOLF, 2006; OLIVEIRA, 2010).

The SCT sustains the view that learning and human development are contingently intertwined, as they play a part in the human cognitive process, which is likewise mediated by social and symbolic tools crafted by humans, considering that every single human development happens in a fairly dialectical way (HALL, 2001; SWAIN, KINNEAR, STEINMAN, 2011). This means consequently that the notions themselves shared within the SCT may not be fathomably well understood when taken singularly, once each concept is correlated to the other ones. According to Dafermos (2018), the SCT also states that human development happens as the result of one participating in social activities, which are mediated by a multirange of tools/objects, within diversified sociocultural contexts.

In accordance with Pinho (2013), in light of what Vygotsky previously affirmed (1987), within the SCT framework, all the objects crafted by human beings, whether they are material or symbolic ones (e.g. pencil, broom, hammer, glasses, languages) are considered artefacts. An *artefact* is conceived as any object/material that is made by human beings, which holds the potential to be a mediation instrument. Nevertheless, not all the artefacts may be considered mediation tools, as their potential to be utilized as a mediation tool will take place as long as human beings use them properly to bring the *affordances* or the use restriction, contingently dependent on the interaction context (LANTOLF, THORNE, 2007; LEE, 2008; PAIVA, 2009). According to Paiva (2009), the term *affordance* is regarded as the opportunities that the contextual environment or that a given tool enables the language learner to take actions, making use of such tools according to one's proper reasons or motivations.

Thenceforth, within the interaction²³ that human beings have among themselves in the social domain (termed as the *interpsychologic activity*), human beings venture through an internalization process of the symbolic artefacts (such as language itself, for instance) to a stage

²³ *Interaction* is understood in this context as a social behavior that takes place when someone communicates with another person (ELLIS, 1999; PESSOA, 2018). The oral interaction, for instance, is an essential process for human communication to take place, as it permeates either the learning of language itself (cognitive aspect) as the development of human social development (entangling the social domain).

in which such artefacts are transformed into psychological ones. This happens in order to mediate the cognitive process that permeates memory and thought organization (termed *intrapsychological activity*).

Thence, the *internalization process* is understood as the one in which symbolic systems achieve a psychological status, which will thoroughly assist in the organization and control of one's mental activity, which will likewise enable, afterwards, the realization of practical activities in the material world. All this human cognitive process relies on the fact that every human being has one potentially unique motivation to regulate his/her own behavior to solve their own problems (VYGOTSKY, 1978, 1986, 1987, 2003; LANTOLF, 2006; LANTOLF, THORNE, 2007; LEE, 2008). Within internalization, human beings are able to shift their social relationships to psychological phenomena, from the intermental to the intramental dimensions. The social reality in which one is placed may, for instance, fundamentally influence in the intrapsychological functioning of oneself (WERTSCH, 1985).

The internalization process enables one to arrive at the *self-regulation* stage, which is defined by Lantolf and Thorne (2006) as the internally oriented regulation that gives the evidence that one is able to work in an autonomous way, that is to say, one is capable of regulating one's self thought organization. Notwithstanding, the self-regulation process ought not to be understood as a permanent development level, but as a theoretical construct that is related to specific human development tasks, which will assist one's individual potential to the development of oneself in a huge range of different activities that are collectively made up via interaction with the sociocultural context (DICAMILLA, ANTÓN, 1997, 2004; OHTA, 2001; KOZULIN, 2002, 2003; PIMENTEL, 2008). As it is pointed by Lantolf and Thorne (2007), the self-regulation stage should not be fathomed as a stable one, once even native speakers of a given language may move backwards to previous stages when they are to face difficult communicative situations. Therefore, as long as one develops throughout life, one starts to have the control over one's mental functions, going from the stage in which one is controlled or highly influenced by an object or someone else (intermental stage) towards a more autonomous one (intramental stage), or a self-regulatory one.

According to Aljaafreh and Lantolf (1994), within a given linguistic task, internalization may be structured within five different levels. In the very first one, the learner is not able to notice or to correct a mistake, even when intervention takes place. In the second level, the learner takes heed of the error, but (s)he is not able to correct it, even when assisted, being necessary to happen an explicit aid from a More Knowledgeable Other (hereafter termed MKO) in the process. This is someone who is profitably able to assist the language learner

(VYGOTSKY, 1978; ABTAHI, 2017). The third level consists of the learner being able to notice and to correct a mistake, but only under assistance. The fourth stage entangles the learner being able to notice and to correct an error with the proper minimal feedback, as the learner himself/herself begins to take hold of his/her responsibility to correct the mistake. In the final stage, the fifth one, one is utterly able to make use of the language in multifold contexts, being likewise able to notice and to correct one's own mistakes without any assistance or intervention.

The concept of *mediation* happens to be a substantial one in SCT, once it states that our contact with the world (whether it is in the physic, psychological domains) is not directly made, but occurs in a mediated or indirect manner (WERTSCH, 2007). This notion concerns the intervention process of an intermediary element in a relationship. This relationship with one being or one object would be never direct, but ought to be mediated by such an element. Vygotsky himself (1930) once affirmed that our relationship with the world is always mediated by physical or psychological instruments/tools. Lantolf (2011), for instance, expanded this concept and affirmed that mediation is the use of auxiliary artificial means that human beings use to physically, mentally and socially act in the world, as it is collectively asserted likewise by authors such as Kozulin (2003) and Golombek (2017), who have been developing their studies in the SCT in recent years.

In order to better understand the role that the learning process has for the development of the HMFs, Vygotsky (1978, p.86-87) affirms that there must be an intermediary and potential zone, that would assist one in the expansion of one's cognitive development among the interpsychological activities that one executes, which was named the Zone of Proximal Development (ZPD). The ZPD:

defines those functions that have not yet matured but are in the process of maturation, functions that will mature tomorrow but are currently in an embryonic state. These functions could be termed the "buds" or "flowers" of development rather than the "fruits" of development. The actual development level characterizes mental development retrospectively, while the zone of proximal development characterizes mental development prospectively.

The ZPD is considered as one of the most nonnegotiable important concepts to the educational field (DANIELS, 2002, 2015; VAN LIER, 2004; VILLAMIL, GUERRERO, 2005; LANTOLF, BECKETT, 2009), once it entangles in itself indispensable agents in human learning process, such as the teacher, the learner, their sociocultural histories, their available resources, their life aims as well as their motivations. Donato (1994), Rio and Alvarez (2007) similarly hold the view that this concept may also be aligned with the interaction that learners

from any age have with each other as well as the collaboration among learners themselves in and outside the school context. De Chiaro (2012), for instance, devised once a simple model to understand what has been previously described with regard to the ZPD:

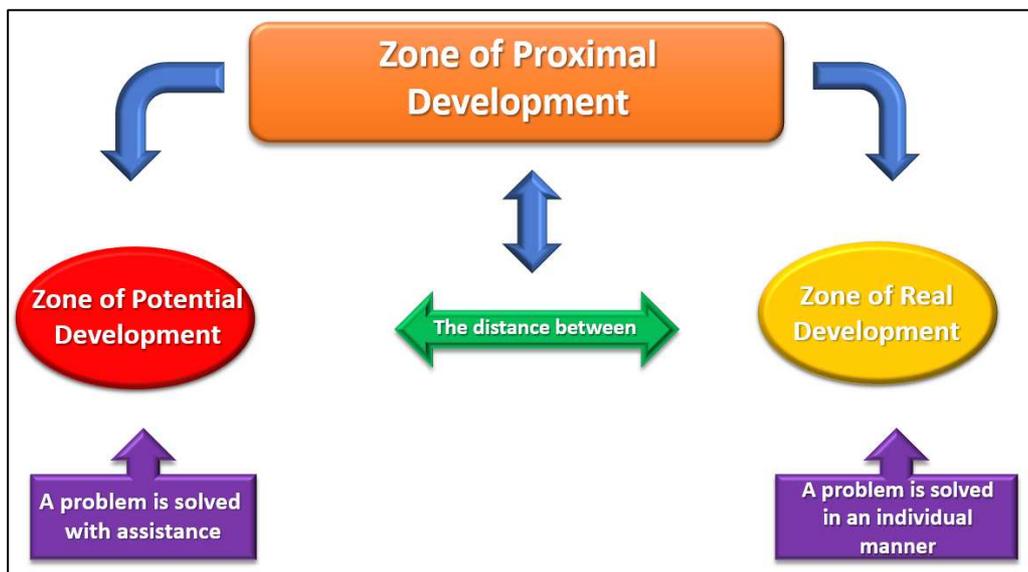


Figure 7: Vygotsky's ZPD concept portrayed by De Chiaro (2012).

According to Lantolf and Beckett (2009), the ZPD is created by means of the interaction among learners in specific tasks, in which it may be regarded the acquired language structures that are held via internalization processes. This zone is sized according to the difference represented whereby one is able to capably carry out something autonomously (one's actual development level) and what one might do with the assistance of an adult or of someone (an MKO), who is more capable to carry out a given task (corresponding to the potential development level).

On this thought-chain, it is arguably seen that both learning and development processes influence each other, in a way that learning itself is taken as a self-regulatory and dynamic process that stems from the interactive experiences that one has had in one's own sociohistorical and psychological lifetime events. According to Pinho (2013), it is by means of the ZPD that one may notice the mobilization, organization and transformation of different sets of knowledge, skills and actions mediated by the interaction and the language system itself in the most autonomously effective way possible to solve different tasks (DOLZ & OLLAGNIER, 2004). Within the field of additional languages learning, the ZPD helps one to better understand what one is potentially capable of reaching in the target learned language.

In Applied Linguistics, since the very first studies carried out by Aljaafreh and Lantolf (1994) and Donato (1994), the ZPD concept has been reformulated and broadened in a

multirange of ways. In the teaching of additional languages, for instance, Pessôa (2018) emphasizes that it has got an interesting notion, as she likewise quotes Ohta (2001). In his understanding, the ZPD is the distance that exists between the current developmental level that one has regarding one's linguistic production and the potential development level is defined by Ohta (2001) as the one in which language may be produced in a collaborative manner with the guidance of a teacher or of a peer.

As it is highlighted by Pinho (2013), the ZPD likewise demonstrates the importance of the teaching of the English language itself. This teaching should be done more collaboratively. This would consequently result in a more harmonious constructive way to jointly solve linguistic difficulties that pupils may have in class, challenging students to become more responsibly aware of what they are to learn in class and play their due part in the English language learning process. As it will be shown later in the methodological section of this PhD research, during all the project carried out with, for and to the students, all the research participants (teacher, students, the researcher himself) were able to collectively learn from each other. This demonstrates the potentiality of such a theory, in a way that everyone might be at times the MKO, whereas in other ones, takes the position of the LKO.

According to Lantolf (2006), in the development of the HMFs, language works as an intrinsically powerful mediation and regulation tool of cognition and of human behavior, joining thought in every reflection, coordination and planning of actions in the different cognitive development changes taking place in one's mind. Notwithstanding, it is important to mention that in order to language bridge the self-regulation and internalization processes, language itself needs to be internalized, so that it may come from the symbolic *artefact stage* (which is representative to one's understanding of the world regulated by an artefact) to a more *psychological one*. The latter will aid in the internal representation of meanings in one's own development, assisting as well in the everyday actions taken later on in life.

Phoener (2015) declares that language should be considered as one of the most important psychological instruments (MITCHELL, MYLES, MADSEN, 2013), as it is also said to be the most sophisticated one (AHMED, 1994). It assists human beings in the organization of ones' thoughts and, similarly, aids in the creation of opportunities to interaction among human beings. On that account, one may affirm that human development occurs linguistically, once one utilizes language to regulate objects, people and oneself. In accordance with Ahmed (1994), language may regulate other people when these ones are able to control the behavior of other people. Similarly, the main function of language is to self-regulate oneself,

because by linguistic means, one is able to regulate one's social and cognitive aspects and one's own mind.

According to Wertsch (1979), these language self-regulation processes occurs in three stages: *object regulation*, in which the child is unable to attentively focus onto something or even control his/her behavior towards a goal outside the received stimulus from the environment. In the next one, the *regulation by the other* stage, learners need the assistance and orientation of an adult in the achievement of a given task. In the third one, the *self-regulation* stage, one is able to rule over one's verbal and physical behavior, in a way that neither one's attention is drifted away by irrelevant piece of information/stimuli in an environment nor one needs a totally dependent help from a more experienced peer (BERK, 1992). In such a stage, speech becomes a dialogic and internal tool that will further help a learner in the new challenges that one is to face, as language will aid in the regulation of one's thoughts, decisions, oneself and other's understanding.

Vygotsky (1986) once affirmed that the speech that a given child produces to a child's self is not differently understood by the child in the very early stages of a child's development. However, as time goes by, this speech that the child orally produces becomes the child's inner speech, as this one loses its vocalization, helping in the acquisition of this particular speech. In this way, the child learns the new faculty of "thinking words" instead of only pronouncing lexemes. The egocentric speech (the one that helps the child to linguistically organize oneself within the world) goes through a loss of its linguistic form in order to become an inner speech (LANTOLF, THORNE, 2007).

In accordance with Vygotsky's thought chain (1987), the inner speech is made up of general meanings, which have been developed within a given culture as well as within an individual meaning representation that one has regarding communicative experiences. Before cognitive demanding tasks, the inner speech is spoken out, and it will serve as a way to regulate one's behavior during a linguistic task. Flavell (1966) will term this later production as a *private speech*, the one which is used in order to solve cognitive problems in linguistics tasks (LANTOLF, 2006).

As it has been seen before, the *self-regulation* process goes through the internalization of interpsychological activities turning into intrapsychological ones, which become tangible by means of language mediation and interaction among people. Such a viewpoint about learning, which is made up by the assistance of a more capable individual, is in accordance with the *scaffolding* notion, a kind of strategic mediation (VERITY, 2005; JOHNSON & GOLOMBEK, 2011, 2016; PESSOA, 2018), firstly coined by Wood, Bruner and Ross (1976). This concept

would entail the activities that are provided by the teacher or by an MKO, which are to give support once pupils are led through the ZPD. It would be understood as an interactive negotiation process, in which the MKO bases the competence level of a pupil in order to properly offer the necessary help so that the learner may gradually and more responsibly complete the task, as long as a pupil's competence evolve by means of the internalization of problem-solving strategies (BERK, 1992; HALL, 2001).

According to Wood, Bruner and Ross (1994) this *scaffolding* process would be constituted by six functions: draw one's attention to the task, making one become interested in the task. Reduce one's freedom level, so that a given task may be simplified or limited to one's capability to fitly perform in a task. Keep the direction, holding the focus and the advancement towards a learning goal. Control frustration, lessening one's stress towards a task. Show the relevant assets of one's development, by means of proper feedback.

The *scaffolding* would also demonstrate the expected procedures for the achievement of learning goals (WOOD, BRUNER, ROSS, 1976). According to Pinho (2009), it would be possible that a *self-scaffolding* also happens in a collaborative task in the learning of an additional language, as one would make use of speech in order to regulate and to focus one's attention, rule out an emotional state, ask for help or hypothesize about the studied language (LANTOLF, 2006; LANTOLF, THORNE, 2007).

According to Bygate (2001), with regard to the role of *scaffolding* in language learning, he mentions that the reapplication of the same tasks, for instance, would hold in itself the potential to enable students to become more aware and confident in order to more swiftly formulate and articulate the ideas/conceptual constructs previously formed, developing fluency and accuracy at the same time. Additionally, learners would be able to more precisely select words, structures, expressions within the context of conversation, complexifying their linguistic production.

Nevertheless, the concept of scaffolding has been the target of criticism regarding its significance and its correspondence to Vygotsky's original thoughts, demonstrating some advancements in its understanding. In accordance with Szundy (2006, 2012), the ZPD should be understood as an arena of ideological battles, unstable and always in uncontrollable conflict. According to the author (SZUNDY, 2012), following the spiral image (and not a linear one) delineated by Schneuwly (1994), learning in the ZPD would involve both regression and progression, as metaphorically spiral movements would occur at the same point as knowledge learning advances in its complexity. This way, teaching would similarly entangle constant reconsideration and reconstruction of people's knowledge and concepts so that this jointly

constructed knowledge might spiral to more complex levels. Thence (SZUNDY, 2012, p.528), in such a “learning-and-development continuous process both actions and participants are transformed”.

The author (2012) mentions that the *scaffolding notion* coined by Bruner (1986) would minimize the conflict notion brought up by Vygotsky himself (1930, p.74), when he emphasized that “development does not take place in a circle, but in a spiral, passing by a same point in every new revolution, as it advances to a superior level”. Similarly, language teaching should not be understood as a mere transmission of someone more experienced to another one who is less knowledgeable in a given asset. Rather, teaching spirals ought to spiral ceaselessly to more complex levels, once teachers dialectically engage with students in knowledge construction.

Within the SCT framework, it is similarly important to have the existence of stimulating and thought-provoking tasks, which will assist students in order to collaboratively and not competitively work altogether (BYGATE, SKEHAN, SWAIN, 2001), whether it takes place in dyads or in groups (ELLIS, 2003), so that language learning may occur under negotiation and reflection regarding one’s own linguistic production. Thenceforth, the concept of *collaborative task* is pivotally fundamental in such a context. According to Pinho (2013), collaborative tasks are the ones that involve learners in producing, interacting, exploring, understanding and making use of an additional language, meanwhile ones’ attention are mainly heeded towards meaning and not only the form (language structures) in the language class. As Wertsche and Skehan (2002) affirm, a multifactorial set of linguistic knowledge will be required, so that learning opportunities may come up from the task. Yet, regarding tasks themselves, within the ELT field, these ones ought to offer as many opportunities as possible in order to language learning to take place, as long as learners are given the right support to aid each other collaboratively towards the desired learning goal.

This way, a given task is to be proposed in order to elicit collaboration, which will be thoroughly done in a joint construction, regarding the sharing of different and collaborative perspectives among students themselves. Thus, it might result in a learning environment and learning outcome that will benefit not only the Less Knowledgeable Other (LMO), but the MKO as well, as a body of research reports (PINHO, 2009; BATTISTELA, 2015; PESSOA, 2018). No wonder has many learning specialists in the field of education been affirming that learning takes place more vividly when a given content/message/topic is taught/spoken/shared with others (BATTISTELA, 2015), not only when one is to passively listen to an explanation about a given topic.

Branden (2009) vows, for instance, that teachers may shift the proposed tasks based on students' profiles, on pupils' answers during previous and current tasks, on learners' questions, concerns, doubts or difficulties that come up in the language production stage that each student may have during the application of a given task. This might result in a harder work for teachers. Nevertheless, such modifications might bring twice more, better and contextually suitable results. As it has been analogously reported within the post-method era teaching understanding (KUMARAVADIVELU, 2006), the teacher in this way, has the freedom and likelihood to coherently adapt a task, and to not robotically follow a teaching set for his/her students in class. At times, the teacher will be in the teaching position, sharing his knowledge with students and helping them to build up their linguistic development in English. However, at other times, this same teacher may also learn from his students, who would, thence, be the MKO in this collaborative development.

Students themselves, based on what they are taught, are also likely to reinterpret tasks instructions based on their personal aims with a given task, with the objective to making a task become relevantly challengeable and meaningfully reasonable. Pinho (2013) voices that when students do this, they are willing to find a learning goal that is worth going after and that may be reached under students' capabilities for a given task.

In the convergence brought by such an alignment of students' and teacher's learning goals, it is highly important to realize that, when a given task has in itself constitutive elements that surpass the learners' understanding (which would be, within the SCT framework, far beyond one's ZPD reach), or, even when the task is too much simplistic or demotivating, pupils may be prompted to have three main choice alternatives. They may take small efforts to carry out the task, they might attempt to adapt it to their ZPD reach or they may even avoid willingly to make progress in a task, based on their own reasons and learning aims. As it is thoughtfully considered by Branden (2009), it is important that teachers select, craft and work upon activities that are conjointly based on students' and teacher's aims, which are to result in positively explicit learning outcomes for both sides. Collaborative adaptation of tasks is, thus, key to every teaching context (SWAIN, KINNEAR, STEINMAN, 2011).

Important as they are, three key hypotheses have been affirmed to be primordial ones in the language learning process: the Noticing Hypothesis (SCHMIDT, 2001), the Interaction Hypothesis (LONG, 1996) and the Output Hypothesis (SWAIN, 2005) which will be succinctly portrayed underneath. According to Vygotsky (1978), there is a limit concerning what students are able to do via assistance, whether it is done mutually or not. Students' inner speech (related to their intrapsychological level) and social speech (the one used among pupils' interactions in

class) may reveal the noticing level that they have about a given task. Concerning students' attention to what is being taught, pupils are only able to learn something, once they are able to potentially and consciously notice that something is learnable. That is to say, when students, based on their knowledge constructed until the execution of a given task understand the learning possibilities as for their language production (SCHMIDT, 2001), noticing the learning potentials stemming from a given task, students feel also more comfortably able to work with such demands.

With regard to what Vygotsky affirmed (1978) about the successfulness of the pedagogical interventions within the ZPD, it must be understood in here that there are some aspects that might influence pupil's attention/focus towards learning (PINHO, 2013). Schmidt (2001), for instance, states that one's individual differences may influence the noticing level of someone (ranging from a high to a low one) of the *input* (the linguistic information that is being worked with). These individual differences might highly influence one's success in learning or not a language.

Students' focused attention is jointly mixed to *external factors*, such as the complexity and the nature of the input, the way the input is explained (its teachability), the interaction context and the intrinsic characteristics of the task being worked. *Internal factors* may also influence in students' attention, such as their motivation, their learning style (OXFORD, 2002), their additional language knowledge, their cognitive and information processing skills (LEVELT, 1992) and their ability to work with the language itself. All in all, these aforementioned assets are altogether assembled in pupils' noticing level of the linguistic input with which they are working.

We may conclude, consequently, that the noticing hypothesis is dramatically attached to the way that students notice the input, the explicit teaching and learning of the language, as well as the *focus on the form* when pupils learn an additional language (MACKEY, 2006; WILLIAMS, 2009). According to Spada (1997), when one is to focus on the form, it means that some heed is given to lexical, phonologic and morphologic matters in the additional language, which stem from the interactional context in the collaborative tasks, in order to solve linguistic communication, production and understanding problems.

One important notion in the sociocultural theory is the one Pinho (2009, 2010) emphasizes that there are, at the very least, two kinds of *noticing*. The first one corresponds to the one that occurs during the interaction with colleagues, in which the focus on the language will come up in order to convey meaning in the most accurate way possible. The second one is the *noticing* about what was learnt and built during the collaborative task, which denotes a

higher level of awareness of the knowledge outcome made up from the interaction (PINHO, 2010). According to Schmidt (2001), it is also possible that a learner may develop a deeper understanding of the language itself by a metalinguistic regard about an additional language functioning and their corresponding structures.

In a time in which Krashen's theoretical background (KRASHEN, 1981, 1985) was ringing back and forth in the ELT field, which was essentially built likewise in the field of language acquisition, the Comprehensible Input Hypothesis was thoroughly investigated, in order to better understand the way that language learning would take place (SWAIN, LAPKIN, 1995, 2001). Krashen's hypothesis emphasized that the essential condition to language acquisition take place was the opportunity to have a comprehensible input in an "i + 1" format. This meant that once a learner in a given "i" language received a higher input level (represented by "i" + 1), this one would be able to progress in the knowledge of a given language, as this learner would suitably be capable of advancing towards a deeper language understanding.

Among the discussions that took place at that time, Long (1996) also proposed the *Interaction Hypothesis*, which centered its attention on the meaning negotiation that takes place in interaction and how it could be possible to make a language input become more comprehensible. In light of this hypothesis, learners may negotiate meaning in a language in order to solve communicative problems, shifting the input in order to make it more comprehensible. Thus, language learners would make use of *conversation strategies*, such as repetitions, *clarification requests* (e.g. a student may ask the other to more precisely clear up what has been shared), *confirmation requests* (one seeks to confirm what has been just uttered), *comprehension check requests* (one aims at checking whether one's previous speech has been understood or not).

It may be affirmed in up to now, that the negotiation of meaning by interaction makes the input utterly important to language learning (GASS, SELINKER, 2008). This way, in order to language learning take place, according to Long (1996), an input must be modified in the interaction with a teacher or colleagues in the solution of communicative problems.

Nevertheless, apart from all the benefits brought by such aforementioned authors regarding the linguistic input notion, Swain (1985) began to question why language learners were not able to outperform in their linguistic production, even though they were immersed in language programs with a huge daily contact with English language learning. Despite all the efforts done to assist language learners, they presented a poor fluency and accuracy in their oral and written production, even though they were fairly well suitable to understand oral and written productions in English.

Based on such assumptions, the author (1985) noticed that pupils ought not only to have a comprehensible input, but they should also be given the opportunities to produce language, in a way that meaning production (as it was stated in Long's (1996) Interaction Hypothesis) is valued and also the linguistic form. From this viewpoint, the author started to investigate the effects of oral development and the mediation of language in language learning by observing collaborative tasks that were focused on meaning negotiation among students. This was done in order to more comprehensibly understand the input and the meaning production in the additional language with the focus on the form (SWAIN, 1985, 1995, 2005). According to Canale and Swain (1980), the use of language for communication, maintenance of social relationships and the creation of speech presupposes the development of competences for interaction, understanding and meaning production. In the English language learning process, the sociocultural context in the interaction is a pivotal asset concerning the construction of a sociolinguistic knowledge for communication.

This way, the *Output Hypothesis* corresponds to the process of linguistic problems resolutions, which makes learners shift their linguistic production in an accurate way, developing, thence, a higher control over the use of their learnt language. The learner language production (*output*) assists in three essential functions in language learning. The first one refers to the *noticing aspect*, as students are able to knowingly work with the linguistic production. Secondly, the output helps in *hypothesis testing*, as pupils are capable of sight whether their linguistic production matches to what is expected within the sociocultural context in which they are placed. Thirdly, the output aids in the construction of a more accurately *established metalinguistic view* of the studied language, as students are given the chance to more thoughtfully reflect upon what they are doing with the language.

Whilst some authors attempt to label Swain as a cognitivist theoretician (LAMY & HAMPEL, 2007), once they assert that in the *Output Hypothesis* Swain would be working within a sole input/output language acquisition model, Swain herself (2005) contradicts such a standpoint. Instead of regarding the output notion as a result, an outcome or a linguistic product, she states that the Output Hypothesis is primarily related to a processual aspect. The author mentions that the linguistic input and output are intertwined, once the use of the oral production to bring communication likewise aids in learning about the way that the language works. According to Menezes (2001), Swain would be reaching, thus, a sociocultural perspective, in which the social and cognitive constitutive assets of a learner are interconnected in the language learning process. Such a view is cemented when the author (SWAIN, 2005) brings up the

collaborative dialog concept, which analyzes how the sociocultural aspects are altogether wretched in language learning.

Since the Output Hypothesis, Swain has researched, under a Vygotskian sociocultural viewpoint, the way that the collaborative nature of interaction might bring about more benefits to additional language learning, since language production is thoroughly seen as a mediation instrument. In collaboration with other researchers, Swain (2000, 2001) and Swain, Steinman and Kinnear (2011) craft the *collaborative dialog* notion. This one is defined as the one that entangles, at the very least, two people building up the linguistic knowledge that might be brand new to one or to both of them.

This notion also entails the supportive interaction among learners that is brought into existence during the dialog itself, in which language is a sociocognitive tool and an important analysis element for the resolution of linguistic gaps among language learners. Within such an interaction, different meanings are constructed jointly, suited by pupils and reused in later linguistic tasks or lifetime situations (FIGUEIREDO, 2006; BATTISTELA, 2015; SWAIN, 2000). In such a collaborative context, the Language-Related Episodes (LRE) are taken as the analysis object. According to the author (SWAIN, 2000, 2001), the LRE concept entails any part of a dialog in which language learners speak about the language that they are jointly producing. It also concerns the questionings about the use they themselves make of the language (self-correcting themselves, for instance) as well as the correction each language learner makes in each other production.

By means of the collaborative dialog, language learners are able to collaboratively build linguistic knowledge once they engage to solve their communication hindrances, and not only their linguistic difficulties. Once learners are willing to make meaning, they are able to focus on the form, noticing the linguistic and interactional gaps they have to communication take place.

According to Lantolf (2000), in a collaborative dialog, the performance of language learners is shared among themselves, in which new opportunities to language production are created. Thenceforth, the author (2000) adds up, such a dialog contributes to the expansion of the cognitive dimension of someone, stretching out one's ZPD. Watanabe and Swain (2007) noticed, for instance, that language learners may learn from each other, teach each other, regardless of the linguistic level they have. This means, consequently, that more proficient language students may learn with the lower leveled ones, a problem that is repeatedly mentioned by some authors in the AL field (PINHO, 2013; BATTISTELA, 2015). This issue could be profitably solved when such a viewpoint of language learning and teaching is taken.

3.2 How do the oral development, digital technologies and the SCT interrelate themselves? Joining and furthering the theoretical background presented until now

This last theoretical section is somewhat a retake of what has been discussed and exposed so far as well as a way to further conjoin what has been exposed up to now. This is intended to help the reader to quickly summarize the main points in the last three chapters, aiming at joining the three main axioms of this research, namely, the development of students' oral production, the use of digital technologies and the SCT framework.

Firstly, in chapter 1, we have taken a broad look over what constitutes the oral development, its complexity and multifactorial sets of actions that take place altogether when one wants to interact with other interlocutors. Phonological, rhythmic, interactional, psychological, emotional, cognitive, social, pragmatical, among other assets are all contingently embedded in oral development. Due to that, it becomes important to both students and teachers to understand the common constraints and challenges that both face in the development of this linguistic production.

Secondly, summarily speaking, chapter 2 looked over the importance of digital technologies in today's world. We have seen how these ones have considerably shifted the lives of several people across the world, bringing with themselves a globalization movement, which resulted in negative and positive outcomes in the social, professional, economic and educational fields. Reaching even the school context, digital technology has brought with itself transformational attitudes in teachers, students, and, with the educational context, it would not be so much different. New teaching and social practices have emerged with the rise of digitally technological devices, such as the ones seen in the field of ELT and, presumably speaking, the development of the oral production has not been taken apart from this scenario.

The third chapter had its view on the main SCT constructs and has brought relevant standpoints concerning different aspects in the development of human beings. Learning, language development, collaboration, the role of the sociocultural and historical context in which one is placed, the existence of collaborative activities and the role of mediational tools have permeated the main leading point of this chapter.

Nevertheless, how might one possibly visualize these three chapters in order to make them have a harmoniously dialogical connection between themselves? How does the SCT relate to one's oral development and to the use of digital technologies in and outside language classrooms? It should be mentioned beforehand that what we present in here is an attempt to

conjointly integrate the theoretical constructs from these different research fields in order to interrelate them and to visualize their possible associations with each other.

Firstly, as we assumed in the very first pages in the Introduction section, *learning* in a SCT perspective entails a social, physical and a cultural instance, in which human beings are considered culture agents and producers, as they are shifted by it and transform culture in the place where they live (NORTON & TOOHEY, 2002). Learning itself is a dynamic and a social activity that permeates multifold tools, cultural and social activities across people (WERTSCH, 1995; JOHNSON, 2009). Similarly, learning a language (which also holds a social nature in itself – (WERTSCH, 1991)) could not be taken apart from the social context in which this language is used as a mediation tool *per excellence*²⁴ for communication. Therefore, learning an additional language under the SCT viewpoint means expanding one’s mediation process by means of the language itself, which is dynamic, fluid and not unchangeable, placed within a complex historical, cultural, social and political dimension.

With regard to the *teaching cycle* that we presented in the first chapter (section 2.4), this one does not state that teachers ought to focus on a final product, that is, the “final stage”, at where students are to dreamily arrive in their oral production final stage. Rather, SCT principles would highlight the progressively increasing learning movements, happening firstly within externally and socially activities to internal mediation continuously controlled afterwards by the student himself (JOHNSON, 2009). The teaching cycle enables and gives many opportunities to students and teachers to collaboratively work with each other, exposing their difficulties and inherent interconnectedness among themselves. All these activities within each stage of the teaching cycle are contingent to the physical setting and may be seen quite interactively in the process of meaning construction.

Teaching itself, under the SCT background, whether it takes into consideration the proposed teaching cycle before or not, grows out from the participation of social practices in the classroom, being constantly changed and changing teachers in their classroom practices. Moreover, under a SCT perspective, the teaching cycle that we presented beforehand requires pupils in the learning context to transform collaboratively and not to merely reproduce what the teacher brings into class in oral development tasks (JOHNSON, 2009). As it is expressed by Szundy (2006), language learning similarly happens within a spiral and processual movement, which quite matches with the principles of the teaching cycle presented in the first chapter. According to Tílio (2019), the teaching of an additional language under a SCT perspective

²⁴ This expression was coined by Johnson (2009, p.126).

would entail the assistance to learners understand not only the language they are using to mediate their interactions, but also to understand they themselves.

Teaching and learning a language would contribute to the constitution of learners as individuals. According to Brazilian national documents (BRASIL, 1998), learning another language might help learners to *socially engage* in the context where they are placed, as well as it assists in their self-perception as both human beings and future mature citizens, who are able to contextually and contingently act upon the world. Language learning aids in the development of future engaged citizens, who are to interact and construct meaning in social instances (TÍLIO, 2019).

Concerning the development of one's *oral production* in an additional language, this development is similarly seen as a processual one, which is also understood as a HMF (High Mental Function), once it is a way to produce meaning and interaction by means of language (VYGOTSKY, 2005). This way, language and thought intercross themselves, giving opportunity to the verbal and cognitive human beings' assets to work altogether. Under the SCT perspective, the development of the oral production does not take place by the mere memorization of words repeated by students in an additional language class (VYGOTSKY, 1996; JOHNSON, 2009). Rather, this development occurs within an environment where meaningful possibilities and interactions emerge from and among different social beings, who constantly and dialogically work collaboratively in meaning construction.

The development of the oral production in an additional language emerges from the constant interaction of human beings and their social, physical and cultural contexts. Therefore, this process happens differently to each person, and should not be taken as a homogenous one (JOHNSON, 2009). Every person has his/her time and own rhythm to develop one's oral production and, undoubtedly, this development will be considerably dependent on the participation of people during the different instances of use of language for multifold purposes. By engagingly participating in the different oral tasks, students will be given more and more opportunities to develop themselves in their oral production.

Due to that, studies such as the ones developed by some researchers applying the SCT perspective to the development of the oral production (KRAMER, 1999; FERNANDES, 2001; PINHO, 2013; BATTISTELA, 2015) collectively suggest that a few initiatives may permeate this ongoing process. The aforementioned authors suggest teachers to work with highly interactive and collaborative activities, which may be carried out among small or relatively big groups, such as in small discussions concerning relevant topics to students. Likewise, informal conversations, project-based tasks, storytelling, oral synthesis (when one student summarizes

what has been worked), are other ones collectively suggested by teachers and researchers who make use of the SCT principles in the teaching of an additional language, mainly, with regard to the oral production development.

Another point that should be highlighted in here is the one concerning the use of the notions *skill* and *oral production*. We do not believe that the development of one's oral production represents only the sum of different sets of skills, that, when jointly worked or "sharpened" after seemingly unending repetitions, will lead to meaningful interactions among people, as a straightforward appropriation of different skills from the outside in. In agreement with Johnson (2009), we do believe that the development of the oral production takes place because it is considerably dependent on the progressive movement, from externally and socially mediated activities to internally mediational control by every single learner. This, afterwards, will result in the transformation and regulation of both one's self and the activity (in this case, the oral production itself).

If we take into consideration the problems and issues (HORWITZ, 1997; ARAGÃO, 2017) that we have presented in the first chapter (anxiety, fear of making mistakes in front of others, fear of negative evaluation, social and interactional assets among learners, the teacher and the school context, to name a few), we may see that all these aspects are somehow related to the sociocultural context in which one is placed. A learner would possibly not fear making mistakes in a class or in oral production tasks if there were not the presence of another conversation partner. Due to that, we may affirm that oral production development is reliant upon the sociocultural context in which one is placed and not simply on the mastery of different set of alike skills. One is influenced by the environment in which one is located at the same time that one influences the environment itself (JOHNSON, 2009). Every single human being matters in this conjoint and continuous process of the oral production development.

In light of that, we may coherently affirm that the development of one's oral production is a continuous process of constant reconstruction and transformation of existing and current resources and language practices or uses that are somehow responsive to both individual and local needs (JOHNSON, 2009). The *development of the oral production will be*, thence, dependent on the conjunction of the *individual's prior experiences*, their *sociocultural contexts* in which the oral production takes place, *one's and participants' needs* and also *what and how* one deals with the oral production (ROGOFF, 2003). Under a SCT perspective (JOHNSON, 2009; WERTSCH, 1996), the development of the oral production may be more comprehensively understood in light of the different cultural practices and social uses of the language, which are also comprehensively changeable ones (ROGOFF, 2003).

As Wertsch points out (1991), we ought to understand that human beings' development (and this includes, presumably, one's oral production development) relies on this interdependence that one has to the other interlocutors. People do not exist in a void space or relation. Rather, they are within the social world and cannot be fathomed away or apart from it. Because this oral development happens in a sociocultural context, this one is expected to be under such risks (regarding the issues/troubles we presented before – fear of making mistakes, interactional concerns, fear of being negative evaluated, to name a few). Nevertheless, one may also overcome such problems with the help and with the collaborative support of others in and outside the classroom and social context.

As we have concisely presented beforehand, digital technologies permeate the social interactions that people constantly have with each other within their everyday lives' routines. With regard to the use of *digital technologies* within a SCT framework, technology itself is not merely conceived as a potential learning tool, but as a mediational environment that potentializes social interaction among people (PINHO, 2013). In this new environment, high quality language teaching practices include the crafting of tasks that challenge learners to creatively and meaningfully interact among themselves by means of the digital resources that they have to produce meaning in the social context where they are placed. By teaching and learning a language with the use of digital technologies, pupils and teachers may expand their scope of interaction, both inside and outside the classroom environment. As it will be seen later, we aimed to bring new possibilities to students interact and to collaboratively work altogether with the use of the applied digital tools.

The rapid dissemination of new technologies, as it was vowed by Prensky (2010), brought with itself a radical change in the way that teaching and learning takes place inside and outside the school context. The digital natives seem to have this utter need to work with different sets of medias, as well as to produce meaning within such a realm. This means making use of digital apps, videos, audios, e-mails, hypertexts, audio messages, and different visual resources to develop their learning process. Wim Veen and Ben Wraeking (2009), for instance, state that the new learners in the digital times deal with information in a non-linear way; they are supposed to have a great ability to solve multiple problems; they use different strategies to problem-solving activities; they may coordinate different activities at the same time and they tend to have a smooth easiness to communicate and collaborate among themselves. This view is also shared by Tyner (2005), who assumes that these new generations are used to dealing with diversified medias and in different formats (printed, audio, image, digital and telematic ones).

Bearing in mind these tendencies regarding the use of digital resources in the present time, under the SCT perspective, it is important to understand that the teacher ought to comprehend the complexity that these new practices require from him/her (BLAKE, 2008). It also challenges the view of seeing the teacher as the only one responsible for teaching and students as the mere receptors of what takes place inside and outside the school realm. As Polonia affirms (2003), the use of digital technology and virtual environments should not be taken as a simplistic transposition of *in person* teaching practices. Teachers are seen, thence, as the knowledge facilitators, supervisors and advisors, also behaving as technology users that contribute and interact within the sociocultural context in which they are inserted (TAVARES, 2004).

Moreover, these digital resources should work as potential tools that will assist in the construction of knowledge and meaning in a collaborative and collective way. This implies, consequently, a new teaching and learning culture or learning/teaching practices (KRAHE, TAROUCO, KONRAH, 2006). Additionally, the constant changes in technology itself likewise demand from the teacher a regular update regarding the use of the technologies for social practices. These practices should also be carried out adaptively contextualized to the sociocultural context in which people are placed (CHAPELLE, 2009). According to Jonassen and collaborators (2005), the SCT notions also assist in the changes of instructional communication systems, whose focus is primarily on exposing and working with different contents.

In fact, the SCT framework brings with the use of digital technologies a perspective that carries with itself the ongoing use of collaborative learning and teaching practices. These practices rely on tasks that are more authentic and more related to the sociocultural needs of a given community of learners (JOHNSON, 2009; PINHO, 2013). As previously exposed, digital technology may positively reinforce collaboration among pupils, as it may bring new learning opportunities in the resolution of oral production tasks.

According to Lamy and Hampel (2007), both language teachers and students, under a SCT framework, should also be able to thoughtfully use digital technologies, applying as suitably as possible the different technologies in the different instances. With such an assumption, it is important that teachers and pupils know the limitations and potentialities of digital technologies in the teaching and learning of an additional language. This also implies that, as we affirmed beforehand, it is not the mere use of technology *per se* that will bring about an unmistakable learning experience (whether that, in fact, exists, after all).

A SCT perspective within the teaching of languages and, more specifically, the development of the oral production, will be more aligned with the needs of students and their sociocultural context (MAYER, 2005). Digital technologies are important tools to help students in overcoming their anxiety and fear of making mistakes, as their interaction in the language may happen either *in person* or in other online digital environments, which would be absent of the instantaneous interaction that happens in everyday life routines (PINHO, 2013). In this meaning production, it is important to highlight that pupils need to be not only capable of developing their oral production, but also their knowledge concerning the use of digital technologies.

Pinho (2013) regarded this knowledge applied to these resources as a *digital technology fluency*, which turns out to be quite important in the development of the oral production by means of these sources. Lamy and Hampel (2007) also have the viewpoint that this knowledge would entail multiliteracies practices, which could be done in a critical way, as they involve the use of digital resources towards social practices. This would help learners to also have the appropriation of digital technologies and to be empowered in new modalities of meaning production. Digital technologies may open windows of opportunities to work with a multimodal communication (text, speech, pictures, gestures, movies, soundtracks, among others) and to use different tools to promote collaboration among students and teachers, creating online collaboration among different participants. Plass and Jones (2005) and Kessler (2010) also affirm that the current times in the ELT world enable teachers, students and researchers to work collaboratively, building up meaning in a rather different way as it was done some couple of years ago, in different online environments.

According to Jonassen and collaborators (2005), this *online collaboration* presupposes the conscious participation of learners who aim at reaching a common and shared objective. Bianchetti and Ferreira (2004) affirm that at the moment in which students engage collaboratively, they start a conjoint work within a *virtual community*, which is defined as the one in which has in itself a collaborative and interactional web with common interests and objectives. They are interdependent and integrated. Learners are hypertextually interconnected by collective and heterogenous meaning productions. This virtual instance is a place where human beings may socially collaborate among themselves, as they become more autonomous in their learning process, in the construction of collective works, consequently being able to build a meaningfully shared knowledge (FALKEMBACH, 2010).

It is noteworthy to mention that in these virtual communities there is a shift from the traditional models of information transmission (which hold the view of the teacher as the central

figure in the learning process) towards a new configuration for a social construction of knowledge by means of social practices (MENEZES, 2010; PINHO, 2013). According to Calvão and collaborators (2012), online collaboration may happen either in a synchronous or an asynchronous way, as time is not a restraint to the development of one's oral production. This situation would not be possible to happen in daily face-to-face conversations. Moreover, students may not only use their voices to produce meaning, but they are able to produce more elaborated and robust messages, adding up images, videos or digital documents, either when participating in audio or video conferences or in digital forums on web platforms.

Additionally, within these virtual communities, teachers and students might share diversified piece of information and assist each other mutually. It is expected, then, that learners assume their responsibilities and become creative and thoughtful agents in the language learning process. Digital online collaborative learning may promote engagement from pupils and teachers, in a process that might considerably influence the oral development of all the participants by means of language used for social practices (LAMY & HAMPEL, 2007). These new modalities and ways of working with the ELT may offer new opportunities and meaningful linguistic input and output to pupils not only in their school context, but whenever and wherever they will.

Such a richness in this oral development seen from the SCT framework may marvel those teachers who are willing to work with students' oral development but, in earlier times, could not go beyond their classroom milieu. Technology becomes more than a pedagogical instrument/tool under the SCT perspective. It becomes a powerful learning tool that may provide a larger number of possibilities to students understand, reflect, use and orally practice the language with which they are collaboratively and willingly working in multifold social practices.

We have seen, above all, the possibilities that the SCT perspective has in understanding language, language learning, teaching itself, the teaching cycle, the development of oral production, as well as the roles of teachers and students within the new virtual communities that permeate a meaningful use of digital technologies. After having such a panoramic view concerning the SCT constitution background and its actual development under a dialectic perspective (DAFERMOS, 2018) within these different fields, one may affirm that such a theoretical background may contribute to a thoroughly consistent understanding of how learning and human development takes place in our current digitally technological times.

We believe that, after all the theoretical background that we have exposed until this moment, we are all fairly set to head, hereafter, to the methodological procedures of this

present-day PhD research. With that in mind, we intend to see how these epistemological constructs cobbled up until now might integrate the subsequent methodological scope, mainly in the understanding of the oral development of the present-day research participants.

4. METHODOLOGICAL PROCEDURES

As it has been said earlier in the foregoing theoretical sections, the present-day research aims at working with the development of the oral production in English within a State school context. In this social context there was the crafting of a collaborative project, which entangled the use of additional digital technologies that aided in the development of students' oral production and in the teacher's professional development. As one of the specific objectives of this work was to describe what, how and in what ways pupils collaboratively developed their oral production. We aimed at understanding the students' and teacher's viewpoints concerning the oral development within the collaborative project crafted by the research participants. We intended to promote possible reflections concerning their difficulties and opportunities to develop the oral production. We aimed at understanding how the collaboration among students might (not) aid in the development of the oral production. We similarly intended to understand the use that the research participants had of digital technologies to the development of their oral production. Fourthly, we aimed at promoting possible reflections about the beliefs and teaching practices of an English language teacher, concerning the three main research axioms (collaboration, digital technologies and oral development development).

This chapter is subdivided into seven main sections, in order to aid the reader in the understanding of how the research data was gathered, analyzed, as well as it displays the main theoretical background concepts utilized to investigate the research context. Thenceforth, the first section will bring in the main methodological and theoretical embedded assets of the *Collaborative Action Research* (hereafter CAR), in light of what Burns shares about it (2015). The second section rings in the city and school research context, as well as important factors that has shaped the school's today identity.

The next subsection presents the research participants (mainly the students and the English teacher). Fourthly, it is introduced the data gathering process as well as the research instruments employed to collect such important piece of information. Fifthly, the research questions and the data analysis procedures are shown. The sixth section brings in the project named *My City – My World* in more details, explaining more comprehensively what it was about. Lastly, some of the benefits and risks from this research are taken into consideration, in order to present both possible negative and favorable consequences stemming from the present-day research. Thus, this chapter is substantially important in order to carefully connect both theory and practice aspects within the same research scope, a hard task to be done, according to many CAR proponents (EDGE, 2001; BURNS, 1999, 2015, 2018).

It must be said, moreover, that all the methodological procedures carried out in this research have obeyed to the Human Beings Research Ethics Criteria, according to the 456 resolution of the National Health Council (BRASIL, 2012), and, thenceforth, follow the secrecy, respectfulness, anonymity and autonomy participants' notion. Similarly, the research was approved by the Ethics and Research Committee from Unisinos University under the legal report of number 2.632.705 (CEP/CONEP, 2019) on May 03rd 2018.

4.1 Action Research theoretical background

There have been several studies carried out concerning teaching development, in order to more suitably work teachers' repertoire regarding teaching aims with a multirange of different students' profiles (DUTRA & MELLO, 2004; MELLO, DUTRA, JORGE, 2008; RICHARDS & FARRELL, 2005; MARCELO, 2009; MICCOLI, 2017). Interestingly enough is the fact that most of these ones employ the Action Research framework, with an understanding that teacher development denotes much more than the acquisition of merely frozen and theoretical knowledge about the *do's* and *don'ts* inside the classroom teaching routines. Additionally, a body of studies shows that such a viewpoint has been changing in the last couple of years (JOHNSON, 2009a, 2009b; JOHNSON, GOLOMBEK, 2002), as teaching development is sighted in a spiral learning movement/process (rather than in a linear and static one). Teaching development, thenceforth, goes beyond the mere joining of different knowledges. As Nóvoa (2002, 2009) and Freire (1987, 1995, 1997, 2001) have collectively affirmed, teaching training is built upon a reflexive and critically thoughtful work, as long as teachers and teachers' educators ponder today's teaching practices with the view to improving the forthcoming professionals. As it will be noticed in the teacher's speech about her experience within the project, this kind of research framework seems to assist teachers' development in what it concerns their teaching practices. Similarly, it contributes to the broadening of their understanding of classroom routines and sensitive adaptations to their own teaching realities.

As for the aims of AR, Burns (2009, p.290) voices that its driving purpose is to bridge the existing gap between what is considered to be the *ideal* (that is to say, the most effective manners of doing the right things) and what is *real* (the actual way in which things are done) within a given social context (a school, an association, a community committee, among other possible places). The words *Action* and *Research*, are already a combination of different ways of unlike activities, considering that the *action* is located inside ongoing and progressive social processes, whereby development and intervention take place in order to ring in improvement

and considerably fruitful changes. The word *research* entangles the systematic observation and analysis of the developments and changes that eventuate in order to identify the underlying rationale for the action and to make further changes as required based on findings and outcomes.

Burns (2005) also displayed the main assets of Action Research, as follows:

Action Research (AR)				
Philosophical assumptions	Purpose	Main Methods	Outcomes	Criteria for judgement
People within social situations can solve problems through self-study and intervention.	To develop solutions to problems identified within one's own social environment.	Mainly qualitative, interpretive, cases studied reflectively through cyclical observational and nonobservational means.	Development of action to effect change and improvement, and deeper understanding in one's own social situation.	Subjectivity, feasibility, trustworthiness, and resonance of research outcomes with those in the same or similar social situation.

Table 1: Major characteristics of AR. Source: Burns (2005)

It may be concluded from the above chart that AR follows a philosophical perspective in which people are capable of coming up with possible solutions to their own environment, in which such issues may be solved within one's own lieu, as it is also described in its *purpose* label. Most of its methodology follows the qualitative approach (GIL, 2008; PESSÔA, 2018), observing in a cyclical and reflective way the data generated and analyzed. Likewise, the results stemming from AR will aid in having a more profound understanding of what is taking place in one's lieu, as well as fostering the blossoming of better future actions to be taken. With regard to its judgment criteria, under a qualitative approach (GIL, 2008), it takes into consideration all the viewpoints shared by research participants, the data generated within the research milieu, as well as it works out with data triangulation, in order to bring forth reliable and trustworthy results (BURNS, 1999; ALLWRIGHT; BAILEY, 1991; MACKEY; GASS, 2005 PESSÔA, 2018).

Additionally, it may be affirmed that AR brings with itself many benefits for teachers (WADSWORTH, 1998; BURNS, 2015, p. 293), as it helps teachers to become more *conscious* of "*problematizing*" an action or practice, giving support to them to understand who problematizes an action or a teaching practice as well as the reason why something is problematized. AR aids teachers to become *more systematic and rigorous in their efforts to find answers* to such research raised issues.

It similarly helps education professionals to *more carefully document and record actions* and what people might picture of a given situation in a more detailed and accessible way. It makes teachers become more self-skeptical with regard to unreasonable hunches and shallow

answers to research problems. It may equivalently guide teachers into developing a deeper understanding and more useful and more powerful theory about matters that researchers are looking into, with the view to gaining new knowledge, which might aid furtherly future actions and teaching practices. Other results and benefits have also been reported from studies carried out by Burns (1999), Edge (2001) and Farrell (2006).

According to Miccoli (2017), this professional development process, as said beforehand, entangles having experiences that will aid in bringing reflection about teaching practices in classrooms, as well as in joining theoretical concepts in order to improve teachers' performances and understanding concerning the classroom routines. Pessôa (2018) similarly affirms that there is no ideal or perfect teaching development procedure that ought to be applied by every teacher in every single teaching context. Rather, teachers themselves should be autonomously able to decide which teaching practices framework would benefit the most within a given context.

Due to this, the same author (2018) cites the AR methodological framework as a vitally important one when it comes to teaching professional development. Johnson (2009), for instance, vows that AR encourages teachers to engage themselves in research that is crafted by them themselves, once AR methodological and theoretical understanding are seemingly rooted in a sociocultural development perspective, in which teaching development happens *in, from, through* and *to* teaching practices.

AR is thought of as a research understanding that connects a given and specific problem to its tangible solution (BURNS, 2005). The word *problem* in this context ought to be fathomed as something that instigates a researcher and helps him to overcome it or to have a deeper understanding of what needs to be done to possibly solve it. Pessôa (2018) affirms that AR has been utilized differentially among unlike contexts. As she goes on furthering this idea, she (2018) mentions that AR is the one in which teachers give the opportunity to themselves to investigate their teaching practices, aiming at better understanding and improving one specific teaching asset (MACKEY, GASS, 2005; BURNS, 2005, 2009, 2018; JOHNSON, 2009).

Wallace (1988) affirms that AR is a way that makes teachers thoughtfully inquire about their teaching practices, from data gathering and data analysis of their own. Johnson and Golombek (2011) analogously hold the view that within the Applied Linguistics field, AR became an efficient way for languages teachers to better fathom their students and their own teaching, as some studies likewise suggest its potentialities within teaching training (JOHNSON, 2009).

In the Brazilian context, Pessôa (2018) affirms that Gimenes (1998), Cavalcanti and Moita Lopes (1991) were the first applied linguists that emphasized the importance of AR as for teaching development. Mello and Dutra (2007), Silvestre (2017) and Wallace (1998), among others, have collectively reaffirmed the relevance of AR in particularly molding and beneficially aiding teachers in a more understandably cohesive teaching development reflection, in which educators may thoughtfully ponder what actions ought to be taken in order to solve different dilemma. Under a SCT viewpoint, AR becomes more interesting and deeper when teachers may rely on other teachers', work colleagues', researchers', coordinators' collaboration, in a research scope that is oftentimes termed *Collaborative Action Research* (hereafter CAR) or *collaborative research* (BURNS, 1999, 2005, 2015, 2018; VIEIRA-ABRAHÃO, 2014; IBIAPINA, 2016; SILVESTRE, 2017; PESSÔA, 2018). According to Pessôa (2018) and Burns (2015), CAR (solidified within a Vygotskyan perspective) gives the opportunity to teachers speak out their knowledge as well as their unique classroom teaching experiences, as they are able to mediate each one's thoughts and reflections collaboratively.

In Ibiapina's thought chain (2007), CAR lead away the old-fashioned "let us investigate *the* and *about* teacher and his/her practices" moto and brings with it the "let us investigate now *with* the teacher about him/herself and his/her practices". This way, it aims at fostering the sharing of knowledge and actions that will highly encourage the coproduction of knowledge, which will be targeted at possibly ringing changes in a given school teaching context and similarly in teachers' professional development. Burns (2009) affirms that CAR takes teachers away from the *operative* (the one who solely executes actions order by someone more experienced – supposedly the researcher) to a possible *problem solver* or *decision maker* person, a view that is similarly shared by Roberts (1998) and Williams and Burdens (1997).

CAR values the opinion of teachers, not considering it as an investigative research object, but the teacher as the investigator of his/her own teaching practices. According to Ibiapina (2016) and Pessôa (2018), teachers and researchers in CAR work altogether in a reflexive, critical, progressive and tangible research experience, which results in positive outcomes for both sides. Needless to say, this research scope ought to be carried out in an environment in which mutual confidence and support is given, and in which each participant's opinions are valued and politely respected by each one, unraveling a research approach that shrinkages the previous researcher/researched participants uncomfortable relationship. That means that both participants work altogether in order to jointly solve a problem, contributing originally into they are concerned about.

CAR similarly promotes teaching development, once it facilitates the reflection and questioning of teachers' main and frequent teaching difficulties; it also bridges the university and school context relationship, which, in the past, tended to be separated by huge walls of prejudice and, perhaps, avoidance of going into the root problems in society (RAJAGOPALAN, 2006). As it is picturesquely alluded by Pennycook (2001), one may affirm that, in the same way, the LA field has similar purposes as the CAR ones, that is to say, it aims at giving proper and richer descriptions, solutions and collaboration among each existing research participants to socially contextualized issues.

Pessôa (2018) as well as Siegel (2012) hold the view that CAR may be understood as a privileged locus, in which teachers may critically and thoroughly develop their teaching methodologies as well as their professional career in a rather jointly way, in which every single participant is able to profitably reach a fruitful outcome.

Notwithstanding, it should be cohesively mentioned that the typical AR carried out by many individual teachers (as they are willing to research about their own teaching practices) is respectfully and similarly valuable. Yet, as Burns has affirmed oftentimes in her lifetime experience with this very specific kind of research (1999, 2005, 2009, 2015, 2018), CAR stands as a more fruitful one, considering that it offers the opportunity to professional, theoretical, social and humanistic development to all school participants in the research scope.

About the Brazilian context, in general terms, there have been studies with positive results, which have brought alternative and suitable solutions to some of the issues presented so far in the teaching of English in the Brazilian reality. The studies of Aragão (2017) and other previous ones done by many language teachers countrywide (PERIN, 2003; COELHO, 2005; BARCELOS, 2007; MICCOLI, 2007; MARTINS, 2008; VILANI, 2008; FRAGOZO, 2011) show different instances and results in different regions of our country. For further reading, I likewise suggest the recent works developed by Miccolli (2017), which present a panoramic view of what has happened in Brazil in the last couple of years in the ELT domain.

Let us, nevertheless, have a more thoughtful view on the specific context of the present-day PhD research, with its own singularities.

4.2 The City research context

The present study was carried out throughout the time period of almost 4 months (from August to November 2018) in a State city school in the city of Charqueadas, a small city having about 40 thousand inhabitants according to the estimates carried out by the Brazilian Institute

of Geography and Statistics (IBGE)²⁵. The city is placed in the South Brazilian region, in the State of Rio Grande do Sul (hereafter RS). It has an area covering 216 Km² (nearly 134 miles). It is located alongside the Jacuí river, one of the most important ones in RS, and it also belongs to the metropolitan, southern-central part of RS. It is about 60 km (37 miles) away from Porto Alegre, the State capital city. Similarly, according to IBGE, Charqueadas is one of the largest cities in the Carbonífera region, bordering to the north the municipality of Triunfo, to the east, Eldorado do Sul, to the south Arroio dos Ratos and to the west São Jerônimo (from which it has been ungrouped in 1982). Its first anniversary is rather recent, dating back from March 28th 1982 (CHARQUEADAS, 2015).

The name of the city, Charqueadas, comes from the old salted meat product named originally *Ch'arki* from the old Latin American descendants, and which was Hispanicized in spellings like *charque*, *charqui* or even *charquí* (CHERINI, 2007). Additionally, the *charque* was this kind of meat that was (and still is) consumed by *gaúchos* (*Iga'ufu*), a name previously given (and still adopted nowadays) to the skilled horseman who lived in Argentinian, Uruguayan and in the far South region, mostly in RS in the nineteenth century and to the people currently living in RS (MACIEL, 1994; KAISER, 1999; TEIXEIRA, 1988; GARAVAGLIA, 2003; BRUM, 2005; OLIVEN, 2006).

Charqueadas is particularly characterized by its industrial activity, mainly as an important center of Metal Mechanic, overtly in Ironworks and Power. Some large companies, such as Gerdau, and GKN, account for a great prompt in the regional economy. In its local territory, Charqueadas has about 1000 commercial establishments and similarly 1000 service providers, with about 80 industries, being considered one of the cities that most rotates the economy in the State, ranking the 33rd position among the other 496 cities in the RS State (SEFAZ, 2010). Due to its closeness to Porto Alegre, to its proximity to the Petrochemical center (located in the municipality of Triunfo), its river, Jacuí, an important water source and water transportation in the State, Charqueadas has been growing up regularly, despite the negative episodes that permeated the city with the shutdown and bankruptcy of some important companies in the region. Albeit such gloomy episodes, the city has been recovering its strong image in the region as well as aiming at achieving higher goals in the next couple of years.

²⁵ For those interested and attentive readers, these and other further piece of information may be likewise found on the following weblink: <<https://cidades.ibge.gov.br/brasil/rs/charqueadas/panorama>>. Retrieved on: 1 April, 2019.

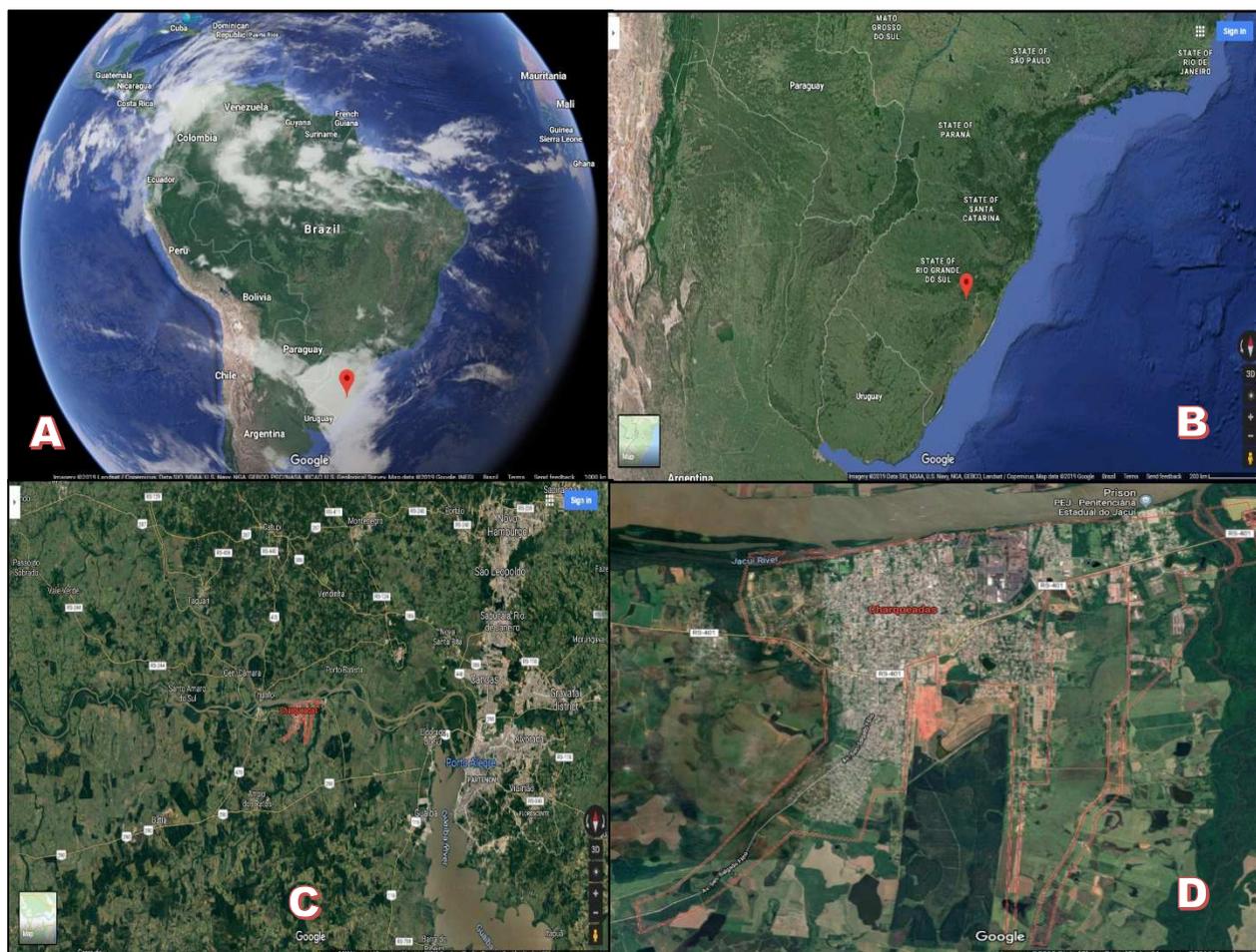


Figure 8: The municipality of Charqueadas seen globally (A), partially countrywide (B), partially Statewide (C) and locally (D). Source: Google Maps (2019)

The municipality of Charqueadas is markedly surrounded by International and local events, such as the annually International Rodeo, in which people all over the world (mainly from Latin America) come to the city in order to celebrate an important municipal event. Similarly, located in a sparkling green area, the city is usually known for its local folk gaúcho's festival dance traditions, as the city has its Gaúcho's Tradition Centers (well-known in the region as CTG's), in which gaúcho's dance, culture and traditions are shared among different family generations.

Similarly important in the region is the entertainment and cultural Gincana's event, one in which three main teams participate in this local competition, with people coming from other regions in order to enjoy the quite competitive atmosphere that permeates the city in the month of its anniversary, in every March (PORTAL DE NOTÍCIAS, 2019). Similarly, Parcão (which would be translated as a Big Park), is a memorable place where people from all over the region normally come by in order to relax and enjoy the weekends altogether. Charqueadas' night life

is normally pacific, with its busiest times in the year at the time that Rodeo and the Gincana event occur annually.



Figure 9: Some contextualized pictures displaying the Rodeo national event park (A), one of the traditional *gaúcho*'s folk local festivals dance (B), a panoramic view of the municipality with a private club in the middle center of the picture (C), and the annually and the local, cultural and entertainment competition (named *gincana* in Portuguese) that takes place every March (D), a picture taken from the Parcão (E), one shot taken in one side of river Jacuí (F), and one picture taken from the night life in the city (G)²⁶.

4.3 The school context

The Elementary State Municipal school in which this PhD project took place has about 150 students, with its classes ranging from the first until the ninth grades. The school is placed in a neighborhood with medium-low social class, with inhabitants coming from other nearby neighborhoods. Its English classes happen twice a week, with 2 classes of 55 minutes each one (summing up 110 minutes a week). The school has about 10 computers running perfectly, one digital projector and small classrooms, with most of its student's number ranging from 9 to 22 in class. This school has its existence dating back from a time prior to the birth of Charqueadas (which took place, as previously mentioned, in 1982), as the school celebrated in 2019 its 59th anniversary. According to some local people (AUTHOR, study fields)²⁷, the school played an

²⁶ These photos were taken from the City hall website of Charqueadas. Available on: <<https://www.charqueadas.rs.gov.br/>>. Retrieved on: August 2018.

²⁷ Study note taken on an informal talk with some of the local people. Some of the references taken in here come from the conversation with local people in the region, in order to better understand the area in which the research

important formative role in the lives of many current students' parents, once they could clearly remember some of the projects in which they could play an important part in previous decades.

In order to assist the reader to more thoroughly understand how the contact with the school and the other episodes with the school context took place, I have brought underneath a timeline in order to picturesquely visualize how the methodological procedures took place:

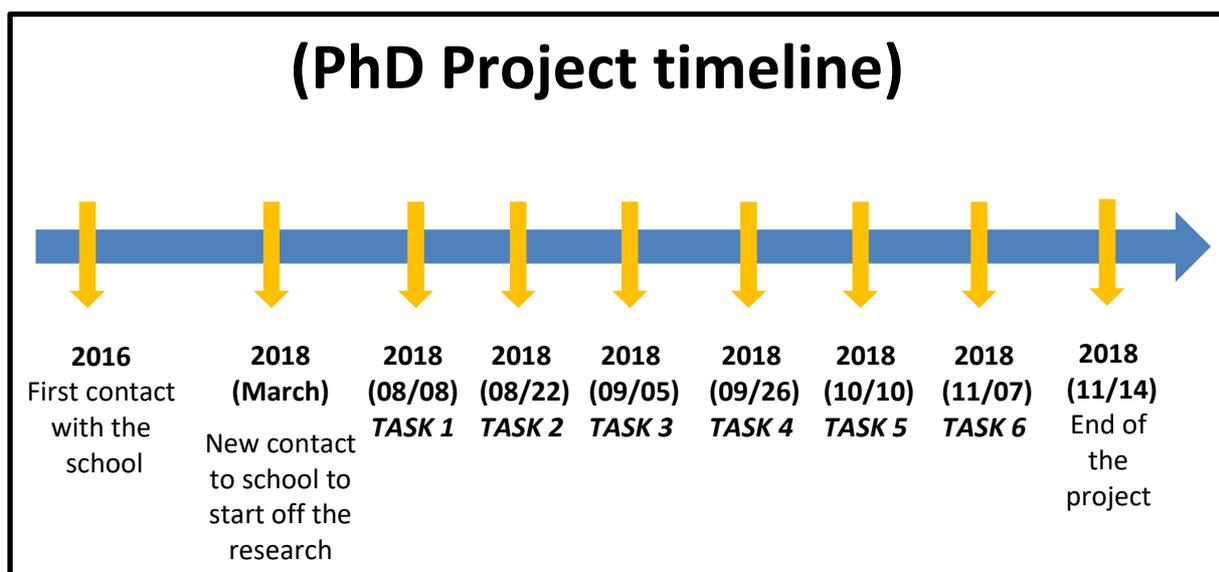


Figure 10: Timeline of the contact with the school context and the development of the PhD project.

The first contact with the school occurred in 2016, when I had the unique opportunity to carry a lecture about multiliteracies and digital media in different school subjects. That was undoubtedly an important event as for my very first contact with the school local reality. Since then, the school principal started to contact me in order to develop a project in the teaching of English in the school.

After some time, I contacted her back, in the first semester of 2018, in order to check whether her idea was still as solid as before. Thankfully, she could give me the opportunity to carry out the present PhD thesis project, which was also explained to the English teacher and, afterwards, to students and their parents. Also, as it may be seen from the picture above, the new contact with the school took place in March 2018, when I was able to talk to the school principal and explain her in more detail what the research aims were and how the project would be developed. I also had my very first contact with the students throughout that month, in order to know more about them and to understand their sociocultural and historic context, where these pupils came from and to see the possibilities to work with these students.

would take place, an exemplary suggestion of data gathering proposition given by AR proponents (GIL, 2005; BURNS, 2009).

With regard to the school current educational projects, it has some interesting examples such as *Café com poesia* (Coffee with poetry), in which there is a highly supporting atmosphere for students to read poetic texts. *Seminário literário* (literary seminar) is a very relevant one, in which students may have the unique experience of meeting the author of a book read throughout the semester. The project named *Ler é legal* (Reading is cool) also encourages since the first grade the reading for students, in order to better foster future readers. The school has also been rewarded by its management style by big companies related to the business in Rio Grande do Sul, as well as it has been working hard and continually with teaching development (this one being financially supported by companies in the nearby school region), with speeches regarding relevant topics for teachers as a whole.

In this PhD research, in an environment that markedly emanates the awareness for reading and innovative actions, within the current project, it was given the opportunity for the research participants to coin the name of the “umbrella project” that would permeate the classes taking place in the subsequent months, named *My city – my world*, with its icon being suggested by students and the teacher in class. Regarding the context, it is noteworthy mentioning that this project took its due place in a 9th grade class, making part of the school curriculum worked with students so far, during the four-month-period, in the second term in 2018.

The classroom setting is similarly an important point to be mentioned as to one more grasp what the research lieu was like and to more accurately understand what, where, and how this research occurred in 2018 year (MACKEY, GASS, 2005). As the picture underneath displays, the classroom had its 9 meters length and 5 meters width and was, in my viewpoint, a considerably small place for students to move themselves, as there were several students’ desks that were not actually used by pupils in class. The door, located at the utmost right side of the classroom, when opened or left ajar, could almost touch the English teacher’s desk, being necessary at times to leave it closed, so that it would not bother any seated teacher on it.





Figure 11: Classroom setting map in different perspectives. Source: Becker²⁸ (2019).

Similarly, some students complained to me, during the classes' observation that some of them had difficulties to do pair-work activities, as the desks could sometimes impede them to comfortably work altogether, such as the classroom cupboard, located in the downmost right part of the classroom environment. As it is likewise displayed in the above picture, during the teaching period, the projector was placed on the third right frontmost desk, as this was the best disposition it could have, considering that the classroom did not have at its disposal many energy wall sockets to connect many devices (laptop, sound box, projector, laptop charger, among others). It is important to mention that, during the classes in which the project occurred, the chairs and desks were differently positioned. This was the case, once students could more freely walk inside the classroom as well as better see themselves in pair and group tasks.

Lastly, but not least important, the classroom resources availability was a rather simple-made one, that is to say, some of the students' desks were damaged due to a bad use of them during the years, as well as students complained about the lack of comfort they felt while sitting onto them. One of the students even said that she felt rather as a kid at times because of the chair size (FIELD STUDY NOTE, 2018, August 28th, 2018). Apart from some of the difficulties students felt, the majority of them had a sense of belonging to a school community that had been existing for a fairly long time, and they felt as if they were the modern generation living the experiences that some of their parents had years ago.

4.4 The research participants

The participants entangling this research were the researcher himself, the English language teacher, who has been teaching for more than 20 years this language in this and other

²⁸ I am profoundly and earnestly grateful for the support stemming from my friend *Matheus Becker*, who assisted in the production of such professional architecture displays.

schools in the city. She holds currently an English language teaching degree in Letters and many teaching development courses in educational fields. We may mention the 9th grade students in the aforementioned school, the in-class teacher assistant, who had just turned to 18 years old and was having her first opportunity to work in a school environment. Most of the students had been having contact with the English language solely in State city schools for about 4-5 years, and, according to the in-class teacher, they were widely open to the use of digital technologies in the English classes.

The 9th selected grade had 10 students in 2018, being among them 5 boys and 5 girls. One noteworthy point to mention is the fact that one of the students was diagnosed with the Autism Spectrum Disorder (ASD), who was an interesting and similarly challenging participant in the research, as some adaptations needed to occur in order to better work with him the interactive activities in class.

Underneath, there is a chart, which displays the research participants at the time of the research in 2018, whose names have been changed and chosen by them themselves, as pseudonyms, in order to preserve their identities:

Research participant	Age	Gender	Years of study	English level	Previous experience with English and
Marlon (researcher)	24	M	19	Proficient	State school, college teaching course (Letters) studies, teaching and exchange experiences.
Ann (teacher)	40	F	15	Proficient	20-year-old school teaching, finished undergraduate college teaching course (Letras) studies.
Kylie (assistant)	18	F	10	Pre-advanced	8 years of study in language schools and 12 years in State schools.
Lênin	14	M	10	Intermediate	Studying English since his 4 years old in language schools and on his own.
Chris	16	M	10	Elementary	4 years of State school
Érica		F	10	Elementary	4 years in a language school with 4 years of State school study
Fernanda	14	F	10	Elementary	4 years in State school.
Sofya	14	F	9 years and a half	Elementary	9 years and a half of State school studies.
Jack Black	15	M	11	Elementary	4 years of study in the State school
Josh	15	M	10	Elementary	Previous language course and 10 years of State school studies.

Matt	14	M	10	Elementary	5 years of study in a different State school; experiences with games in childhood and adolescence
Nicole	14	F	10	Elementary	4 years of study in the State school
Andri	14	F	10	Elementary	4 years of study in the State school

Table 2: Predominant characteristics collected from the research participants in 2018. Source: Author (2018)

As the above chart essentially displays, the age of the participants ranged between 14 and 16 among students, considering that some of them, like Josh and Jack Black had already failed in one of the school years, as repeat students in the ninth grade. Most of them declared themselves to be in the elementary level, and one of them in the Intermediate level. Additionally, most of them had been studying in the Elementary school for about 9 to 10 years. It is noteworthy mentioning, similarly, that most of the students had had their English language learning experience in the State school context, with almost no experience in learning English in private language institutes. The teacher assistant, Kylie, had been studying English for about 8 years in language schools and considered herself to be pre-advanced in the English language.

It is important to mention that these previous pieces of information provided by the participants are the ones that would be the surrounding background of students to start the school project in that year. According to Gil (2005), it is quite important to consider the participants' background, as these are the ones that will cement the ongoing process that will take place in the research milieu, as well as assisting the researcher in the future actions according to the participants with which one is dealing.

4.5 Research data gathering process and research instruments

Under a qualitative research scope (MACKEY, GASS, 2005), it was possible to generate data from a considerably diversified range of research instruments, which were used all together to triangulate the data generated. The next chart displays more illustratively the research instruments used in this research to generate the study data, in order to one better grasp what, how, when and why these ones were used in this PhD research:

Procedures	Research Instruments	Research objective	Analysis axiom / Questions answered
	Video and photo recordings, study	Delineate and investigate (how, what, when, why)	

<p>Class observation (1) (August, 2018)</p>	<p>field notes, interviews, as well as audio transcriptions; teacher's own study note fields.</p>	<p>different actions took place in the scenario where the teaching and learning of English, mainly the oral production development occurred.</p>	<p>Collaboration / technology / oral development <i>Questions 1 and 2</i></p>
<p>Class observation (2) (October, 2018)</p>	<p>Video and photo recordings, study field notes, interviews, as well as audio transcriptions; teacher's own study note fields.</p>	<p>Delineate and investigate (how, what, when, why) different actions took place in the scenario where the teaching and learning of English, mainly the oral production development occurred.</p>	<p>Collaboration / technology / oral development <i>Questions 1 and 2</i></p>
<p>Questionnaires (August – November. 2018)</p>	<p>Questionnaires asked to students and teachers about different topics (the oral development understanding, the understanding about the classroom tasks, the project itself, among others).</p>	<p>Identify and report how students understand and make use of technological resources in and outside the classroom context about the learning and teaching of the oral production. Understand students' and teachers' views on the oral development and the project tasks.</p>	<p>Technology / oral development <i>Questions 3 and 4</i></p>
<p>Pedagogic mediation (September- November. 2018)</p>	<p>Video camera recordings, teacher's and researcher's study field notes.</p>	<p>Promote changes in the views about the oral development, the use of technology and collaboration in class. Promote reflections/teaching practices to fuel possible beliefs and teaching practices of the English language teacher and students concerning the use of digital technologies in the oral development.</p>	<p>Collaboration / technology / oral development <i>Questions 1 and 2</i></p>

Project tasks (September – November, 2018)	Project tasks themselves as well as students' development seen in them	Promote reflections and changes in students understanding and practices concerning the use of technology aligned with the oral development as well as identify collaborative movements during the execution of such tasks.	Collaboration / technology / oral development <i>Questions 1 and 2</i>
Digital apps and technological resources (August – December, 2018)	Language learning apps, video and website platforms used to teach and learn English throughout the project.	Understand and report how students make use of technological resources in and outside the classroom context about the oral development and how collaboration might have been important for their oral language development.	Collaboration / technology / oral development / <i>Questions 1-4</i>

Chart 2: Data generation procedures, instruments and corresponding research objectives.

It must be said that such data generation was a rather complexly multiple one, as several research instruments were altogether intertwined in order to bring about what Burns (2015) states to be one of the most important aspects of the CAR results' quality: *validity/trustworthiness, cross-checking perspectives and compatibility with educational aims and democratic values*. The first one corresponds to how much the results of a research are reliable. The second one, within a triangulation procedure, aims at verifying whether the research outcomes coincide with each other. The third one represents the ethical values and correspondence of the research results with the educational context into which the CAR took place, that is to say, whether the research outcomes match with what was expected regarding the aims and research questions.

With regard to the *class observations*, they took place *in locus* twice differently. Firstly, the observation occurred as an analytical way to see how the English teacher was used to carrying out the classes with the students, as to identify the classroom teaching procedures or the ways that all the research participants interacted among them (LÜDCKE, ANDRÉ, 1986; PESSÔA, 2018).

Secondly, there was another observation moment, in which the teacher herself took notes, and observed the practice carried out by me, the researcher, as an English teacher inside the class. This has been done in order to cross-check (BURNS, 2015) the piece of information produced conjointly with the teacher, as for the collaborative knowledge construction to occur in class and for both of us hypothesize what the best answers to students' learning demands would be. This way, it is reinforced until now the capability and influence that both researchers and teachers may have in the development of research scopes as the one entangling the CAR.

Additionally, it was used a digital Nikon camera, cellphone recording apps as well as some recordings taken from my own cellphone, which had a camera with 12 Megapixels, in order to catch a favorable glimpse of what took place in class during this four-month-period research. Considering that we have collected more than 26 hours of recorded classes (with each class lasting 50 minutes), with interactions that have not always corresponded to the aims of this PhD research scope, I have opted to only transcribe some of the most relevant moments in which the previously mentioned analysis axioms took place in order to bring up evidence of such assets occurring throughout the research period.

Concerning the *questionnaires*, it was possible to collect the students and the teacher's viewpoints concerning the teaching and learning of English, the use of digital technology in and out of the classroom context, as well as the development and teaching of the oral production in English. These questionnaires were also used during some semi-structured interviews, which, according to Gil (2008) and Pessôa (2018), are important tools to gather the information concerning what people believe in, wait for, hope in, will, feel, wish they could do, do or have been doing something so far. These research instruments were used as to fathom under an *emic* perspective what took place within the lieu in which this research was carried out.

The *pedagogic mediation* took place as a way to practice what had been discussed with the English language teacher previously in the observation period. Interestingly enough is the fact that the teacher usually demonstrated an open-mind attitude towards the adaptation and use of teaching procedures inside the class. For instance, the teacher herself asked me to send her the PhD thesis theoretical background pages in order to better grasp what the research scope aims would be like and promptly offered herself initially to assist in the development of such a project.

The *project tasks* entangle the activities developed within the September-November time period, in which students worked altogether with the researcher, the teacher and the teacher assistant altogether, with the view to bringing better results as for the teaching and development of the oral production mediated by digital technologies. There were about six main tasks, which

were thoroughly worked with them within these three months. The results from such activities also served as analysis instruments of the way students developed in their learning process.

The *digital apps and technological resources* used were the most diversified ones. This includes the use of video camera, images, language learning apps (Duolingo, Busuu, Memrise, among others) as well as text-message apps (WhatsApp) within the group created for the classroom students, the use of Language learning online platforms (ISL Collective, English Exercises.org, among others). All these digital resources served as mediation processes of language learning as well as data gathering, considering that students' results could be fairly well recorded in them for further analysis of their English language development.

Conclusively, it may be said that the data generation was intended to come from the following aspects: recordings of moments (audio ones – by voice recorders, and video ones – by means of digital cameras) of the taught classes by both researcher and the English language teacher. The data were also generated by means of the analysis of the activities carried out by students, who also displayed their oral development, as well as some questionnaires developed for students (about the history they have had with English language learning), and also questions were made to the teacher about English language teaching, and the relation of this teacher with the worked class.

It was also intended to bring up a questionnaire to students, the in-class teacher before and after the project, in order to ascertain the (in)efficacy of the developed project as well as the vision of the involved ones in the project regarding the use of the digital technologies. All these digital and methodological tools previously described have served as data generator ones (BARBIER, 1996), as long as, within the qualitative research scope, it is possible to extract and to represent the reality of this specific school, voicing the research participants viewpoints and main concerns from their perspective.

4.6 Research questions and data analysis procedures

This research is built upon the qualitative research scope (DENCKER, 2000; CERVO, BERVIAN, 2002; COLLIS, HUSSEY, 2005; SILVA, 2006), within the theoretical and methodological procedures of research action, the one which, according to Thiollent (2008, p.13) “has a straight relationship with an action or with a collective problem resolution and in which researchers and participants embedded in a problem are cooperatively or mutually involved”. It was sought in this research to have the joining of theory and practice, as long as the teacher and the researcher likewise walked towards the same direction, by means of a

transforming and transformed course of actions. That means to bring about overall and meaningful changes in the way the oral development was worked with during the classes. According to what students reported (as it is shown in the excerpt 6), they did not seem to work collectively and collaboratively within their language classes. This means that English classes did not seem to be a place for human and language development, which was considerably a thorny issue to be overcome within that teaching reality. We aimed, as much as we could, to bring a social change and a broader understanding of what took place in the English language teaching context. We believe that language teaching might bring, in light of the current LA theoreticians (MOITA LOPES, 2006; CELANI, 2006; ROJO, 2008) an empowerment to both students and teachers, with the aim to bring social transformation into their own world, within their own local community.

In this kind of research, there is the presence of orientation, reflection and the jointly discussion of the willfully participating teacher, considering that this same teacher is to change his/her way to see his/her teaching practices in class, becoming, hence, a “researcher teacher” (BARBIER, 1996; REIS, 2006; BURNS, 2015). Action research entails an action plan based on objectives, underneath a report process of how the follow up and the control of the planned action takes place, once the investigated people are likewise engaged in bringing changes as for the generation of brand-new knowledge (GIL, 1996, 1999; THIOLENT, 2008; PESSÔA, 2018). This way, the stages on which this research was built on have been assisted *by* the teacher and certainly not *for* the teacher, in order to give her the opportunity to collaboratively make use of research tools as for reflection, investigation and the study of her own teaching and pedagogical practices, since knowledge production may bring teaching transformations in class.

<i>Research questions</i>	<i>Data generation instruments and methods</i>	<i>Main objectives</i>
1. How does the oral development take place within a collaborative project with the assistance of additional digital technologies?	Survey among students and teachers, classes' recordings, semi-structured interview with the teacher, use of digital resources for data generation.	Describe what, how, why and when some actions take place, with regard to the collaborative development of the oral production. Understand the viewpoints and promote possible reflections in the views of the development of the oral production within a collaborative project, joined by the use of additional digital tools (PINHO, 2013; PAIVA, 2018).

2. How does the collaboration amongst the research participants take place in the oral development of the research participants?	Interviews, surveys, data recording and generation from digital data regarding research participants' collaboration and their oral production development.	Take notice and understand how collaboration among students might (not) aid in the development of the oral production.
3. Which are the students' perceptions about the collaborative project, the oral development and the use of digital technologies in the State school context?	Interview with students with regard to the use of digital tools as for the development of the oral production.	Detail and understand the views of students concerning the development of the oral production, the collaborative project and the mediated assistance of digital technologies in their local context.
4. Which are the perceptions of the teacher about the collaborative project, the oral development and the use of digital technologies in the State school context?	Survey and interview with the teacher to reflect upon her teaching and pedagogical practices for the oral development, jointly allocated by the use of digital technologies.	Understand the viewpoints of the English teacher concerning the collaborative project, the development of the oral production and the application of digital technologies in her State school and promote possible reflections as for teaching practices concerning the three main research axioms (oral development, collaboration and digital technologies).

The questions above have been elicited in order to systematize the work with the oral production joined by the use of digital technologies in a State school, under the supposition that, by means of a more contextualized and a more technological teaching, both teacher and students would possibly become more motivated to work on their oral development, finding a more fruitful meaning to what is being taught and learnt.

Considering that this research worked with the use of digital technologies for the sake of the oral development in English, under a collaborative learning scope, the mainly analyzed axioms in this project were the following ones: *collaboration*, *task*, *technology* and the *speaking production* one, in consonance with the research carried out by Pinho (2013):

<p style="text-align: center;"><u>Collaboration</u></p>	<p>Collaborative movements by students, forming ones for the oral development in English language:</p> <ul style="list-style-type: none"> • Participation requests; • Contribution and assistance in the linguistic production; • Acceptance or improvement of the contributions carried out; • Incorporation of the other person's production • Students' awareness about the role of collaboration in the employed tasks. <p>(SWAIN, LAPKIN, 2001; LANTOLF, THORNE, 2007; BATTISTELA, 2015; LIMA, PIRES, 2014; VYGOTSKY, 1997; BARBIER, 1996; THIOLENT, 2008; PINHO, 2013; LIMA, 2013; BATTISTELA, 2015)</p>
<p style="text-align: center;"><u>Technology</u></p>	<p>Perception of the students and the teacher concerning the importance of additional technology to the oral development in the English language:</p> <ul style="list-style-type: none"> • Perception of research participants on the use of digital tools in the development of oral communicative activities. • Awareness of the effects (beneficial or harmful ones) of additional technology as an innovative resource in its teaching-learning practices. • Students' understanding of the activities carried out for the oral development, (not) involving digital technologies. <p>(PRENSKY, 2010; LUOMA, 2004, PAIVA, 2013, 2016, 2018; PINHO, 2013; RIO, 2018b)</p>
<p style="text-align: center;"><u>Oral development</u></p>	<p>Understanding of the participants in the development of the oral development in tasks mediated by technology:</p> <ul style="list-style-type: none"> • Recognition of the participants concerning their difficulties and correctness in the of the oral development. • Control of inhibiting aspects to the development of the oral development (anxiety to speak, fear of making mistakes before colleagues, lack of necessary linguistic knowledge for speech, among others. • General noticing, correction of speech errors (corrective feedback) - students' perception of

	<p>their mistakes and correctness regarding reality.</p> <p>(HORWITZ, 2001; LUOMA, 2008; LUCAS, 2001; RIO et al, 2015, 2016)</p>
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Beyond the mere description of what happened in the observed classroom, it was intended in this project in a like manner to positively and possibly bring in possible changes to the reality of such school by the application of a project named *My city – my world*, which was supported by students and the current Brazilian English language teacher. In the digital message exchanges among students, made by digital resources, it was also displayed the possible benefits of applying such tools, as well as the perceptions and practices done for the development of the oral production.

It is highlighted in this research that its main interest was about carrying out a study within the State school context, which, was purposely aimed (as for the Applied Linguistics essence shared by contemporary AL authors, (ROJO, 2006; MOITA LOPES, 2009)) at bridging and not unlinking with huge walls the State school and university *lieus*, once the school context has been so much figuratively torn apart by an unending cliff of misjudgments and prejudices. With this research project it was then proposed to go out of the four comfortably set up walls of the university to the reality and daily challenges faced by teachers in the school itself.

Bearing this in mind, I thoughtfully emphasize the importance that such a project has in the actual moment in English language teaching in Brazil. The fact that in this research project there was the possibility to join a multifaced and consistent body of research previously mentioned (PINHO, 2013; BATTISTELA, 2015; PAIVA, 2013; RIO, 2018b; ARAGÃO, 2017) makes one notice that nowadays Applied Linguistics has the potentiality to intertwine elements as to develop the oral production both in its teaching and its learning. Contrariwise to some considerable body of literature picturing the State school teaching context as the one in which English is rather a difficult matter to work with, mainly with the oral production (MONAWAR, FRAGOZO, 2002; PAIVA, 2013; RIO, GUIMARÃES, DELGADO, 2016; ARAGÃO, JÚNIOR, PAIVA, 2017), this research is supported by means of digital technologies under a learning perspective that promotes collaborative participation of all the people both inside and outside the school context. Moreover, we intend to corroborate with the recent host of studies that have shown positive practices and results in the Brazilian ELT context (MICCOLI, 2017).

Essentially speaking, it is important to mention that, regarding the data analysis, at times it will be noticed that in the occasion that we find elements regarding the opinion of students concerning the collaboration among them, it will be possible to find oral development processes

(such as the learning of a new structure, the pronunciation of a new learned word, among others). As Pinho states (2013), this fact demonstrates that the barrier or limits of analyzing each of the research axioms is seemingly unsolid, since these ones may congruently work altogether at the same time.

Nevertheless, we also took into consideration within the PhD project data the assumptions grounded by Moraes (1994, 1998), Bardin (2011) and Câmara (2013), on what they came to term *content analysis*. This may be broadly summarized as a macro technique, to understand, to interpret and to make inferences about what takes place in a given moment or in a determined course of action. According to these authors, with content analysis, it is possible to take on both explicit and implicit meanings revealed in different texts (whether they are oral or written ones). This helps in the analysis, interpretation and even reinterpretation of facts or moments that took place during the in-locus research. Thenceforth, content analysis was used in order to analyze and interpret the data generated in this study.

It is noteworthy mentioning the fact that the video and audio recordings of the project were transcribed, considering its suitability to anyone read it. Some of the excerpts stem from the interview carried out with students in Brazilian Portuguese language, as it was necessary for them to share their viewpoints concerning some of the analytical research axioms studied in the current PhD thesis. When that is the case, there will be the expression *in Portuguese (PT)*, representing the Brazilian Portuguese language with the translation of these episodes in the footnote in English, whereas the unmarked ones with this expression took place entirely in English. I highlight the fact that after every relevant interaction event transcribed, I had an extensive and meticulous reading of each one of them, taking notice and notes of important piece of information for the research scope, trying to match the data to the research questions.

Similarly, I have made use of some charts, models and diagrams in order to suitably group the piece of information produced by each research participant, as it is highly suggested by Bardin (2011) and other researchers (MOZZATO, GRZYBOVSKI, 2011; BIAGINI, 2013; URQUIZA, MARQUES, 2016). All of these notes, diagrams, charts and alike research objects have not been placed here in the PhD thesis, once it would take a seemingly endless number of pages for it. Nevertheless, the content stemming from them are thoughtfully shown, based on the inferences and conclusions drawn from such serious-minded analysis.

In order to bring a consistent systematization of this analysis, I have placed each of the analysis axioms (collaboration, task, technology and oral development) showing in ten excerpts the teacher and the students' views indexes about these axioms. This way, it was possible to elicit each of such axioms in the viewpoints of each research participant, in order to further

triangulate them and answer to each research question with the cross-checking of the different participant perspectives regarding such aforementioned elements (BURNS, 2010). We believe this was a suitable way to analyze the data, although other could likewise be developed, once qualitative research scopes will contingently vary under a huge number of aspects that may be better found in the literature (DENCKER, 2000; CERVO, BERVIAN, 2002; COLLIS, HUSSEY, 2005; SILVA, 2006).

4.7 *My city - My world: Project Developed Tasks*

In order to work with students in a collaborative way, the tasks that will be described underneath have been crafted based on students' and the teacher's suggestions and were aimed at working with the oral development as much as it was possible. This means that the oral development was not the only linguistic aspect worked throughout the project, as long as students made use of the other three core ones (listening, reading and writing). Nevertheless, the analysis focus was on the oral development, mainly in episodes in which technological resources were applied to develop the students' oral production.

This project is particularly interesting in its formation, once students were willing to voice about themselves in it and not solely work with grammar aspects (as it had been the case previously) based on the writing and reading skills. According to students' viewpoint, the project logo ought to have a representation about their cultural background as well as their groupwork in the implementation of the project. After some discussions in the very first weeks of observation, the logo resulted as it follows:



Figure 12: English project logo created from the help of all the research participants.

As one may perceive, this logo contains several representations of cities around the world, such as the Eiffel Tower (in Paris), the Opera House (in Sydney), Christ the Redeemer (in Brazil), among others. In the exact center of the colorful multiline circles there is a symbol representing the joining of people reaching their helping hands to each other (from an above view of it). These assisting people represent the collaboration to make the project possible. This same picture was set as the group profile picture on the WhatsApp group we had with students.

With regard to the project tasks itself, elementarily, it was intended to work with students within the following linguistic and educational topics under 6 tasks, succinctly described below. As the tasks were done throughout the project timeline, the students received a card containing the main information about what they were required to work on.

Task 1 – *This is my city, this is my world, this is all mine!*

In the first developed task, students were to have the very first contact with words related to the places where they live (city places). It was possible to introduce shortly the city to the pupils in English. Subsequently, the students learned how to introduce themselves in an elementary way, saying their age, likes/dislikes, name, surname, e-mail address, zip code, and other related piece of information. Moreover, a worksheet (Appendix B²⁹) was given to students so that they could take it and remember what the aims of the task were. This activity served as an initial way to work out students' perception of themselves as cosmopolitan citizens in the globalized society they are currently living, giving voice for them to describe themselves in a rather elementary way.

By the end of the first task, it was possible to visualize students' oral development. It was also the time to start working with students the main aspects of the oral development in English, as it was described in the teaching cycle (GOH, BURNS, 2012). A homework card was given to students in order to practice and record digitally their linguistic production. Students should record a video introducing themselves and send it to me in order to visualize whether and how they could express themselves in English and talk about personal information.

These previously mentioned homework cards served as an element of challenge, to encourage students to overcome small difficulties during their project as in a game, considering

²⁹ In order to focus the reader's attention essentially on what happened throughout this PhD thesis research, I have opted to leave the worksheets and all other teaching materials used within the appendix section, so that the one may make use of such materials for possibly further experiences and also understand what was used in the tasks. It is important to mention that this and other teaching materials were chosen while other ones were collaboratively created by me and the English language teacher at school in order to follow the English contents of the school main curriculum.

that many of the students said previously that they were huge fans of different kinds of games and liked very much the healthily competitive scenario that they also have during their Gincana (city competition event) time. Students' homework was all sent by means of the WhatsApp mobile app, considering that we have created one WhatsApp group for the project and students had the options to send their digital homework either in the project group or privately to me. Interestingly enough, most of them, later on, preferred rather to send the videos privately, as some of them related that they would not feel comfortable to have their videos seen by others in the group.

It is important to mention that this entire task was carried out following the SCT principles regarding teaching and learning (VYGOTSKY, 1991; JOHNSON, 2009), in which collaboration was key so that students could help each other and collaboratively support in their linguistic production and reflection about their oral development in English. It was the sparkling moment to visualize, indeed, their learning potentialities within the project.

Task 2 – *My city has amazing facilities, don't you know?!*

In the second task, students were presented to vocabulary related to the places in the city, as well as to the one related to the location of such places (by means of the grammatical prepositions of place), in order to know how to locate where each of these places are in the city they live in. We aimed at helping students to not only talk about themselves (as it has been the case with the first task), but similarly about the present places in the municipality of Charqueadas, so that their description could enlarge a bit more than just voicing about themselves and what their everyday lifetime routine was all about.

One of the objectives of this task was to help students speak more about themselves and their locations in the city. With that in mind, they would be able to speak a bit more about their identities and also represent their realities in a new language. Thenceforth, students would be able to empower themselves and be autonomous when speaking about their local reality. This would be done, under the principles of the project we were carrying out, in a rather collaborative way, in order to students support each other's oral development. We have made use of flashcards, digital videos, worksheets and, by the end of this activity, students had to take a picture of their house and to send a voice message on WhatsApp, describing its location in the city.

Task 3 – *There are nice free-time activities in there, just around that corner!*

In the third task, students were taught about how to describe what exists in their city (by means of the verb *there to be*). With such a task, students were given the opportunity to more specifically describe not only *what* exist in their city, but similarly *how* to precisely say *where* these important city spots are located. Students also learned about some free-time activities they could do in different places in town. As it was mentioned beforehand, some of the students had already had the opportunity to talk to foreigners in the municipality of Charqueadas and they found this activity particularly helpful, in order to better work with these pieces of information in a next time opportunity. Students also received additional support in English exercises on the Duolingo Platform³⁰, from an exercise I have specially developed for them, thanks to the Duolingo School Platform.

At the end of the task, students were given a small text concerning Charqueadas and they were asked to record a small audio, reading an English text about their town. With this activity, students would be practicing their reading speed, pronunciation, spontaneity, voice tone, rhythm and other aspects of the oral development. This was also an attempt to support them in the future productions they would have afterwards, in person, with other interlocutors around them. We have also, under the Speaking teaching cycle (GOH, BURNS, 2012) worked with students' reflection about the oral development, in order to help them to understand the complexities entangled in this oral task. This was an important moment to self-regulation, self-reflection and collaborative support from all the research participants (JOHNSON, 2009; LANTOLF, THORNE, 2007; BURNS, 2015).

Task 4 – *What a fantastic city I've got!*

The fourth task entangled students learning how to describe the city where they live (learning, this way, quality adjectives about describing cities) as well as giving their opinions about different places in town. Alongside this task, pupils learned how to voice their viewpoints about Charqueadas, recognizing both the good and bad sides of it, as well as noticing that their town was not that bad as many of them used to think. Contrastively, as it will be shown further, students were even able to more genuinely love the place where they lived. One of the purposes of this activity was to assist students in speaking about general characteristics of their city. In this way, they would be able to reflect about some of the assets that their town has. It was quite

³⁰ Duolingo is a commonly used language app that helps students develop their language knowledge in several languages (such as German, English, Italian, Arabic, Chinese, Japanese, among others). It may be accessed via cellphone or an online website, as in the following weblink: www.duolingo.com

interesting to see, for instance, students comparing Charqueadas and other cities nearby. I have also presented some descriptions in a PowerPoint presentation about Charqueadas and other places worldwide. This was a way to provide creative and spontaneous input to students later work themselves with the presentation of Charqueadas to other people. Students were also able to more comprehensively visualize the beautiful surrounding assets of their city, as some of them used to believe that their hometown was only encircled by undervalued aspects for them (such as saying that there was nothing interesting enough to do in their free time or that the city did not have a reasonable infrastructure to hold or celebrate different festivals, among others).

In the end of this task, pupils had first a contact with the Memrise course, which was developed by them, the English teacher and me. Memrise is an online language learning platform in which language courses might be created. The tasks developed in this course aimed at working with the content students had been studying so far, in order to integrate the potentialities of the digital technologies to the learning and online contexts outside the school one (PINHO, 2013; PAIVA, 2013; PRENSKY, 2001). The next pictures display a bit of what has been collaboratively crafted by all of us:

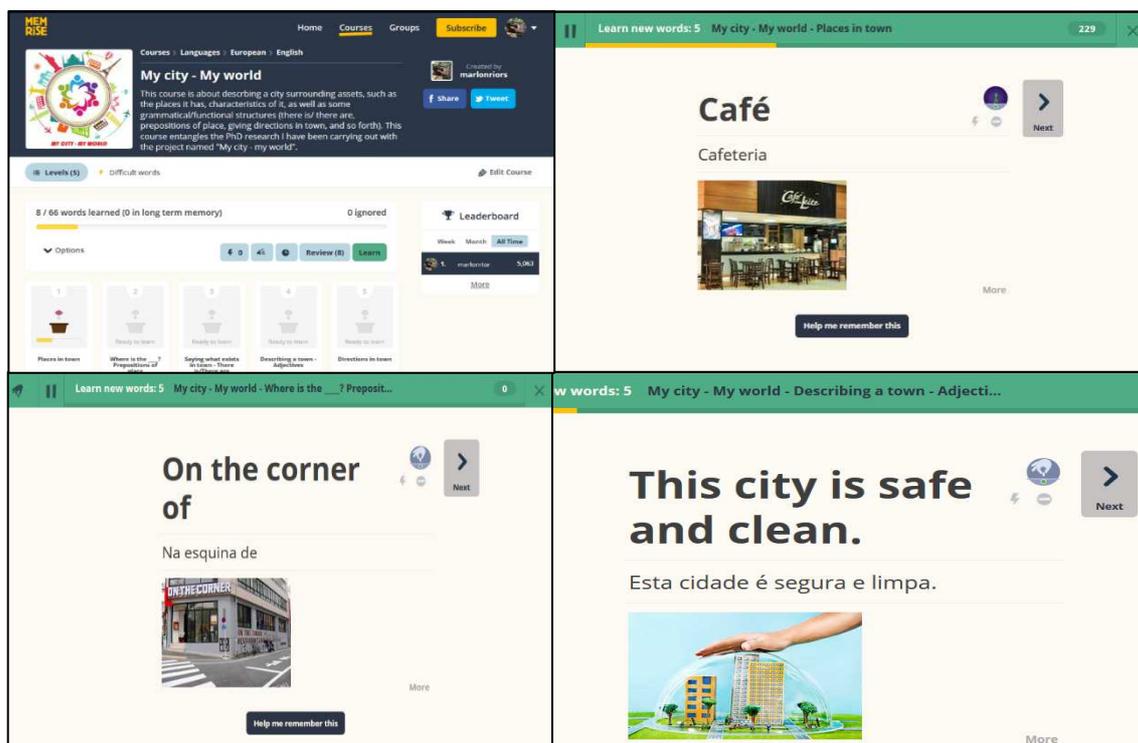


Figure 13: Students' course on Memrise, working with the topics discussed until task 4.

After making use of these digital online tools, students had an oral exam, which was given by a card, in order to prepare students for this activity. Students received a weblink, which was made up by means of a Quick Response (QR) Code. Students received this task card one

week before the exam took place. With this in mind, students had the opportunity to talk among themselves, in order to prepare their speech for this activity, once this would be done by dyads. In this oral exam, students needed to speak about what there was in the picture of the city that they received, where these places are located and some possible characteristics of this town.

This task was really important to assist students to visualize their learning development until this time. Students had the opportunity to work in pairs, in which collaboration was really key to help them move forward with their oral development. Apart from their anxiety regarding the exam, most of the students felt comfortable to speak about the city and, as it will be seen afterwards, they could make use of speaking strategies in order to overcome their difficulties and gaps in their linguistic production (JOHNSON, 2009; LANTOLF, THORNE, 2007).

Task 5 – *A tourist comes alongside the town!*

In the fifth task, in order to share what had been taking place in the project, students went to the city center to simulate a conversation with possible future tourists (in this case, I and the English teacher in the research role played as foreign tourists in town) and explain to them the directions in town as well as to introduce the city in English. This task was created with students based on their wishes to present (albeit this activity here was solely a role-play one) the town to future English speakers. This way, students would feel increasingly confident to introduce their city either in person or virtually (as some of the students used to do when playing online games with foreigners worldwide).

Students received some directions signs to be used in class. They should use them in different activities within the school context, showing the directions and how to move within the school lieu. Pupils also reflected about their difficulties to present the city in English and how they could solve these problems collectively and collaboratively.

Task 6 – *A mayor visit: introducing the city to its mayor. “That is my city: that is my world!”*

In the last task, the students were invited by the city mayor to present what they had been doing during the project. In this visit, the students needed to introduce to the city mayor their town in a succinct way, in order to display the relevance of the English language, with regard to presenting the city to other people in English.

With this task, students would have the opportunity to show their city in another language, empowering themselves to express their viewpoints, wishes and opinions about their

hometown. The city mayor had said, during the presentation of students, that he had finished an English language course previously, although he had not been practicing the language as much as he wished. Nevertheless, the language level that students were to use was suitably understandable to him. As it will be shown later, this experience even prompted the mayor to come back to his English studies in a near future, showing the relevance of the language to the city regarding future city projects in partnerships with foreign companies and opportunities that an additional language might open to those who speak it (OSBORN et al, 2009).

Some of the objectives of this task was to empower students to present their city in a more formal context. Students should be able to give their opinions about Charqueadas and also speak about their own places. This was, personally speaking, a very interesting moment, considering that students' collaboration to finish this task was one of the key factors that encouraged them to present, for the first time, their city in English. In the next pictures, for instance, there are some examples of these students' production (PowerPoint slides), which were presented to the city mayor.

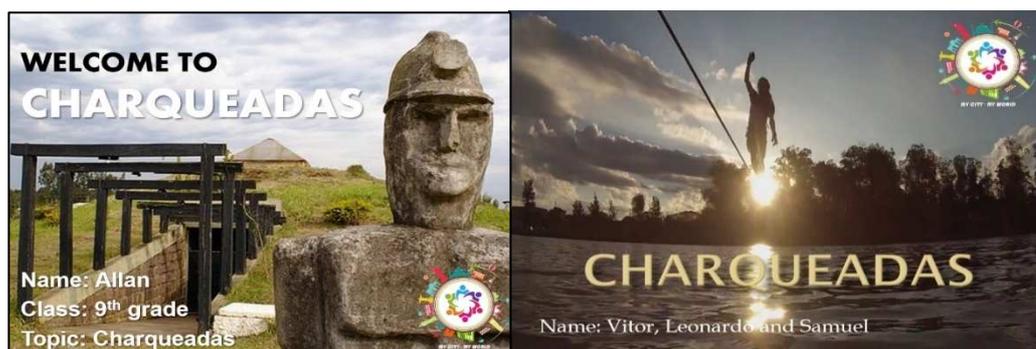


Figure 14: Examples of students' presentations and creativity in their works presented to the city mayor.

After having a swift glimpse upon what the project “My city – my world” was about, we are going to see some of the research benefits and risks, and, afterwards, move to the analysis of some of the most important moments we had during the project with regard to the students' oral development.

4.8 Research benefits and risks

Because this research dealt with the use of interviews, some recordings and the use of technologies within the classroom context, the possible risks that this research could have had are pointed out: students could feel annoyed during the course of research, with the interviews and other procedures, possibly coming to give up in the middle of the research, as it was pointed

at times in Pinho's research (2013). In order to avoid desistance from the participants in the project, students were constantly and positively encouraged and reminded of the importance of the project carried out and the benefits of this research for the school context and for the teaching of the English language combined with the use of digital technologies.

Due to the fact that the project entangled the use of digital technologies and resources, it was possible that the students or the schoolteacher could not use them properly (although they would be constantly assisted during the study by the researcher), possibly coming to give up with the research. The pupils and teacher would be assisted in the use of digital technologies in a way that they would feel comfortably instructed in the use of the technological devices.

The possible future benefits derived from this proposed research are presented subsequently: after this research, there would be a deeper understanding about the reality of the oral production development within the particular context of teaching in the countryside of Rio Grande do Sul, as well as for the Brazilian State school context, generally speaking. From the results obtained in this research, it was sought to corroborate other ones that have been and are being developed concerning the teaching of English in the context of the State school (FRAGOZO & MONAWAR, 2002; COSTA, 2013; MICCOLLI, 2017). This research has had a seemingly unprecedented character regarding the use of digital technologies in the specific development of the oral production in English language within the context of the State school lieu, underneath the use of a collaborative teaching-learning perspective of additional languages (LIMA, PINHO, 2008; LIMA, PESSÔA, 2009). Consequently, the study developed here would be able to demonstrate the potentialities and shortcomings that the use of digital technologies and resources may have with regard to development of the oral production.

This research was intended to corroborate with other ones developed within the CAR theoretical-methodological framework (BURNS, 2005, 2015; PESSÔA, 2018), which, in addition to describing the reality in which it is being used, is capable of bringing up positively significant modifications to a previously unchanging reality. This study was also intended to possibly foster the researchers' motivation in the Applied Linguistics and Education fields, as to conduct their research within the classroom context, bringing a more harmonious relationship between the university and the Brazilian public State education. We aimed at building bridges and not insurmountable walls between universities and schools' *milieus* (RAJAGOPALAN, 2008). It is firmly and wisely stated in here that the due documents to thoroughly carry out the research here portrayed have been written up (see the appendix A), as well as the ones for the authorization of the class recordings made by me and the in-class teacher.

After describing the theoretical and methodological assumptions underlying the basis of the present research, the analysis instruments and the research context itself, let us head up the analysis of the most relevant data for the present-day PhD research.

5. RESEARCH DATA ANALYSIS

As it has been described in the last chapter, the following analysis will be grappling with the three main axioms, that is to say, *oral development*, *digital technology* and *collaboration*. The three main headings were sometimes analyzed together. As a matter of fact, at times, it was seen both indexes related to collaboration and oral production, or oral production and digital technologies, and so forth.

During the activities carried out, students worked in different ways throughout the various ones proposed to them, once each task involved unlike linguistic production from them, in order to not only work with the development of the oral production. These tasks also worked with the use of digital technologies, under a collaborative and sociocultural understanding (SWAIN, 2005; LANTOLF, THORNE, 2006). The first axioms are shown below in the excerpt³¹ taken from a subtask of the task 4, in which students were given a worksheet to describe the places in a given town (Appendix B). Students were to speak in pairs about this city map, describing the places in it, as well as the location of these city spots. At the very end, pupils were asked to describe some characteristics of the city map they had been handed in:

<i>Excerpt 1 - October 03, 2018</i>	<i>Task 4</i>	<i>Analytical axiom: Oral development and collaboration</i>
1		Josh: My city is very beautiful. And... I think it is (2:) =
2		Andri: Very nice? Very good? ↑
3		Josh: No! It is very <u>fantastic</u> ³² ! This is the word! Yeah! And it is wonderful, because the
4		temper... temper How do you say <i>temperatura</i> (/têperat'urə/) in English?
5		Andri: I don't know! <u>It is very difficult for me to speak this word.</u> I think it is
6		<i>temperature</i> , né (right?), teacher?
7		Researcher: Sorry, guys, I need to be in silence now, it is your time.
8		Josh: Ah, yeah, temperature! Very equal to Portuguese, <u>no?</u> ↑ <u>I'm nervous, sorry!</u>
9		Andri: Yeah, <u>very parecido</u> (/pare'sidu/).
10		Josh: Uhm... (2) And the drugstore is next to the <u>chur</u> ... Ah, teacher, I don't remember
11		how to speak the word <u>igreja</u> (/i'greʒə/) in English!

³¹ It is important to mention in here that the transcription symbols utilized in these excerpts may be found in the appendix A, as for the reader cohesively grasp what they mean (BATZIAKAS, 2017).

³² The most important words have been underlined since they are the analysis focus and they are intended to help the reader to track them more easily.

12 Andri: It is *tchurchi*, Josh, *tchurchi*.

13 Josh: Ok, thank you! ↑

14 Andri: No problem =

In this very first excerpt, it is possible to notice students' desire to communicate in English, albeit their difficulties with the pronunciation of some words, which had been worked previously with them. Firstly, one may see Josh's use of the expression *very beautiful*, but in a given moment, he stops himself and thinks of an adequate and known word to better voice the city quality. It is interesting to see Andri's attempt to collaboratively assist Josh, by making use of some phrases, such as *Very good?*, *Very nice?* (SWAIN, 2005; LANTOLF, THORNE, 2007). In this very moment, a ZPD was created, in which Josh was relying on another person's help to voice his opinion concerning the city (JOHNSON, 2009) and Andri would assist him linguistically to move forward in the activity.

Notice Josh's use of the word *fantastic*, which remotes his memory from the word *fantástico* (*/fɛ̃t'astʃiku/*) in Portuguese. Josh's sudden two-second-pause demonstrates his attempt to recall the word, his effort to bring the word back, a lexeme he had seen previously in the works done so far. With this, he was possibly trying at any cost to track down the word labored beforehand. Also, it is seen in this *Yeah!* exclamation his return in confidence to continue his speech (PINHO, 2013; ROMERO, MANJARRES, 2017). Later on, he confirmed this initial hypothesis, explaining why he used the word *fantastic* (see afterwards the next excerpt).

In the next few seconds, nonetheless, Josh comes across another pronunciation challenge: the word *temperature* hinders him from saying correctly the word. Yet, his spontaneity and autonomy (BENSON, 2001; LUCAS, 2001; HUNTER, COOK, 2017; ARIFIN, 2017) may be seen when he poses a question that is quite important contextually speaking. His *How do you say ___ in English?* interrogative expression reveals a typical Language Related Episode (LRE) (PINHO, 2013), as a request for help.

Andri also points out her difficulty to speak the word *temperature*, although it is not hugely different compared to the Portuguese word *temperatura* in its spelling. Similarly, at that moment, it was necessary for me to stress the fact that students themselves needed to help each other in this task and that I was not allowed to give any support to them. This was done in order to see how they would autonomously and collaboratively work with each other and empower themselves with the learned language (LANTOLF, THORNE, 2006; PESSÔA, 2018; ZAVALA, 2018). Andri recognizes her difficulty to similarly give a right alternative regarding the pronunciation of this word in English. Moreover, she also endeavors to use the word in

Portuguese as a strategy to bring about understanding among the speakers, as a communicative strategy to continue the social interaction among them (BERK, 1992; HALL, 2001; CORSETTI, 2015).

Also, Josh affirms that he remembered the pronunciation of this word and makes use of the negative word *no* in a rising tone in order to adjure for a confirmation of his speech (GASS, SELINKER, 2008), whether to see if it were right or not. In a short moment afterwards, he likewise admits his uneasiness to continue his speech, as he declares himself to feel under a nerve-racking pressure (HORWITZ, 2001; LIU, JACKSON, 2008). Similarly, it is possible to see his politeness when uttering the word *sorry*, apologizing for a mistake he was making at that moment.

Andri keeps up with the conversation, making use of the English and Portuguese words very *parecido* (/pares'idu/), denoting *similar* in English, respectively. There is seemingly a Portuguese linguistic interference in the formulation of her sentence (BITTENCOURT, 1993; GARCIA & PINA, 1997). The talk progresses as Josh tries to locate where the drugstore is placed. Once again, there is a hesitation in pronouncing the word *church*, which blocks Josh in carrying on his speech. At this time, however, Andri, in a collaborative movement, pronounces the word *church* seemingly correctly, with a Portuguese interference in the very end of it, adding up a vowel I (/j/), when she utters twice *churchi* (/tʃɜr-tʃj/) instead of *church* (/tʃɜrtʃ/). Moreover, Josh recognizes her help when he voices his gratitude by using the prototypical *thank you*. Andri condenses the end of the conversation with her *No problem* expression, as a possible way to avoid silence in the very last seconds of their talk and keep up the social interaction among them (HARMER, 2007).

Overall, one sights that this conversation seems to happen in a spontaneous way, as it takes place otherwise in comparison to those scripted and bookish interactions, which are heavily criticized by a host of authors, when it comes to teaching students how to handle conversations among themselves and with other unknown people (BROWN, 2007; SIHEIM, 2013). Analogously, it is possible to see the overuse of broken and coordinate sentences, an inherently intrinsic aspect of the speaking grammar, as it is described by Goh and Burns (2012).

As students' leading time to produce their utterances is fairly short (BURNS, JOYCE, 1999; BIBER et al, 1999; HARMER, 2007) in comparison to writing activities (NUNAN, 1999), their use of simple and more similar to Portuguese words also resemble their attempt to hold the conversation up and to produce intelligible meaning. One may also realize students' agency (HUNTER & COOK, 2007) in taking hold of their responsibilities while striving to communicate and to produce meaning, albeit their hindrances to utter their sentences (anxiety,

short time to produce sentences, fear of making mistakes, pronunciation and recalling of words problems).

These assets corroborate with what has been seen in the oral development literature (BROWN, 2007; GAUDART, 1991; GOHM, BURNS, 2015; RIO, 2017). Conclusively, these troublesome aspects corroborate the data exposed so far concerning the interactive and *on the spot* nature of the oral development and the huge efforts one has to take in order to properly hold up a conversation with one's interlocutor (BURNS, JOYCE, 1999; HARMER, 2007; DONALD, 2010). Moreover, it is important to see that students really want to learn the language by engagingly participating. And, more interestingly, the more they interact and pursue to assist each other, the more they grow up linguistically, culturally and socially in this kind of collaboratively supportive conversations (LANTOLF, THORNE, 2006; JOHNSON, 2009).

When asked, later on (after the class had nearly come to its end), about this aforementioned episode, Josh and Andri voiced their opinions about their performance, saying the following (the English equivalent translation may be seen in the footnote underneath).

<i>Excerpt 2 - ³³ October 03, 2018</i>	<i>Interview</i>	<i>Analytical axiom: Oral development</i>
1	Researcher:	Então, Josh, como tu achas que foi a tua <u>performance</u> na atividade oral?
2	Josh:	Pois é, (2:) teacher, <u>Eu não sei mesmo o que aconteceu. Eu estudei pra essa</u>
3		<u>atividade, mas eu me lembro que naquele momento, eu não conseguia pronunciar</u>
4		<u>temperatura. Eu tava muito nervoso. Digo, ansioso.</u>
5	Researcher:	Sim, eu sei que tu estudou bastante para essa atividade, porque eu vejo que
6		tu tens usado esses aplicativos e outros recursos digitais para te dar mais suporte, mas,
7		isso acontece, dear.
8	Josh:	E é estranho porque eu sei que a Andri está no mesmo nível que eu, <u>então eu me</u>
9		<u>senti bem confiante ao mesmo tempo. Eu tento usar algumas palavras parecidas entre o</u>
10		<u>português e o inglês. É mais fácil pra eu lembrar delas, como em espanhol, sabe?</u>
11	Researcher:	E, contigo, Andri, como tu te sentiu? Como foi a tua performance?

³³ **Researcher:** So, Josh, what do you think your performance in the speaking activity was?

Josh: Well (2:) teacher, I really don't know what happened. I studied for this activity, but I remember that in that moment, I just couldn't pronounce the word temperature. I was really nervous, I mean, anxious.

Researcher: Yeah, I know that you studied hard for this activity, because you have been using the apps and other digital stuff to give you more knowledge, but, that happens, dear.

Josh: And it is weird because I know that Andri was the same level as me, so I felt very confident at the same time (laughter). I try to use some words that are similar in English and in Portuguese. It is easier for me to remember, like in Spanish, you know?

Researcher: And, what about you, Andri, how did you feel? How was your performance?

Andri: As Josh said, I had some problems with the word church because this sound (2) we don't speak it in Portuguese, right, teacher? ↑ And I think that I was nervous too, because I was afraid of making mistakes in English and it was difficult to remember the words and to continue the conversation.

Researcher: Actually, I think you have this sound in the gaúcho's word tchê, remember? We say tchê (/ tʃ'e /), church, you see? ↑ It is the same sound, basically.

Andri: Ah, never thought about it (laughter).

- 12 **Andri:** Como disse o Josh, eu tive alguns problemas com a palavra *church* porque esse
 13 som (2) a gente não fala ele em português, né, teacher? ↑ E eu acho que eu tava nervosa
 14 também, porque eu tinha medo de errar em inglês e foi difícil de lembrar das palavra e
 15 continuar a conversa.
 16 **Researcher:** Na verdade, eu acredito que tu tens esse som na palavra *tchê*, te lembra? A
 17 gente diz *tchê* (/tʃe/), *church*, tu vê só? É o mesmo som, basicamente.
 18 **Andri:** Bah, nunca pensei nisso (risos)

This episode took place at the break time of the classes, as students were feeling quite calmer. In an informal conversation, I tried to fetch a bit of their understanding of what had taken place previously. Notice Josh's cluelessness about what occurred previously. He demonstrates his autonomy and agency (HUNTER & COOK, 2007) when he related his study time and willing efforts and a bit of his hindrances when it came to his forgetfulness of the word *temperature*. He also confesses his anxiety and apprehension to retrieve the word and to voice it out loud properly (DEWI, 2017; ARIFIN, 2017; HORWITZ, 2000, 2001). In a few seconds later, I also affirmed positively about his study action, mainly about his endeavor to work with the English language outside the school lieu, based on his use and fluency to use digital technology as an extension of his study time (THORNBURY, 2002; BRAGA, 2004; KAY, 2006; KESSLER, 2005, 2006; TELLES, 2009). Similarly, I attempted to show him that, although one may study for a speaking activity such as this one, one may not eschew the eventual setbacks that might come along the way when one is trying to use the words recently learned (HODSON, JONES, 2006; ROMERO, MANJARRES, 2017).

He recognizes his confidence, while feeling more at ease at this time, as he dearly chuckled from time to time about this episode. One similarly relevant point is his reference to the use of equivalent words in Portuguese and English languages such as the word *fantastic*, as they were recalled more effortlessly by him, demonstrating his certain level of fluency (AMARAL, 2011) as well as autonomy and self-regulation in English (LANTOLF, THORNE, 2007) in order to lead the conversation on, albeit his struggles. These episodes corroborate to what has been found in the ELT literature regarding students' anxiety to speak as well as their control of their speech while producing them (HAMAD, 2013; DEWI, 2017; RIO, 2018b).

Right after Josh's utterance, I inquired Andri about her performance, in order to understand what she felt at that moment. She equally mentioned problems with the word *church*, probably because of the double /tʃ/ clustering coming along one right after the other, which, as far as one may remember, does not occur the same way in Portuguese. She mentions her fear of making a mistake in front of us, feeling frightened to speak wrongly (SULEIMENOVA, 2013; HORWITZ, 2001; WOODROW, 2006) and also her hindrances to

“*continue the conversation*”, which one may more accurately describe as carrying on the interaction among speakers at the same time that one has to endeavor in using a multiset of subskills to properly communicate with an interlocutor (BROWN, 2007; KHAN, 2010; BURNS, GOH, 2012; ASHOUR, 2017).

In an attempt to assist her, I elicited a word from Portuguese, spoken in the Gaúcho’s region, such as *tchê / tʃ’e/*, which would have a nearly similar sound to such an uneasy sound cluster. She got surprised in the very end, as she could, at that collaborative moment (SWAIN, 2000; 2005), associate such a sound with her native Portuguese language and see the likeness among both languages.

It is interesting to sight that students, at this time, after they had been studying a little bit about the topics they were developing throughout the project, they were not only able to collaboratively help each other during the speaking activity (LANTOLF, 2006; SWAIN, 2001). Rather, they could also recognize some of the reasons why they could not speak more smoothly during the task. They mentioned that they were a bit apprehensive to speak English, possibly due to the fact of being afraid of making mistakes. This has possibly been the case, thanks to the discussions that we had been having concerning the main difficulties that people have with the oral development in English, under the speaking teaching cycle understanding and classroom routines, (GOH, BURNS, 2012). These attempts to assist them were quite important in order to create, as much as possible, a seemingly anxiety-free environment (HORWITZ, 2000).

The subsequent episode, which occurred in one of the classes, was a reflective one in order to help them to have some thought on the oral development (considering the speaking teaching cycle foundations (GOH, BURNS, 2012), this time working with the stages 1, 6 and 7 of the teaching sequence) as well as its main characteristics. Let us have a glimpse upon the following one:

<i>Excerpt 3 - October 10, 2018</i>	<i>Classroom setting</i>	<i>Analytical axiom: Oral development and collaboration</i>
20	Researcher:	So, people, today we will continue the topics we studied in the last class and <u>we have a question for you</u> . Why (what is the reason/explanation) did you have some difficulties to speak English in the last time, in the oral test? ↑
21		22
23	Lênin:	I don’t know very well, teacher. (2:) <u>I think because we were very nervous?</u>
24	Fernanda:	I don’t remember the words. <u>My mind go white</u> (is this correct?, teacher?)
25	Jack Black:	It is very strange because <u>I study for the test last week but, I didn’t</u>
26		<u>remember the words too.</u> <u>You were very cool to us,</u> but just couldn’t do it that way=
27		

- 28 **Matt:** Lênin was nervous, hahaha... Please, imagine me! I'm not very competent
 29 (wondering facial expression) ↑
 30 **Sofya:** I think this is not just control C and control V, like a computer, and, when you
 31 speak, [] it is necessary to connect the words in a group because the time is very short
 32 to speak, to make the words in the correct order and sound.
 33 **Researcher:** Yes, folks, and we have more other reasons to these difficulties, let us write
 now these examples you gave and reflect a little bit more about this, please [...]

I used the word *we* to integrate the teacher and her research collaboration in the project (THIOLLENT, 2001; BURNS, 2015) and carried out a brainstorming activity, in order to recall their learning process so far, inquiring students about their barriers to speak English (JUHANA, 2012; ARIFIN, 2017;). Lênin reinforces his uncommon nervousness (once he did not use to feel that way to speak in class) to speak during the oral test (GAUDART, 1992; GREGERSEN, 2003; MATSUDA, 2004). He realizes and joins the other students when he also uses the pronoun *we*. With this, he implied that he and his colleagues felt anxious before the test that they would take. This finding might correspond and corroborate to the second category of speaking anxiety mentioned by Horwitz (2000, 2001), that is to say, the *test apprehension one*.

Fernanda voices her lack of remembrance of the words, being unknowingly apart from the reasons that led her to this state (GAUDART, 1992). She used the words *my mind go white*, with the intention to say *my mind went blank*, revealing her continuous attempt to keep up the conversation in class time (BENSON, 2001; HORWITZ, 2001). It was interesting to see that, at this time, students were able to attentively reflect about what happened during their speaking task. Burns and Goh (2012) emphasize the importance of this stage in the teaching cycle. This helps students to build up knowledge altogether with the intention of developing their oral production next time.

From Jack's point of view, some seconds afterwards, he also found it weird that he could not speak quite well, even though he had studied for the oral test. The difficulty he faced possibly happened as a result of the multiple assets that take place when one needs to hold up a conversation among interlocutors (BIBER et al, 1999; RIO, DELGADO, 2016; LUCAS, 2001). At the same time, he recognizes that a seemingly comfortable atmosphere had been crafted so that they could feel confident and energized to speak English (FRYMIER, 1993; LIGHTBOWN, SPADA, 1999; KITANO, 2001; LEE, 2001; ALDERMAN, 2004; TSIPLAKIDES, KERAMIDA, 2009). This was the case, considering that this activity took place in a separate room, with each pair at its respectively due time. Although the external factors (my voice tone, friendliness and caring support, or even the privacy in this activity) were used so as to support them to work well with this activity, the internal ones (fear, anxiety and,

possibly, a lack of self-esteem or even disbelief in themselves) seems to have played a greater role in their oral development (HORWITZ, 2001).

This possibly demonstrates that such internal factors, as in a picturesque metaphor of an internal reality (GAUDART, 1992), more regarded within a system of students' beliefs about themselves (WOODROW, 2006; LI, LUI, 2011) is similarly a challenge that teachers need to face when carrying out such activities. Students ought to feel as much at ease as possible, so that they may likewise believe that they are capable of speaking another language, despite the common difficulties that might arise from that (pronunciation, sentence structuring, social interaction, among others). Students' beliefs about themselves may be noticed in Matt's words, when he attempted to say that he was not able (*competent*) to speak, in comparison to Lênin, who had been studying at a language school in the last years. Students' comparisons, in this episode, regarding the oral development have been similarly reported in the literature (ROMERO, MANJARES, 2013), a case which might make students feel either incapable or more confident to speak and interact in class. This demonstrates how students' classmates might intertwine within their learning process in the class (ARIFIN, 2017), once learning and language production may not be taken apart from the physical, social and cultural places where one is placed (LANTOLF, THORNE, 2006; JOHNSON, 2009).

Sofya brings an apparently noteworthy "computerized metaphor", as she mentions that when someone has to speak an additional language, this process does not take place as in a Ctrl+C and Ctrl+V keyboard command. She meant that the oral production does not happen automatically, that it takes some time to craft it (MC, 2003; BURNS, GOH, 2012). Similarly, she goes on her thought-chain implying that it is important to organize lexemes in groups, that is to say, to place them in a suitable order, so that one's speech might be understandable. She possibly meant with these words that oral development is more than just uttering a random air particles sound production (BYGATE, 1999). It would involve a complex grouping of practices done at the same time, which would evolve and grow stronger as time and practice progress (ELLIS, 2003).

It is also intriguing the fact that she slightly noticed the feasibility and swiftness of thought and language production whenever one has to speak (LUCAS, 2001; BROWN, 2007). This reminds us of the characteristics elicited by Clark (1996), when he referred to the constitutive assets integrating informal conversation among people. These aspects encompass the copresence of people, the simultaneity, extemporaneity and self-expression factors, which also aid in the formulation of meaning. Nonetheless, such aspects were also seemingly unbreakable barriers that she should overcome. Later on, I attempted to keep on the discussion

with the pupils, with the purpose of bringing more thought-provoking questions and sparking their reflection on this topic.

The next episode took place in a class, in which students were firstly learning about the places in town. The nature of this dialog is regarded as a collaborative one, since Fernanda, Érica and Jack Black considered each other's utterance and request for confirmation (PINHO, 2013). This is seen in the questions like *Is it correios, né?*, and when they similarly made use of a *comprehension check request* (PESSÔA, 2015), such as *do you mean post office?*. Each participant asks for the collaboration of the other ones with the intention of successfully completing the task and hold up the conversation altogether.

Excerpt 4 – September 26 th , 2018	Class	Analytical axiom: Collaboration
34	Fernanda:	In this picture I see the map of this city and it is very beautiful.
35	Sofya:	<u>What is the meaning of post office</u> , Érica?
36	Érica:	I don't know, haha.
37	Jack Black:	It is <i>correios</i> (/kox'ejus/), né (/n'ɛ/)?
38	Lênin:	Yes, <u>do you mean post office?</u> Please, it's <u>very easy</u> , dãã, (chuckles)
39	Sofya:	It is very easy for your, Lênin, you study in a (2), how do you say <i>escola de</i>
40		<i>idiomas?</i> ↑
41	Nicole:	<u>English school</u> =
42	Sofya:	<u>English school</u> (2) <u>Yes</u> , you study in English school and <u>this is very easy for you</u>
43		↑, dãã, haha
44	Lênin:	You <u>need to study more</u> , <u>girls</u> , this work is important for the next week,
45		remember? We will go to the center and we need to be <u>more smart</u> .
46	Kylie:	<u>Smarter</u> , Lênin (chuckles). <u>Yes</u> , people, he is right. <u>I remember when I started in</u>
47		<u>English</u> (2) <u>It was very hard to remember the words, but I practiced every week</u> > < and
48		<u>this is like the gym, you know? You practice more and you get more. It is not so easy,</u>
49		<u>but it is good in the future, because you can speak English fluently and this is super cool!</u>

Lênin also displays himself as a More Knowledgeable One (MKO) participant (VYGOTSKY, 1978; ABTAHI, 2017), considering that his phrase “*it's very easy, dãã*”, represents his concrete knowledge of the word that Sofya wants to know. Although he sounded as if fancying himself at that moment, the girls took this apparent attitude for granted. Equivalently, one may see the collaborative movement between Sofya and Nicole, when she asks for the English words *Escola de idiomas*, demonstrating her autonomy (BENSON, 2002), agency and conversation strategy potential to keep up the conversation (HARMER, 2007; PINHO, 2013).

Each participant, in this case, aims at contributing to each other from the linguistic and interactional resources that they hold, accepting, mediating and complementing each other's

utterances, in a fairly well collaborative dialog (SWAIN, 2005). The ZPD is, thence, also created when participants integrate collaboratively their knowledge and efforts to engage in their linguistic production. They are able to expand their ZPD when these ones start helping each other to develop their oral production. As Szundy explains (2006), this ZPD expansion did not happen pacifically or in a linear way. Rather, we may visualize the battles and uncontrollable conflict that students had, since we see them trying to compare themselves in their oral development, showing who had more difficulties to speak during the task.

One also sees Sofya reinforcing herself as a Less Knowledgeable One (LKO) participant (VYGOTSKY, 1978; ABTAHI, 2017) when she affirms that it is easier for L nin to speak English, because he studies in a private language school. Nevertheless, she voices a positive feedback to Nicole, who assisted her seconds before with the words *English school*, in an effort to give support to Sofya's linguistic production (SWAIN, 2000). Similarly, an internalization process (VYGOTSKY, 1978; WERTSCH, 1985; LANTOLF, THORNE, 2006) may be seen in here, as Sofya repeats to herself the phrase *English school* and right after makes use of it to continue her sentences. Thanks to Nicole's help, Sofya could self-regulate the sentence she would voice later on to L nin. The teenager reminds the girls that they ought to take higher efforts as a means to better work altogether in the forthcoming task, as he was willing to see a better performance coming from them and reinforcing their responsibility for English language learning and similarly expanding their ZPD (VYGOTSKY, 1978; LANTOLF, BECKETT, 2009). This means that he may have intended to help them to be more autonomous to solve their linguistic and interactional problems when speaking English.

Right after L nin's utterance, Kylie, the teacher assistant provides support to him, by correcting his *more smart* phrase for *smarter*. Similarly, she provides some compelling examples from her own life, comparing herself in learning English as with the working out activity. She similarly intended to bring about a more smoothly collaborative atmosphere, when she voiced the sentences *you practice more and you get more and it is not easy, but it is good in the future, because you can speak English fluently and this is super cool*.

Personally speaking, I found this a great example of empowerment and affordance for students (PAIVA, 2009), stirring their motivation up with a view to keeping up their English language learning process, within such a small Community of Practice (LAVE & WENGER, 1991). It is interesting to notice in this excerpt that their output helped all of these school participants to collaboratively engage and learn with each other (SWAIN, LAPKIN, 2001; SWAIN, KINNEAR, STEINMAN, 2011), in a way to demonstrate the possibility of language learning take place not only when students are passively gathering input, but, similarly, when

they endeavor to go beyond what they could not do alone. Thus, all the participants could expand their ZPD within this episode (ALJAAFREH, LANTOLF, 1999; LANTOLF, BECKET, 2009).

Let us have another glimpse upon the fifth excerpt, which happened during an interview taken with students, in which the functionalities of the language app *Duolingo* were being explained. In this episode, it was possible to detect some assets concerning the *Collaboration* and *technology* axioms:

<i>Excerpt 5</i> ³⁴ - August 22, 2018	Class	<i>Analytical axiom: Collaboration and technology</i>
(Students are working together in using Duolingo)		
<p>50 Lênin: Fala sério, galera, <u>eu não consigo entender essa coruja verde!</u> argh...</p> <p>51 Researcher: Qual é o problema, Lênin? Érica, <u>tu consegue ajudar ele, por favor?</u></p> <p>52 Érica: Sim, teacher (2) Ah, Lênin (1) <u>isso é bem simples!</u>↑ Tu só precisa clicar aqui, e</p> <p>53 então, nessa outra opção, e, daí, tu clica nesse botão <i>Share progress</i>. Okay, sr.</p> <p>54 espertinho? Haha = button, <u>okay, Mr. Smart?</u>, haha =</p> <p>55 Ann: Lênin, <u>eu acho que tu precisa usar mais a tecnologia, querido. É importante pra ti</u></p> <p>56 <u>usar ela no futuro.</u> (2). <u>Eu não sou muito boa com a tecnologia, mas, eu tenho aprendido</u></p> <p>57 <u>tanto nesses dias, sabe?</u></p> <p>58 Andri: Teacher Ann, <u>tu pode me ajudar aqui, também?</u> ↑ <u>Eu acho que fiz algo errado</u></p> <p>59 <u>aqui ... Ish!</u> (laughter)</p>		

Lênin was trying to work with the Language learning app *Duolingo* and was facing some issues to fitly use it. He demonstrates his lack of technological knowledge, a phenomenon that has been typically cited in studies carried out in the school context (COSTA, 2013; SANTOS, 2017). I instantly asked him about the issue, aiming at aiding him to solve his concern. Likewise, I requested Érica to help him with this, as she considered herself to be a smart girl in technology. Once again, there is collaboration among participants (SWAIN, STEINMAN, KINNEAR, 2011), and, interestingly enough, at this time, Érica stands as a MKO and Lênin, who used to hold such a position in dialogues, stands as a LKO (VYGOTSKY, 1978; ABTAHI, 2017), swapping roles in terms of his technological knowledge. This demonstrates that such

³⁴ **Lênin:** My goodness folks, I don't understand this green owl, argh...

Researcher: What's the matter, Lênin? Érica, can you help him, please?

Érica: Yes, teacher (2) Ah, Lênin (1) this is super simple! ↑ You need to click in here, then in this other option, and, then you click on *Share progress* button, okay, Mr. Smart?, haha =

Ann: Lênin, I think you need to use more technology, dear, it is important for you to use this in the future... (2) I am not very good at technology use, but, I have been learning a lot these days, you know?

Andri: Teacher Ann, can you help me here, too? ↑ I think I just did something wrong... Ish! (laughter)

positions in the ZPD creation might variably change from time to time, and that no person will be at all times the most capable one to always assist the others (SZUNDY, 2012). The conflict that took place between the LKO and the MKO resulted in the new functions attributed to the students. That means that, in this moment, Lênin became the LKO and Érica, the MKO.

Érica confirms her participation to help Lênin and tries to ease his apprehension (HORWITZ, 2001) by saying that it was *super simple*. This might mean that she was also concerned in letting him feel comfortable to not be at all times the “Mr. know-it-all” in every situation. Additionally, after guiding him with the use of the digital tool, she makes fun of him when she uses the expression *Sr. sabidão* (Mr. Smart, translated from Portuguese), similarly, aiming at easing his nervousness about making use of the language learning app (MUTHMAINNAH, 2017). The in-class teacher also emphasized to Lênin that he needed to learn more about the use of technology, as she points out the importance of being able to use it for future purposes as well as she recognizes her apparent inability to employ technology in an authentic way. This view shared by the teacher corroborates the studies carried out with respect of teachers feeling incapable of more effectively using technologies at school (PRENSKY, 2006). Likewise, her attitude proves to be a positive one, considering that she similarly shows her agency and will to learn more about technology use in class, being quite away from the digital immigrant stigma (PRENSKY, 2002; PAIVA, 2013) that teachers tendentially hold to themselves. She also vanishes away the idea of being a technophobic teacher, once she demonstrates that she could go a bit further in the use of technological resources (THORNBURY, 2002).

Possibly due to such a previous sentence uttered by Ann, Andri asks for a collaborative movement from Ann, so as to assist her in the use of the Duolingo app. Andri recognizes her lack of knowledge, but also slightly notices that she did something wrong in the app and, thenceforth, needed the help of an MKO to work with the technological resource. At this time the teacher would stand as the MKO (VYGOTSKY, 1978; COSTA, 2013; SANTOS, 2017; ABTAHI, 2017).

The next excerpt, the sixth one, aims at demonstrating some collaboration and also oral production indexes in a given moment of reflection, based on the speaking teaching cycle (GOH, BURNS, 2015). At this time, students could more critically think of their collaborative oral production and how the support of each one was fairly important to assist each one during the different oral tasks. This interview was done with students after the English class had come to its end.

<i>Excerpt 6³⁵</i> <i>October 17th, 2018</i>	<i>Interview</i>	<i>Analytical axioms: Collaboration and oral development</i>
61	Researcher:	Hey, Fernanda, uma pergunta, dear: O que tu achou dessa atividade?
62	Sofya:	Muito boa, teacher, haha (chuckles)
63	Researcher:	Por que tu achas isso? ↑
64	Fernanda:	Eu não sei. (2) <u>Eu acho que ela é diferente das outras atividades que a gente</u>
65		<u>fazia, né, teacher? Antes, a gente não interagia muito na sala de aula, principalmente nas</u>
66		<u>aulas de inglês. Elas eram mais focadas em estruturas, estruturas, verbo to be, muito</u>
67		<u>chata.</u>
68	Sofya:	Sim! <u>E eu acho que agora que a gente pode falar uma outra língua em grupos é</u>
69		<u>muito da hora, a gente ajuda cada um, a gente tenta, né? (2) A gente realmente tenta</u>
70		<u>falar, (3) mas, a gente tem um pouco de dificuldade, mas é muito tri!</u>
71	Fernanda:	<u>Eu acho que isso também acontece porque agora a gente tá falando sobre a</u>
72		<u>realidade da gente, sobre o lugar que a gente vive, sobre a gente em si. (2) Isso! A gente</u>
73		<u>não tá mais traduzindo textos que a gente nem sabe sobre o que ele tá falando.</u>

I firstly asked Fernanda, in order to stimulate her reflection of what had happened before, what her viewpoint was, concerning the previous oral development episode. Firstly, one may see that she chuckles, as a possible way to demonstrate a first positive feedback of the activity. Afterwards, I ask her once again about the reason why the last task (the one that dealt with the descriptions of cities around the world – task 4) had been interesting for them. Noticing that Sofya was not seemingly able at that moment to proceed with the conversation, Fernanda aims at helping her collaboratively (SWAIN, 2000, 2005). By raising her index finger, Fernanda asks to start talking. She constructs her thought essentially by saying that she did not really know, at first, why the task was somewhat relevant. In this moment, one might see her thought-chain initial construction process, as she contextually aims at bringing piece of information stemming from her sociohistorical context, from her social reality (JOHNSON, 2009).

Fernanda then voices that this task was different with regard to the former ones carried out in the classes before the project. She also affirmed that, previous to the project took place in that teaching context, people did not use to interact so much among themselves, revealing a

³⁵ **Researcher:** Hey, Fernanda and Fernanda, one question, dear: What did you think of this activity?

Sofya: Very nice, teacher, haha

Researcher: Why do you think, so? ↑

Fernanda: I don't know (2) I think this is different to the other activities we did with the other teacher, right? In the past, we did not interact so much in class, especially in the English classes. It was more about structures, structures, verb to be, worksheets, translation of the text, very boring.

Sofya: Yeah, and, I think that now we can speak in another language in groups and this is very cool, we help each other, we try, oh (2), we really try to speak, but we try to speak in this time. I don't really know why, but, it is very cool!

Fernanda: I think it is because now we are speaking about something we like (3), I mean, we are speaking about our reality, about the place where we live, about us... Yeppy, we are not just translating texts we don't even know about the topic.

certain lack of collaboration and possible relationship problems among them, which would negatively affect their interaction (LANTOLF, 2006; BYGATE, SKEHAN, SWAIN, 2001). What really surprised me, personally speaking, was her words “principalmente nas aulas de inglês” (“especially in the English classes”). This data in here suggests that students possibly did not have contact among themselves not only because of their social relationships amidst the classes routines and school context (FRAGOZO, MONAWAR, 2012; PAIVA, 2013), but that the possible focus or overemphasized attention to only use the English language was a barrier for them. That is to say, once students did not possibly trust themselves to be able to talk English, the very activity of speaking in this additional language might have become huge obstacle to overcome. Instead of language becoming an opportunity for them to convey meaning, to participate and act in the world, this one seemed to be an enemy, which would not let them communicate and act within the group. Their view of language seemed to be a rather blurred one, compared to what the SCT background suggests (JOHNSON, 2009). As far as we have seen in the previous literature review, language should empower students to act socially and contextually in the world (MATTOS & VALÉRIO, 2014; ZAVALA, 2018), once their chances to play a relevant part in the world would be limitless.

As an applied linguist, I must say I felt rather speechless by that affirmation, once that language has never, apparently, been learned to create unsurmountable hindrances among people, restraining communication and collaboration among people within a given sociocultural context (OHTA, 2001; ARIFIN, 2017; DAFERMOS, 2018). Rather, the learning of an additional language, as it has been portrayed beforehand, should empower and open brand-new windows of opportunities for those who aim at studying it meaningfully (WETSCHKE, SKEHAN, 2008; LANTOLF, 2006; SWAIN, 2007; JOHNSON, 2009). Moreover, languages learning is also an educational right (TÍLIO, 2019), which, when does not address the local needs and wonders of a specific local community, might become a violated right, encapsulating new potentialities for meaning production and, in this case, for meaningful oral development in English (MUTHMAINNAH, 2017).

Fernanda also confirms a possible teacher-centered attitude from the teacher, when she said that the classes relied essentially on the teaching of language structures (grammar), possibly revealing an understanding of language that goes against the sociocultural view of it as a living, hybrid, heterogenous, ever-changing and contextualized human and sociocultural production (SHULMAN, 1986; JOHNSON, 2009). This result does not contradict the ones also displaying such a teaching reality in Brazil and other countries, with the teacher at the center of

the teaching routine (FRAGOZO, MONAWAR, 2012; RIO, PASIN, DELGADO, 2015) and students as mere receptors and language reproducers (BLAKE, 2008).

Sofya takes back her talk turn, making use of an out loud “Sim!” (yeah!), as she collaborates with Fernanda, affirming that in that moment the students were able to not only speak the language itself, but also could do it in groups. This demonstrates her possible feeling of willing to participate in the learning community in which she was placed (JOHNSON, 2009). That is to say, she did not possibly only study the language because she wanted to understand the differences between the Portuguese and the English languages. In fact, she might have done it because she could participate, collectively with the others in class, in the meaning construction and, could also help (or at the very least “try” to help, as she mentions) their colleagues in class (BYGATE, SKEHAN, SWAIN, 2001; SWAIN, 2000, 2005). One needs to notice in here that there is not only one change in terms of the ways that the teaching routine happened in class. Actually, there was an apparent change similarly in the understanding of students about language (once they did not seem to visualize language as a complex order of structures, but as a way to possibly convey meaning altogether (JOHNSON, 2009), collaboration and about the importance of helping each other to learn the language supportively and meaningfully (SWAIN, 2000, 2005; JOHNSON, 2009), despite their difficulties to do it at times.

Sofya recognizes that she and her classmates have difficulties to speak English in the school context. Nevertheless, she analogously recognizes that it is a very nice experience. She makes use of the word “tri”, when she affirms “é muito tri”. This word, in Portuguese language, is mainly used in the South Region of Brazil, in the State of Rio Grande do Sul and it is used as an adjective word (such as “nice” or “cool”) to qualify different activities or things in general. This Portuguese word also highlights the fact of her sociocultural and historical context to better voice her opinion about what this project experience had been like until that very moment.

Lastly, we may see Fernanda’s opinion about the positive qualities of the last task carried out. She mentions that this has happened to be the case once in that moment students were speaking about their local practices and reality (KUMARAVADIVELU, 2006; ROGOFF, 2006; ARAGÃO, SANTOS, 2015), about themselves. This is a very important finding, considering the encouragement that students felt and found to more comprehensively speak in English (BERK, 1992; BYGATE, SKEHAN, SWAIN, 2001; ELLIS, 2003). In other words, we may say that, at the moment in which students are invited to speak about themselves and are collaboratively supported by suitable input for their linguistic production, they may feel rather uneasy at first (as Sofya firstly said). But, at the same time, they may feel also capable

of producing the language orally. This means that a seemingly suitable ZPD is created (VYGOTSKY, 1978), representing the new potentialities and possibilities that learners may have, once they are challenged to move one step further in their oral production in English (WERTSCH, 1991; SZUNDY, 2006, 2012).

We might visualize as well, in here, that pupils also perceive the task as student-oriented (BRANDEN, 2009). Their social practices might be more comprehensively manifested when they speak about themselves, voice about their everyday life practices in their sociocultural context (JOHNSON, 2009). Considering that in the Task 4 students ought to speak about the qualities of different cities worldwide, we might assume that they were able to do it in a critical way, at the moment that they mentioned (as it was done throughout the next classes), with their oral development (LAMY, HAMPEL, 2007). Fernanda ends up her speech by saying that at that very moment, they were not hovering over mere translations of texts that might have been considerably unrelated to that local needs, a reality that is similarly portrayed in many schools in Brazil (FRAGOZO, MONAWAR, 2012; PAIVA, 2013). That means, possibly, that their linguistic production, that once was solidly based on grammar and decontextualized translation classes, had now turned to be a relevant one for them.

Let us head to the seventh excerpt indexes. This one will specifically grapple with the use of digital technologies and the oral development:

<i>Excerpt 7</i>	<i>Class</i>	<i>Analytical axiom: Oral development and technology</i>
		<i>September 05, 2018</i>
75	Ann:	So, people, in the next class, remember... you need to send in the <u>group a voice</u>
76		<u>message speaking about where you live</u> , the location of your house (is it in front, behind,
77		next to, between...) and post a picture on the group, describing how to get to your house,
78		okay?
79	Josh:	But teacher, <u>my cellphone is not good to do this</u> . It is full of pictures, don't have
80		space.
81	Lênin:	Hahaha, just delete the many memes you have in your cellphone and the videos
82		and you don't have problems, Josh.
83	Josh:	You are so funny, Lênin... =
84	Ann:	Yes, Lênin is right. <u>This is a nice activity, you can speak about your lives</u> . Do you
85		<u>know how to use the WhatsApp voice function</u> , right?
86	Fernanda:	Yes, teacher, please, né (right)? But, teacher, <u>I don't know... I can make</u>
87		<u>mistakes in the audio? It is different speak in an audio and speak (2) how do you say in</u>
88		<u>English frente a frente?</u>
89	Ann:	Face to face, dear.
90	Ann:	Okay, people, please, don't let this for the last minutes, like in the other activity
91		last week, okay? We need to work together.
92		

93 Lênin: Okay, I send a picture of my beautiful house for you, people (2) (chuckles). Josh,
94 let's do this activity together? You are my big bro and your help is very good to me. It
95 is difficult for me to do this alone. Can you help?
96 Josh: Haha, okay, bro! ↑

This excerpt starts with the teacher asking and reminding the students about the homework they had for the task 2, once they needed to send to the WhatsApp group a voice message speaking about their house and locate it in the city area. They also needed to post the picture in the group. Although it is not mentioned in this excerpt, some students came along to me after the teacher had said this and asked me privately if they could send the audio to the group and their picture to me, since some of them did not want to show their house picture.

Some of the students said to me that they would not feel comfortable to send the picture in the group, once some of them had come from very humble families (DIARY NOTES, September, 2018). This represents, personally speaking, the students' cosmivision about their origins and social positions and identities represented by their social level before their classmates. I told them that, for the ones who wanted, they could send me the pictures privately and the voice message should be sent to the group. This homework adaptation is aligned with what Branden (2009) speaks about the importance of critically and sensitively adapting the activities to the local and sociocultural context in which these language tasks are carried out. With this in mind, students felt more comfortable and less uneasy to speak about their local realities, overcoming some of the social representation and fear of negative evaluation assets (HORWITZ, 1986; 2000; 2010).

Josh, thence, moves in the conversation, affirming that his cellphone would not have any available space to send a voice message, considering that his cellphone was not supposedly good to work with this activity, mainly because it was full of other media. This finding is fairly similar with the one portrayed by Santos (2017), who similarly had problems with her students lack in the quality in their cellphones during her research for diversified reasons. Additionally, we may see that at the same time that technology might help students to outreach their extent in language production, at times it might also hinder one's linguistic production, due to possible technical problems (BARR, LEAKY, RANCHOUX, 2005; DUDENEY & HOCKLEY, 2007; SUNG, 2012).

Lênin, then, ironically criticizes Josh about such an issue, asking him to take away or delete some digital media out of his cellphone in order to have available space/memory to run his cellphone apps, including the action of sending voice messages on the WhatsApp web. Josh, then, in a collaborative movement, finishes his speech by saying to Lênin that he was quite

funny, although one might visualize that he was rather joking when using this sentence. Although this small conversation does not represent a very collaborative one, since there seems to be some tension between the research participants, they are apparently aligned in terms of keeping a harmonious atmosphere within the classroom (PINHO, 2013; SZUNDY, 2006; 2012).

The teacher continues the conversation affirming that this activity with which they would be working is interesting, once students would be speaking about their own lives, their own existence and sociocultural context in which they are placed (JOHNSON, 2009). One may infer that speaking about students' routine and lives would be highly significant for them (KUMARAVADIVELU, 2006). When students talk about themselves, they may become more autonomous to share information about something that they actually do know and understand. This means that an appropriate ZPD might be created (VYGOTSKY, 1978; LANTOLF, THORNE, 2006), in which pupils are challenged to refer to something that they already know in their first language, but, at this time, they ought to craft this meaningful interaction in an additional language.

The English teacher keeps up the conversation asking the students about their knowledge of the WhatsApp voice function. Fernanda answers right away, saying that she does know how to do it. Nevertheless, she mentions the fact of making mistakes in the audio. She regards one interesting fact that relates to the *in person* conversation and to the online environment that is created when students speak among themselves in English. That means she may see the difference between talking in an online community and speaking about face to face, on the spot, with other ones.

As we have seen in the theoretical background section, one may see that when speakers talk to each other, they are rather doing more than just pronouncing a group of words (LUCAS, 2001; HARMER, 2007; BROWN, 2007; CORSETTI, 2015). They are socially, contextually, historically and engagingly acting upon each other (JOHNSON, 2009). Psychological, interactional, social, cultural, linguistic, cognitive, among other assets, all in all, intertwine to make communication possible among different speakers in a social interaction (SAVASCI, 2013; ARIFIN, 2017; DEWI, 2017; MUTHMAINNAH, 2017). She asks the teacher later on about the expression face to face (*frente a frente*, in Portuguese), possibly to keep up the interaction.

It is important to see the teacher, then, reminding the students about their deadline to send this next activity, once they had let the last one for the last moment. Although she reprehends students' possible lack of responsibility from the last class, she positively

encourages them, offering a supportive feedback about collaboration among everyone (SWAIN, 2000; 2005; BATTISTELA, 2015). Personally speaking, that was relevant to see how the teacher changed herself in the course of the project itself, compared to the way that the classes occurred before. Although students could speak to each other in a fairly sociable way, from this moment afterwards, it was possible to see students' engagement much more often, which, afterwards, enabled the creation of a better and lighter atmosphere among themselves. Teachers certainly play a meaningful and pivotal role in the language learning process, mainly when they are keen on have their teaching practices centralized to the students' local needs (JOHNSON, 2009).

Lastly, Lênin comments about his nearly future plans concerning the activity itself. He smilingly asks Josh for his help, in order to do the activity altogether. He also emphasizes Josh's importance in their friendship and how much essential his colleague is for him to proceed with the task. We may picture in here a collaborative movement while, at the same time, students produce the language in a very meaningful way for both of them (SWAIN, 2000; 2005). At the very last sentence, Josh smiles and confirms his positive collaboration towards Lênin, demonstrating his collaborative help to his language colleague (LANTOLF, THORNE, 2006).

Another interesting point to be mentioned in here regards students' answers to the *questionnaire* that was applied both in the beginning and in the end of the course (See appendix B). The questionnaire was made up of six questions, which addressed different points concerning the development of oral production by means of technology use and English language learning as a whole. These questions were aimed at more comprehensively understanding what students' and the teacher's viewpoints were concerning the project and its relevance for their social and local needs.

Every question aimed at bringing a moment of self-reflection about these constitutive elements of the present PhD research, that is to say, *collaboration*, *digital technologies* and *oral development*. We will limit our attention, however, to some of the answers given by the research participants, mainly to questions question 4 (*What do you usually have difficulties in English with?*), question 5 (*Do you believe that technology might help you to learn English?*). Students' answers were given in Portuguese, in order to make them feel more comfortable to voice their opinions and have no great amount of difficulties to express themselves more clearly.

Here are some answers from students concerning these aforementioned questions:

Excerpt 8 October 24 th , 2018	Class	Analytical axiom: Oral development and technology
Question 4 (What do you usually have difficulties in English language with?)		

Lênin: Não tenho muitas dificuldades em inglês. Mais não consigo as vezes organizar as ideias muito bem. Tipo, quando preciso falar em público ou na frente de muita gente, é meio difícil fazer isso. Mais, no geral, me dou bem.

Érica: Pronúncia, falar na frente dos outros, me expressar em público e com meus amigos em sala de aula. Consigo entender bem o que o pessoal fala, mas, na hora de falar eu travo.

Fernanda: Acho que o mais difícil é a gente, falar e interagir com o pessoal. Tipo, fazer o que a gente faz em português, só que em inglês. Acho que não é tão natural assim pra gente aprender a fazer isso.

Matt: Muuuuuta coisa. Tenho problema para escutar, ler, conversar, mas acho que para falar é mais difícil. A gente tem que ser mais rápido do que ler e não dá pra usar google tradutor né?

Question 5 (Do you believe that technology might help you to learn English?)

Lênin: Com certeza. Eu assisto série na Netflix, baixo episódios de outras séries, converso com alguns amigos em jogos online e tento falar bastante em inglês com eles. Ajuda sim.

Érica: Depende. Tipo, eu vejo as vezes alguns filmes, mas o meu celular não é muito bom e eu acho mais tranquilo ver dublado.

Matt: Eu já usei alguns aplicativos, mas eu sempre paro no meio das aulas. Eu sei que tenho que ser mais persistente e ir até o fim. O problema é comigo mesmo, não com a tecnologia.

Josh: Yes! Sure! Já me ajudou muito e toda semana eu jogo uns jogos online e isso me ajuda a falar com outras pessoas de outros países. A gente se ajuda bastante e no final, a gente se entende.³⁶

³⁶ Question 4:

Lênin: I don't have many difficulties in English. But sometimes I can't organize the ideas very well. Like, when I need to speak in public or in front of people, it is a bit difficult to do it. But, overall, I can really get by.

Érica: Pronunciation, speaking in front of the others, express myself in public and with my friends in the classroom. I can understand quite well what people speak, but, in the moment I speak, I just can't do it.

Fernanda: I think that the most difficult thing is for us to speak and to interact with people. Like, doing what we do in Portuguese, but in English. I think that it is not so natural for us to learn to do it.

Matt: Maaany things. I have problems to listen, to read, to talk, but I think that speaking is the most difficult one. We have to be faster than when we read and we can't use Google translator, right?

Question 5:

Lênin: Of course. I watch TV series on Netflix, download episodes of other series, talk with friends in some online games and I try to speak English a lot with them. It does help.

Érica: It depends. Like, I sometimes watch some movies, but my cellphone is not very good and I think it is more comfortable to watch their dubbed versions.

Fernanda: YES! It depends, because if you don't know how to use technology, you can distract yourself with nonsense things and waste your time. We gotta know how to use it.

We have taken the answers that most distinguish themselves from the others, as some of them seemed to have the same idea being portrayed. We have also focused on the most relevant questions for the present-day study, in order to focally work with the most important ones according to our research aims. Question 4 (*What do you usually have difficulties in English with?*) aimed at dealing with students struggles in English. As we had pointed out in the literature review, studies worldwide collectively pinpoint the oral development in English is a considerably hard one to be worked within and outside the English classroom (SHUMIN, 2002; LI & LUI, 2011; ALBINO, 2017). Nevertheless, we may see from their responses that these difficulties vary particularly for each one.

For instance, Lênin affirmed that he does not have many difficulties with the language as a whole. However, when it comes to speaking the language, he faces some issues about structuring his ideas in a suitable way and that he has somewhat a fear to speak in public (HORWITZ, 1986; ZHANG, 2001; LIU, JACKSON, 2008). Besides such troubles, he reinforces his slight autonomy to get by with the language in a broad way (RAYA, LAMB, & VIEIRA, 2007). Érica comes straight to the point in her answer. Pronunciation, speaking before other people, showing her ideas in public and with others in class are some of the issues that she normally faced, an opinion that aligns with the data presented so far (ROMERO, MANJARRES, 2013; DEWI, 2007).

She affirms that, although she might understand quite well what others say to her, she just feels herself unable to speak English. As I observed Érica throughout the classes, I could see that, at some moments, she felt really nervous to speak, lifting her eyebrows, stuttering and showing her unwillingness to express her ideas in English and, possibly, to expose herself in front of the others (SAVASCI, 2013). As we have seen beforehand, students tend to normally face these conflicts, whether they are internal or external ones, possibly because of the fear of making mistakes, of being wrongly assessed by their peers, or, simply for not believing in themselves, that they may, in fact, speak another language (JUHANA, 2012; HODSON, JONES, 2006).

Fernanda mentions that, for all the students in the class, the hardest aspect to overcome is conversation interaction. She aimed at comparing her native language (Portuguese) with the additional one (English) she was studying. She makes use of the word *natural*, in order to contrast and evoke her possible idea of the bilingual person, the one who should be able to

Matt: I have already used some apps, but I always stop in the middle of the classes. I know that I have to be more constant and go until the end. The problem is about me, not about technology.

Josh: Yes! Sure! It has already helped me a lot and every week I play online games and this helps me to speak with people from other countries. We help each other very much and, in the end, we all understand ourselves.

speak another language and the native one at the same level, since she considers it difficult to do something “in English, as they do in Portuguese”. At times, this idea might limit people in terms of speaking a language, since they tend to believe that, in order to speak another language, they need to do it in the same way that they do with their native one, even at early stages. As we have seen in the theoretical background part, within the SCT understanding (VYGOTSKY, 1971; LANTOLF, THORNE, 2006; JOHNSON, 2009), the development of the oral production does not happen instantly. Rather, it gradually takes place and, normally, it takes time to develop itself, step by step. Also, the student mentions that it is not only the fact of merely speaking a language that bothers her. Actually, according to the pupil, keeping interaction with people in another language is a huge challenge. This might come, according to the linguistic literature, from the fact of students having problems to manage their conversation talk turns, pronunciation, structuring, adapting their speech to the social contexts in which they are, among other ones (BROWN, 2007; CORSETTI, 2015)

Matt overemphasizes his difficulties with English when he “stretches out” the word *Muuuita* (maaany). He mentioned having problems to understand and to speak the language. Above all, his hugest hindrance seems to be with his oral development. He states that when one speaks a language, one ought to be faster than when one is reading in an additional language. He likewise mentions the use of Google Translator, possibly implying that when one speaks a language, one cannot rely on using the software when one speaks. We might infer from this that one’s autonomy might become slightly diminished (once the software would be able to “solve” all the linguistic production problems itself), in case one needs to take some time to speak a language using translation software to convey meaning, as these ones might be used when one is reading alone a book or a text from a different source. This student seems to understand that speaking another language is more a humanly made process than an automatic or a robotic one, that oral production and language production as well as interacting in a language denote a rather complex process that takes place in a specific and contextualized sociocultural environment (THORNBURY, 2002; JOHNSON, 2009).

Let us have a brief look at the *questionnaire* applied by the end of the project. The questionnaire applied to students and the English teacher in the end of the project consisted of twelve questions, which dealt in more detail with the development of the PhD project itself (see appendix B), highlighting both the positive and negative sides of it. We will be focusing on some of the answers from the students and the teacher. The first two questions (“1. *How do evaluate the project as a whole?*” and “2. *Which aspects did you like about the project?*”) were

objective ones, once students and the teacher could select between the different options to mention how the project had possibly assisted somehow.

Most students (8 out of 10) marked the option EXCELLENT in the first question, while two of them chose the GREAT option concerning the quality of the project. The second question, which aimed at seeing what the possible good sides of the project were, had different options that students could tick as well as the field “others”, in order to mention any other additional idea that was noteworthy for them. The words that were most selected were *classes style* (7 times ticked), *cooperation in class* (7 times ticked), *focus on oral production* (8 times mentioned), *used materials* (8 times mentioned) and *digital technologies* (9 times mentioned). The least chosen one was the *classes time* (three times mentioned). One student mentioned similarly (in the “others” option) that teacher’s mutual help was also nice and that (s)he would like to have more classes with more than one teacher in class, because (s)he could be better assisted in his/her difficulties. This demonstrates, to a certain extent, the preoccupation of this given student to have his/her needs fulfilled in terms of language learning. She seems to agree with the student-centered view of language teaching (JOHNSON, 2009; NOVRIETA, 2017). The results previously mentioned also might highlight students’ perception of the changes that took place in their lives since the implementation and organization of the project.

Question 5 (*Do you believe that technology might help you to learn English?*) had different variations from students. Lênin does believe that technology is a positive aspect when it comes to languages learning, mainly because this enables him to talk to people from other countries and he may have other different sources of information in the language (such as the Netflix TV series episodes). This agrees with what we have shared in the theoretical section, about the diversified possibilities that digital technology might bring into language learners nowadays (LEFFA, 2006; SUN, 2009; POP et al, 2011; PAIVA, 2013; MCNEIL, 2014).

Érica showed a different response, affirming that it all depends. She mentions the problem with her cellphone and her will to be more comfortable watching dubbed films, rather than with the original English audio. Fernanda agrees with Érica, affirming that, when one learns how to suitably use technology, one might reap the good fruits of well applying it, away from the nonsense distractions. These viewpoints may show a non-salvationist standpoint towards technology, once technology alone would not be able to solve students’ problems or communication difficulties in their English language oral development. In fact, technology might help one to advance in language learning, when one *knows* how to contextually and sensibly use for one’s or ones’ collective growth (BENSON, 2001).

Matt brings in his will to improve in English, but that he many times stops in the middle of his English language learning journey. He reinforces that the problem is not possibly due to technology, but to he himself. This response denotes that internal factors, such as Matt's possible disbelief and lack of persistence to continue learning English, might hinder one's language development, even though the external ones, such as these technological ones, are there to be used by him whenever he really wants (GAUDART, 1992).

Josh seems to have a similar opinion to Lênin's response. Josh affirms that technology has enabled him to speak to people from other countries, and that they collaborate with each other to convey meaning and to understand each other. Josh's answer seems to agree with the idea shared in the theoretical background section, considering that students do not learn a language to merely produce meaning in a different linguistic set. Rather, students learn because they want to participate in a global community, they want to belong and, thanks to language learning, they might feel empowered and autonomous to do it (LAMY & HAMPEL, 2007; ZAVALA, 2018).

It is interesting to observe students' responses in the end of the project. Their views seem to have changed and likewise, they could become more critical about what happened throughout the project. We believe that the teaching cycle that we have used assisted students in broadening their views about oral development in an additional language (GOH, BURNS, 2012). Here we may find some of their answers to questions 8 and 13, which essentially dealt with the axioms *technology* and students' *oral development in English*:

Excerpt 9 October 24 th , 2018	Questionnaire	Analytical axiom: Oral development and technology
<i>Question 8: Have you noticed any development in your oral production? Justify your answer.</i>		
Fernanda: Bah, bastante. Eu sabia já algumas coisas em inglês. Só que eu não tinha a oportunidade pra praticar com outras pessoas. Nunca pensei que ia falar em inglês com meus colegas.		
Andri: Não muito, só que hoje eu entendo bem mais que antes. Ainda tenho um pouco de vergonha pra falar. Mas eu vou vencer isso um dia.		
Lênin: Bem, eu já falava inglês antes, mas o projeto foi uma oportunidade pra todos falarem mais em inglês, praticarem o idioma e também se conhecer. Acho que agora tô mais preparado e seguro pra falar no idioma.		
<i>Question 13: "Digital technology might not help in the development of oral production in English". What is your opinion about that? Justify your answer.</i>		
Jack Black: Depende de como tu usa ela. Se for que nem o projeto, ajuda bastante.		

Nicole: Sei lá, acho que depende de quem usa ela. Tem muita besteira na net, mas sabendo usar bem, a gente aprende bastante.

Andri: Se tiver uma conexão ruim na net, pode sim. Mas, acho que mais ajuda do que atrapalha.

Lênin: Antigamente meus pais não tinham tanta tecnologia pra aprender inglês. Já hoje tem muita coisa boa que, se tu sabe usar, dá pra melhorar muito teu speaking. A gente usou coisas bem diferentes e a gente viu que a tecnologia mais ajuda do que atrapalha. Depende mais de quem e como se usa a tecnologia.³⁷

In question 8, we see students' responses regarding their development in their English oral development. Fernanda vows that, although she knew some things in English, she had never had any opportunity to make use of the language. She also mentioned that she had never imagined herself speaking English with their colleagues in class. This might demonstrate her possible disbelief in speaking English in the State school context, as she mentioned in other moments of interaction as well. It is important to see that, according to her, one of the possible reasons that did not let her speak English was the lack of opportunities to interact with other people. We may see, from this answer, that oral development in an additional language cannot be situated away or without the social context where language learners are placed (JOHNSON, 2009). This implies, then, that healthy social interaction among language learners is quite important for language and oral development (ARAGÃO, 2017; ARIFIN, 2017).

Andri mentions that she possibly did not significantly developed her oral production. Nevertheless, she seems to have changed her view about being unable to communicate in English, despite her difficulties with her shyness. She believes that she will be able to overcome

³⁷ *Question 8 - Have you noticed any development in your oral production? Justify your answer.*

Fernanda: Well, a lot. I already knew some things in English. But I didn't use to have any opportunities to practice it with other people. I have never thought that I would speak English with my classmates.

Andri: Not really, but today I understand more than before. I am still a bit shy to speak, but I will overcome it someday.

Lênin: Well, I could already speak English before, but the project was an opportunity for all of us to speak more English, practice the language and also to know about ourselves. I think that at this moment I'm more ready and confident to speak in this language.

Question 13 - "Digital technology might not help in the development of oral production in English". What is your opinion about that? Justify your answer

Jack Black: It depends on how you use it. If it is like in the project, it helps a lot.

Nicole: I don't know, I think it depends on who uses it. There is too much bullshit on the Internet, but if we use it well, we can learn a lot.

Andri: If there is a bad Internet connection, it can. But, I think that it helps more than it bothers us.

Lênin: In the old days, my parents did not have much technology to learn English. But, nowadays there is too much good things that, if you know how to use, they can improve a lot your speaking. We have used very different things and we saw that technology helps more than it bothers us. It all depends on who and how somebody uses technology.

her difficulties someday. This demonstrates an advancement in her autonomy and self-belief, once she understands that she might be able to learn languages in a near future (BENSON, 2003). Lênin affirms that he was able to speak English before the project. Additionally, according to him, the project assisted him and his colleagues to speak English more often. Also, English was not only a language that was studied because of its grammar aspects, as it seems to have been the case before. Students were able to get to know more about themselves, revealing, once again, a social importance that the language might bring to people, when they try to communicate with one another, socially and contextually participating in other ones' lives (BRASIL, 1998; TÍLIO, 2019). According to him, the project helped him to feel more confident to speak English, showing a positive feedback regarding the project in which all of them actively participated.

Let us head to the final excerpt analyzed in this PhD thesis, the *interview* with the English teacher. The teacher interview was a semi-structured one, once I did not follow strictly all the questions one right after the other. The interview was done in English, since the teacher said that she would feel better speaking straightly in English than in Portuguese. The interview was done after one project class had taken place, in a private room, in order to avoid any local distraction for the interview (BURNS, 2015; GIL, 2015). Here it is one excerpt from the interview, which lasted approximately 25 minutes.

<i>Excerpt 10</i> <i>October 31th, 2018</i>	<i>Class</i>	<i>Analytical axioms: Oral production, technology and collaboration</i>
97 98 99		Researcher: <i>In your opinion, what would be the negative and positive aspects of using technology in English language teaching?</i>
100 101 102 103 104 105 106		Ann: I don't see very much negative aspects about technology (2), oh ↑! Maybe, technical problems, you know? ↑ Like in that day that we tried to use the projector and it didn't work very well. = It is important to have always a plan B. Technology can save you many times, or it can cause many problems to you. I saw too that students needed some time to adapt to the use of technology, you see? In the beginning, I think they were lost, but, after, they improved a lot.
107 108		Researcher: <i>What is the role of collaboration for you in English language learning?</i>
109 110 111 112 113 114		Ann: I think that collaboration is really important (2) =. I mean, I can see that students are really motivate to practice English. It is very nice to see some different behaviors, you know? ↑ Lênin, for example! (surprised expression), he never spoke so much in class. (1) and, now, he is very motivated to speak, sometimes to not help, but (2), I think, people help each other and I see this in a good way, you know? ↑

115 **Researcher:** *Do you believe it is possible to develop students' oral production at the*
 116 *State school?*

117

118 **Ann:** Honestly, I never thought that it was possible to use so much technologies to help
 119 students speak more in class (2), but, I think that (1), as we see in this project, it is
 120 possible to do this. When students and the teacher are well adapted, they can work
 121 together very well. ↑

122

123 **Researcher:** *What do you think about the project that we are working with now?*

124

125 **Ann:** It was very difficult in the beginning to adapt myself, but, now, I see that it is
 126 very good (2). I mean, it is simple, not so much complex, and I think that now we are
 128 speaking in their language, you know? (1) ↑, We are using what they use everyday and
 129 we are speaking about their local lives, this is really important =. Other good point is
 130 also that they can see during the project characteristics about their city that they didn't
 131 know very well. They saw bad things in their city, but could speak about the good
 132 things in Charqueadas too.

The first question aimed at understanding the teacher's general view about employing technology in language teaching, such as in the day that both of us faced when using the data projector in the classroom. She broadly mentions the problems concerning technical issues, which have been likewise mentioned by the students beforehand. This goes with what we have shared previously in the theoretical section regarding technology, considering that some classes in these formerly mentioned studies were also negatively affected by the technical problems with digital technology (SUNG, 2012; SHYAMLEE & PHIL, 2012).

She goes on with her speech, saying that a second plan ("a plan B") is relevant when one teaches English, because, although technology might help English teachers ("save you many times"), it might as well negatively affect teachers' teaching practices ("cause many problems to you"). Her neutral standpoint about using technology in ELT and its potentialities seems to agree with the viewpoints also shared by some authors (BENSON, 2001; PAIVA, 2013; PAIVA, JÚNIOR, ARAGÃO, 2017).

The second question aimed at understanding the teacher's view towards collaboration and English language (SWAIN, 2000). She firstly mentions collaboration to be a pivotal one in English language learning. She seems to be impressed by the way that the students developed throughout the project. She was really surprised about Lênin, since she also observed that he was not really keen on speaking during the classes before the project. She realizes that sometimes he was not very helpful with his colleagues, as a not very collaborative student

(ROMERO, MANJARES, 2017). Nevertheless, she mentions that students were very collaborative to each other and that this was rather a positive aspect in those moments.

The subsequent question grappled with the teacher's belief in the possibility to develop students' oral production in the State school context. She affirms that she did not believe in the possibility to use different technologies in the development of the oral production in the classroom context. One interesting aspect to mention in her answer is that, when learners and the teacher are well aligned, in a harmonious synchronization, learning and language development may take place. It is important to emphasize in here that it was not only technology use or the activities per se that really mattered in this project, as it is mentioned by the teacher. But, in fact, it seems that *collaboration was key* among all the research participants. If students and the teacher did not collaborate with each other, this language and oral development would possibly not have happened the way that it did. Students and the teacher's mutual and collaborative participation were key to this ongoing process (WERTSCHE, SKEHAN, 2002; ELLIS, 2003; ABTAHI, 2017).

The next question, though it was a more general one, had a very relevant answer from the teacher. She spoke of her difficulties to reallocate herself with the project. This has possibly been the case because of the use of digital technologies and the emphasis given to the students' oral development, aspects that have been cited in the literature as difficult ones for those professionals that tendentially have a more teacher-centered approach to language teaching (THORNBURY, 2002; MUTHMAINNAH, 2017). She realizes that, actually, what took place throughout the project was an adaptation of both the teacher's language and teaching practices, which were more related, at this time, to students' own reality, and this was seemingly essential for the development of the project as a whole.

This means that what has been developed was more contextualized to the pupils' local needs (KUMARAVIDELU, 2006; JOHNSON, 2009) and uses of English in their everyday lives. Although this might have required some changes from her side, she also mentions that this was not a complex change, implying that it did not take a lot of complicated shifts in her physical environment. Rather, the change seems to have stemmed from the inside out. When this possible transition took place in her mindset, this might have turned into considerable changes in her English teaching practices (WOODROW, 2006; LI, LUI, 2011).

Lastly, she likewise mentions that, during the project, students were able to not only progress at a certain extent their English language oral development. Rather, they were able to know more about their local reality, their own city (BRASIL, 1998). Furthermore, they were also seemingly able to critically think about their town reality, showing their opinions about

Charqueadas, either concerning the positive aspects about their hometown or the negative ones that ought to be improved (KUMARAVADIVELU, 2006; CÔRREA, 2014).

Taking into consideration the possibilities that language learning enabled these students to have throughout this project, one may see the opportunities that they were given to meaningfully, authentically and socially construct their critical reflections about who, what, how and where they were living in that particular historical moment in their lives (NORTON & TOOHEY, 2002; KUMARAVADIVELU, 2006; TÍLIO, 2019).

English language learning, more specifically, oral development in here, was not only about helping students to produce different “linguistic structures”, but to students voice themselves, as well as to represent their local communities needs and wishes in the globalized world in which they live (KRAMER, 1999; TAVARES, 2004; JOHNSON, 2009). We may say that students were able to show this, considering that they could speak about themselves, at a very elementary level, within the course of the project. This may be representatively seen once they presented essential aspects regarding their lives (the place where they come from, the city where they live, the negative and positive opinions that they have about their town, among others).

After the current analysis that we have done so far, we may proceed to the conclusions from the present-day study, aiming at answering the research questions we have raised for this PhD research study.

6. KEY CONCLUSIONS AND FURTHER STUDIES SUGGESTIONS

The episodes or excerpts mentioned in the last section have provided us some piece of information regarding the students' oral development in English and also the role that digital technology and collaboration played in these students' development. It would not be worthless to say that the data in here provided so far, as well as the other ones³⁸, which have not been shown due to the research main aims and focus, could be analyzed in other ways and additional analytical aspects under other research frameworks. Nevertheless, once we are dealing with a SCT perspective, and, since we have had a look upon our three main present-day research axioms (collaboration, oral and digital technologies), we will summarize what has been seen so far and, afterwards, attempt to answer the proposed research questions with what has been got by now.

With regard to the *Collaboration* axiom, we have seen that students' collaboration in the excerpts were particularly important for their development in English. The *excerpt 1* demonstrates Josh's and Andri's conversation and how they helped each other with different participation requests, linguistic contribution and assistance to their oral development, as well as they tried to incorporate the other person's production. The examples with the words *temperature* and *church* are very representative ones. We also see some competitive actions and not only collaborative ones among students.

Excerpt 3 showed Matt joking about Lênin being nervous during the previous oral activity. The pupils also seem to have helped each other concerning their difficulties with the oral activity, trying to collaboratively understand some of their difficulties for that task. *Excerpt 4* demonstrated the collaboration in the dialogue between Sofya, Érica, Lênin, Jack Black and Kylie, although some competition also seems to emerge, when Sofya (lines 39-40) affirms "it is very easy for you, Lênin, you study in a [...] escola de idiomas?". Similarly, we see Jack Black asking for a collaborative movement when he affirms (line 37) "It is *correios*, né?", in order to keep up his conversational turn. In *excerpt 5*, collaboration happened when the schoolteacher, Lênin, Érica and Andri assist each other concerning the use of the app Duolingo, since Lênin was having some difficulties to work with it and the other colleagues were able to assist him to manage it properly.

Excerpt 6 showed students' reflections and the collaboration among themselves regarding their difficulties to speak English and how they seem to collaborate more, since "*falar*

³⁸ In fact, an example of other episodes with students may be found in a recent published article in which some other interactions are shown with these students interacting on WhatsApp and at school, which also analyzed the oral development of these language learners (RIO & NICOLAIDES, 2020).

uma outra língua em grupos é muito da hora, a gente ajuda cada um, a gente tenta, né? (speaking another language in groups and this is very cool, we help each other, we try, right? – lines 68-69). Students seem to have felt more at ease to talk in groups, as they were able to speak more about their local and everyday realities. In excerpt 10, in the interview with the teacher, she mentioned her apparent happiness to see LÊNIN and the other pupils speaking in English altogether, in “different behaviors” (line 107). She believes that collaboration was important to encourage students’ oral development and to grow as a group progressively.

Regarding the *technology* axiom, we see in the *excerpt 5* students’ difficulties and easiness to deal with technological resources, such as the language app Duolingo. Meanwhile LÊNIN, the previous “smart guy”, seemed to have difficulties with the use of technology in this episode, his colleague Érica became the More Knowledgeable One (MKO), as she gave proper assistance to him (VYGOTSKY, 1978; ABTAHI, 2017). For LÊNIN, technology seemed to be a cornerstone and he recognized his difficulties with it. The teacher in this dialogue also adjured to the importance of technology, mainly about the relevance that technological resources would have in his future.

Excerpt 7 shows the episode of the schoolteacher asking the students to maneuver the technology resources in order to work with the task 2. Although the digital technology was important (by means of the WhatsApp one), she emphasized the human side of employing the cellphone app. Without students’ collaboration to do the activity (“not letting it for the last minutes” – line 90), students would possibly not be able to have satisfactory results with the activity, thus, not developing their oral production in the language.

Excerpt 8 showed students’ viewpoints concerning their use of technology to help them learn English. Students’ answers varied, as it has been seen in the excerpt. LÊNIN has a positive viewpoint towards technology, which is quite similar to Josh’s one. Matt and Érica hold a neutral standpoint, mainly when Érica affirms that, at times, her cellphone does not allow her to watch or to have a more intense contact with the language. Matt also recognizes his difficulties to carry on his English language learning process, because of he himself, and not due to technology alone.

Excerpt 9, which displayed a bit of the end-of-course questionnaire, showed the pupils’ awareness and their understanding of the role of digital technology in their oral development. Jack Black said that the potentiality of technology depends on the usage of people. He affirmed that the use that took place throughout the project was a helpful one. Nicole, Andri and LÊNIN altogether agree on the neutral viewpoint towards technology, in spite of their recognition of the positive potentialities that technology might bring to one’s oral development. This means

that they do not believe that technology alone will effectively and consequently lead them to develop their linguistic production, rather, how they use the technological resources that they possess is what will, in fact, lead them towards an expansion of their potentialities in the language.

Excerpt 10 analogously zooms in the teacher's perception about the use of technology. She mentions that technical problems (line 101) was one of the issues that she faced while applying the project. She also mentions her students' difficulties to use the digital technology at first. Nonetheless, students progressed as time went by. In a neutral view concerning technology, she showed the belief that it "*can save you many times, or it can cause many problems to you*". Once again, we visualize that the teacher believes more *in the way* that technology is applied within the learning process rather than in technology alone to provide meaningful learning for students.

Lastly, the *oral development* axiom is seen in many excerpts. The first one (*excerpt 1*) shows students' hindrances with pronunciation aspects, mainly with the words *church* and *temperature*. Similarly, we may see some conversational strategies that students used in order to keep up the conversation, such as applying Portuguese words like *temperatura*, *very parecido*, *igreja* and "*né?*".

The *excerpt 2* shows the dialogue between me and the students, in which they thoughtfully considered some of their main difficulties with the previous conversation in English. We see that they recognize their difficulties due to their nervousness, anxiety and fear of being negatively evaluated by others. This might also be linked to a lack of self-confidence in their potential to speak English. Josh also remembers some of his strategies to speak English, such as speaking similar words in English that evoke in his memory the Portuguese ones, like *fantastic*, in the *excerpt 1* episode. Andri further mentions her problem with the pronunciation of the word *church* and how this hindered her to continue the conversation with her colleagues.

Excerpt 3 brings a conversation moment between me, Lênin, Jack Black, Fernanda and Sofya. Fernanda affirmed that her mind "*go white* (trying to mean *deu branco* – the mind went blank, in Portuguese)" and that she was possibly quite apprehensive, a state that has possibly led her to disremember the words. Sofya also brought the comparison of the computer metaphor, saying that speaking is not like copying and pasting the information to be said.

Rather, communication, interaction and sharing different meanings in a social context involves a complex process that evokes in itself the necessity of time and an ongoing and unstoppable development. In my experience with languages teaching and also in conversations with other languages professionals, I usually find the same situation, which is reported by other

scholars (ARIFIN, 2017; ARAGÃO, 2017): some students, although having a reasonable extend in understanding other people's sentences, they do face problems in their oral development. Students' reflections have, as far as one may see, enlarged their understanding about communication and the intricacy involved in it.

Excerpt 6 puts across the idea regarding students' oral development within activities that were more related to their reality and how the collaboration among them was essential to give authentic and increasing support to each one. The pupils also mentioned their difficulties (a gente realmente tenta falar, mas, a gente tem um pouco de dificuldade, mas é muito tri - *we really try to speak, but we try to speak in this time. I don't really know why, but, it is very cool!*). But, above their obstacles, they seemed to feel seemingly secure, once they were speaking about topics related to their local lives. They also contrasted their previous classes, which seemed to rely on text translations and which, possibly, did not leave so much room for communication among them.

Excerpt 7 brings the episode entangling the audio message regarding their house location and how to get to the students' houses. The teacher seems to recognize the relevance of the activity, once students would be talking about they themselves in this moment. Similarly, Fernanda raises her solicitude about making possible mistakes in the audio. She also mentioned the words *frente a frente* (face to face), noticing some differences between having a conversation with someone in person and the message that would be sent in the group. Lênin and Josh seem to help each other in this matter, as their close friendship was a positive asset to help them overcome their possible communicative problems.

Excerpt 8 shows the students' initial research questionnaire, in which they were able to voice their opinions about their general difficulties in English. Lênin mentioned his difficulty to speak in public, while Erica speaks of her concerns about the pronunciation. Fernanda says that her most troublesome aspect is related to interaction in English, considering that it is not so much natural as in Portuguese for her. Students noticed their difficulties and, throughout the project, under the teaching cycle perspectives, we aimed at working, as much as possible, with their difficulties regarding their oral development.

Excerpt 9 displays students' perception about their oral development. Fernanda exposed her surprise to speak more in English and also to practice the language with their colleagues in class. Andri, despite her main problems, demonstrated her will to continue studying the language in a possible near future. Lênin reassured his confidence and the broadly positive aspects that the project brought with itself in their colleagues' oral development.

The *final excerpt*, the tenth one, presents the teacher's opinion about the possibilities to develop learners' oral production in English at the State school context. Interestingly enough is the fact that the schoolteacher continued to come up with her comments concerning students' collaboration. This might demonstrate that, once again, the pupils' collaboration was pivotal to their oral development in English. Although she draws attention to the role of technology in the project, one may see her emphasis on the adaptations that she herself and the students needed to go through. At the very end of the excerpt, she also remarks the social aspect involved in the project, once students were able to not only develop their linguistic production in English, but also their constructive criticism towards the viewpoints they had about their own hometown.

It is likewise relevant to mention that the teacher herself seems to demonstrate a high competence in English and that she believes that it is possible to develop students' oral production within the State school as well. Additionally, we may see that this belief might have given an advantage as for the development of the project. Furthermore, we might infer that the number of students within the creation and execution of the present project may have aided in the collaboration among the research participants, once they could more attentively focus on their development and mutual assistance.

This quick retake of what was seen in the last excerpts will help us to keep in mind the most important aspects for the research aims. Let us head, at this point, to the research questions, which were framed back in the introduction and methodological procedures section:

1. How does the oral development take place within a collaborative project with the assistance of additional digital technologies?

Oral development, under a SCT perspective (LANTOLF & THORNE, 2006; SWAIN, KINNEAR, STEINMAN, 2010) happened in a spiral movement, in which the teacher acted as a learning facilitator, who continuously tried to assist her students in class in different moments (as it is seen in excerpts 5, 6 and 10). Since the SCT acknowledges the relations between development, language learning and teaching (JOHNSON, 2009), we may see that the oral development itself took place considering the sociocultural activities of the research participants, their local needs, their will to speak English and the relevance of topics that could encourage them to potentially engage in the different tasks throughout the project.

We believe that the collaboration among students was considerably important to help pupils move beyond their Zone of Real Development, towards an enlargement of their ZPD (VYGOTSKY, 1971, 1978; WERTSCH, 1995) by means of their collaborative dialogs and

participation in the research. Each student assisted his/her colleague in class and, due to this, these learning opportunities enabled students to develop their oral production, as long as the research participants were able to manage themselves and their new psychological tools (SWAIN, KINNEAR, STEINMAN, 2010). According to Lantolf and Thorne (2006), learning a new language and, consequently, the oral development of an additional language (JOHNSON, 2009), means much more than learning new language structures for the meanings that were previously created in one's first language. Rather, it means learning new concepts and new ways to mediate the interaction among people and the interaction of one with one's self, within one's own psychological functioning. Therefore, the research participants could not only develop themselves cognitively, but similarly socially, linguistically and psychologically (LANTOLF, 2011), with the mediational assistance of the oral development, which emerged from their social actions (JOHNSON, 2009).

At the same point that students were learning how to progress their oral development, they were given the chance to mediate their actions and understanding of their own reality and of themselves by means of the studied language and the different technological resources that they employed. We may see that students learned English not only when they were studying about or trying to understand the language, but when they actively and orally produced it (SWAIN, 2000, 2006). Students took risks to speak and to negotiate meaning in English (as it is seen in excerpts 1 and 4), employed different strategies (GASS, SELINKER, 2008) to continue the conversation (such as asking for clarification, checking the comprehension of what was said, confirming what was said previously, among others). We may also mention students' struggles regarding their oral development, such as not remembering how to say some words in English (such as in the excerpts 1, 3 and 4), their fear of making mistakes in front of others and possible nervousness (GAUDART, 1992; GREGERSEN, 2003; MATSUDA, 2004).

Additionally, students found their oral development in English a positive aspect for their learning as a whole (as it is seen in excerpts 6, 7 and 8). In fact, one may affirm that it is possible to see in the data that the oral development occurred due to the linguistic input given by the schoolteacher and by the technological resources applied in the project, as well as to the mediation of the schoolteacher and research participants among themselves in the classes, which ultimately facilitated students' output in the language (SWAIN, 2005).

One should say that, within this collaborative project that was carried out for some months, students had the possibility to go beyond their own limits. They seem to have grown together linguistically, socially, interactively and respectfully. According to Johnson (2009, p.15), within a SCT view of language, language learning and development happens within a

“constellation of social practices”, and such a constellation could be seen in students’ engagement to thrive in their communication among themselves. The English language teaching approach that permeated the classes before the project seemed to block their communication and interaction, as we have seen in the excerpt 6, when Fernanda affirmed that “antes, a gente não interagia muito na sala de aula (a time ago, we did not interact very much in the classroom - *line 65*)” and “a gente não tá mais traduzindo textos que a gente nem sabe sobre o que ele tá falando (we are not translating texts about things that we did not even know what they talk about - *line 72-73*).

We may see that this hindrance was seemingly overtaken by another viewpoint, which now enabled the students to have a wider access to cultural diversity and plurality (TÍLIO, 2008), owing to the fact that students were able to more critically voice themselves and their local realities. It seems that their collaboration with the teacher similarly assisted them to go beyond the *over-routinization* (PHRABU, 1990) in the classroom. This over-routinization had possibly turned the class before into a mechanically procedural one, with students working with translation exercises and with the acquisition of some language structures continuously, a scenario that is portrayed in the English language teaching literature in Brazil (FRAGOZO, MONAWAR, 2012).

Although students recognized their limitations, their sense of belonging and their mutual help (and even the competitive episodes between some of them, such as in the excerpt 4, between Sofia and Lénin) contributed to a broader understanding of students’ and the teacher’s inherent possibilities to thrive continuously and steadily in their local contexts (KUMARAVADIVELU, 2006a, 2006b; BROWN, 2007; LEFFA, 2012; ARAGÃO, SANTOS, 2015). I must say, personally speaking, that each one of us have learned with each other’s difficulties and that we have, altogether, grown more critically towards a more hybrid and fluid view about language, communication and social interaction (JOHNSON, 2009).

We may say that the use of digital technologies might help, when sensitively designed for a given school context, in the development of students’ oral production, once engaging participation from both students and teachers coherently take place (WANG, 2000; CLAREY, 2007; SHARMA & BARRET, 2007; KENNING, 2010; YANGUAS, 2010; ALASTUEY, 2011; POP, TOMULETIU, DAVID, 2011; JAUREG, 2011; KO, 2012; COSTA, 2013; SANTOS, 2017). Digital technology was not only a pedagogical instrument/tool in this project. In fact, under the SCT perspective, it was also used as a potentially powerful learning tool that may provide a larger number of possibilities to students comprehend, reflect, use and practice the English language in multifold ways (PINHO, 2013).

Negative results have come regarding students' demotivation and temporary laziness to use digital technologies (SUNG, 2012). As the schoolteacher Ann mentioned in the excerpt 7, students' reluctance to work with the use of digital technology in the oral development could also lead them to some aversion to use it (REINDERS & WATTANA, 2014), once they did not seem to use technology for developing their oral production. This laziness might have come from students' lack of *digital* fluency (PINHO, 2013; LAMY & HAMPEL, 2007), since they did not seem to have had contact with digital literacy practices in earlier times and were not used to employing digital technologies in English language learning (SANTOS, GAMERO, GIMENEZ, 2014), as students voiced in the excerpt 9.

According to national Brazilian documents (BRASIL, 2006), language education has shifted in the last couple of decades, and technology has been one of the responsible agents for these changes. Both teachers and students in general ought to be more prepared to deal with these transformations in society as a whole (PINHO, 2013; PAIVA, 2013; PAIVA, ARAGÃO, JÚNIOR, 2017). Nevertheless, in this research context, as some of them even admitted, such as Nicole in the *excerpt 9*, students were more used to applying technology for *besteiras* (foolish things) than for usefully educational purposes or for developing their oral development in the target language.

The students' and the teacher's apparent shift of mindset was undoubtedly a turning point to the good fruits reaped in the project, considering that they tried, as much as they could, work altogether and collaboratively. This result corresponds to what Côrrea (2014) affirmed about the students' oral development. According to her (2014), this development regards the engaging and collaborative participation of different agents who interactively build up their meaning production in the language. Above their hardships, the students and the teacher progressively worked and helped each other mutually in different episodes (as we may see in excerpts 2, 3, 4 and 6).

Students' reactions and understanding about their oral development with the use of additional digital technology varied from time to time. The present-day research pupils seemed to find important the use of digital technologies to develop their oral production in English. As in the excerpts 5 and 7, in which Lênin complains about the *green owl* (the Duolingo language learning app) and in the subsequent one, in which Fernanda feels rather apprehensive to make mistakes in English, these pupils felt quite uneasy, at times, to interact by means of these digital resources.

Albeit the technology potentialities to expand the oral development in English, students' lack of self-confidence seemed to blur away their capacity to thrive in their linguistic

production. Excerpt 9 showed students' positive and negative opinions about their usage of additional digital technology. All the students tended somewhat to have a viewpoint of technology as an additional tool that might help, when suitably used, in the development of one's oral production (ARAGÃO, 2017; PAIVA, ARAGÃO, JÚNIOR, 2017).

The use of additional digital technologies seems to have helped students and the teacher when they were sensitively used by the research participants. However, negative points have been mentioned. This includes technical issues and students' lack of knowledge on how to use them at times, such as Internet connection issues, the lack of knowledge on how to use the different technological resources, as well as the apparent absence of will to employ other digital resources (BARR, LEAKY, RANCHOUX, 2005; DUDENEY & HOCKLEY, 2007; SUNG, 2012), as one may see these assets in the excerpts 5, 7 and 10

The positive and negative outcomes found in here agree and corroborate to the host of scholars brought so far in the academic literature review (SONG, 2009; SUN, 2009; POP et al, 2011; MCNEIL, 2014; SEYYDREAZEN & ZIAFAR, 2014; YANGUAS & FLORES, 2014; REINDERS & WATTANA, 2014, 2015; MALASARI, 2017; MUTHMAINNAH, 2017; RIO, 2019) and they seem, as far as we may see it, to contribute to the research studies about the role of collaboration and of the use of digital technology in the development of the oral production in the State school context.

2. How does the collaboration amongst the research participants take place in the oral development of the research participants?

Under a SCT perspective, learning does not take place in a social vacuum and should not be taken apart from the social participation (WENGER, 2018) and context (JOHNSON, 2009) of each person. As we claimed beforehand, learning presupposes *action* and *belonging*, once students' collaboration contributed not only to students shape their social actions, but also they themselves and the way that they understood their actions within the sociocultural context in which they were placed.

Students' collaboration, albeit some reluctance, permeated continuously throughout the whole project, both in the creation of this one as well as in the completion of it. Students' collaborative engagement in the project (such as we may see in the excerpts 1, 2, 3, 5, 6, among others) to make use of the digital technology, to support, to understand and to give feedback to each other and their attention and respect to the teacher were quite important to their oral

development. Moreover, students engaged in the learning process *by* and *because* of their active participation in the activities in and outside the school context.

We may see that they wanted to belong to a place where they could speak and learn the target language (as we may see in the excerpt 6). Thus, collaboration was, essentially speaking, pivotal to their oral language development. It was quite relevant for students to mediate their learning (SWAIN, 2005; LANTOLF, THORNE, 2006), as long as they could modify their realities and understandings by each collaborative movement (as we may see it in excerpt 3 and 4) that they performed. We may likewise believe that students' learning took place within this continuously ongoing process, that took place within a physical, online, social and cultural context (ILLERIS, 2018). In these different instances, students were cultural and linguistic agents and producers, once they were being continuously transformed and transformed the environment in which they live (VYGOTSKY, 1998, 2001; LANTOLF, 2006). Students' cognitive development is seen in here as an interactive process, which is mediated by language, culture and the sociocultural context and interactions in which human development takes place.

We believe that a friendly and supportive atmosphere was created for and by the students, considering their mutual help and seemingly healthy competition (such as the one in the excerpt 4, between Sofya and L nin) moved students forward to work altogether. Excerpt 1 exemplifies a significant collaboration and meaning negotiation between Josh, a More Knowledgeable One (MKO) and Andri, a Less Knowledgeable One (LKO), in which the apparent unknowledge and mispronunciation of the words *igreja* and *temperatura* by Josh were overcome by the assistance provided by Andri.

According to Swain (2000), a collaborative dialogue is the one in which there is the knowledge construction, mainly the linguistic one. In fact, in the collaborative dialog, the use and the learning of the target language occur simultaneously, since the language mediates the learning of itself. In this excerpt, each participant empowers each other by collaboratively helping when one lacks any relevant aspect to the communication take place. In this way, the students engaged in a collaborative dialogue (SWAIN, 2005), considering that the use of the target language mediated cognitively and socially the language learning, within students' sociocultural context.

We may likewise see that students developed a certain autonomy and interdependency in their oral development and in their motivation (as it is expressed in the excerpt 6), a contrastively different scenario of what seemed to take place before the project started. Taking into consideration the speaking teaching-cycle (GOH, BURNS, 2012), we may see that students became more aware of their difficulties concerning their oral development, as long as they

seemed to better visualize why they had some difficulties to carry on the conversation. This happened as a result of their constant participation in order to solve their previous collective problem of not speaking with each other in English (as it was reported by Fernanda in the excerpt 6).

We may also affirm that collaboration took place not only due to the interactions, assistance and mutual aid of students and the teacher. The use of *collaborative tasks* (WERTSCH, SKEHAN, 2002), which were contextually and sensitively adapted to the students' local reality (KUMARAVEDIVELU, 2006; RAJAGOPALAN, 2006) also potentially enabled students to more vividly interact and engagingly assist each other. The adaptation of the tasks (BRANDEN, 2009) to the level in which students might be challenged, but at the same time prompted to interact among themselves was quite important to oral development to occur. By focusing not only on the teacher nor on the student, but on relevant and possibly high-quality tasks, we aimed at bringing, as much as we could, several opportunities for students' active oral development and participation to happen.

We might see, nevertheless, that at times students' nervousness and lack of self-confidence took place either in the moments that their interaction happened online or *in person*. Excerpts 2, 3, 6, 7, 8, 9 and 10 showed different moments of their problems and struggles to develop their oral production in English as well as their advancements thanks to their seemingly mutual and continuous support to move forward (LANTOL, 2000; SWAIN, 2000, 2001; FIGUEIREDO, 2006; SWAIN, STEINMAN, KINNEAR, 2011; BATTISTELA, 2015). Regardless of the oral production happening online or in person, students' beliefs about themselves, about learning English and about their oral production in the language seem to have had a major role for students to headway towards a more meaningful language production for all of them.

If students did not believe in themselves, as it happened in some instances, their internal realities/systems of beliefs would be stronger enough to block them to continue their oral development (GAUDART, 1992). The nervousness episodes have shown that students' control over their emotional states was key to make use of technology and also to positively take advantage of the moments to develop their English oral production (DWYER, HELLER, 1996; GREGERSEN, 2003; MATSUDA, 2004; TSOU, 2005; HENG, ABDHULLAH, YUSOF, 2012; ARIFIN, 2017). This demonstrates as well the importance of the creation, as much as possible, of an anxiety-free environment and of a place of mutual support, in which mistakes are not treated as blocking stones to language development (LITTLEWOOD, 1997; LUCAS, 2001; TSIPLAKIDES, KERAMIDA, 2009; RIO, DELGADO, GUIMARÃES, 2016). Rather,

they might even contribute to students' development in their oral production, since they would enable other students to grow altogether.

According to the body of research brought so far, these distressing feelings as well as the fear of making mistakes are able to wear out student's will to keep up with their oral linguistic production (HORWITZ, 1986; ZHANG, 2001; LIU, JACKSON, 2008; TRANG, 2012; SAVASCI, 2013; RIO, 2018a) at times. The more environmentally friendly the social context is, the higher it will possibly be the chances to have students communicating more eagerly with each other. Additionally, we have noticed that, the more students are able to voice themselves in the interactions in which they are involved, the more encouraged they tend to feel to speak English, whether this happens inside or outside the school context. Active participation and collaboration were quite important to the oral development of everyone in this research and to the overcoming of their difficulties (ROGOFF, 2003; VYGOTSKY, 1978; WERTSCH, 1991; SALOMON, 1993; WENGER, 2018)

3. Which are the perceptions of the students about the collaborative project, the oral development and the use of digital technologies in the State school context?

It has been an interesting experience to see students developing their English either when they were at the school context or away from it. According to Paiva (2013), digital technology expands the scope of learning in terms of its physical limitation and, as students could work with the oral tasks throughout the project, it was possible to visualize some spirally processual development as time went by.

Students' opportunities to practice the language seem to have assisted them to move a bit further in their oral language production within their linguistic community of practice (LAVE & WENGER, 1991). Technology was quite relevant to give them opportunities to practice the language when they were not next to each other to speak English, as the technological resources worked as additional tools to continue their oral development in English (PRENSKY, 2002; WELLING & LEVINE, 2009; LITTO & FORMIGA, 2012; PAIVA, 2013).

Even though students in the twenty-first century are generally labeled as the digital native ones (PRENSKY, 2003), their (lack of) technological knowledge seem to have been used before the project for "useless things", as Nicole mentioned in her answer to the end-of-the-project questionnaire (excerpt 9). Students' understanding about the potentialities of technology has apparently expanded and changed their views on how to use digital technologies to develop

their linguistic production (PLASS & JONES, 2005; KESSLER, 2010; ARAGÃO, PAIVA, JÚNIOR, 2017).

We believe that the moments of self-reflection as well as the conversations (such as in the excerpt 2 and 3) about their oral production performances was key to bring in a more thoughtful moment concerning their oral production development (GOH & BURNS, 2012). The questions asked to students about their oral production in English seem to have been fundamental to provide moments of self-regulation (LANTOLF, THORNE, 2006; SWAIN, KINNEAR, STEINMAN, 2011). This has been the case because students became more and more aware of their difficulties to talk in English; meanwhile, they started to depend collaboratively on the help that each other could provide in their social interactions in the project (ROGOFF, 2003; JOHNSON, 2009).

Student's development might be compared to the level of their collaboration and participation in the activities (JOHNSON, 2009). Their development was intrinsically related to their social participation, since their interactions helped them to change the previously apparent culture and understanding of learners as passive agents in the language learning process. As Wenger affirms (2018, p.220), "participation shapes not only *what* we do, but similarly *who* we are and *how* we interpret what we do". The more students participated in the project tasks, the more they changed their classes routines, as well as an inner transformation was taking place in *how* they saw the project activities and they themselves, who they were within the spirally learning process that took place over time.

We aimed, regardless of the efforts for it, to bring in an emancipatory and protagonist role for these students, so that their social and linguistic practices could positively influence their attitudes towards language learning. With this in mind, we aimed at working with *socially relevant problems* (ROJO, 2006), which could join both the possible development of pupils' oral development as well as their expansion in critically understanding their social reality in their hometown.

Above all, due to students' positive responses in excerpt 6 ("very nice - *muito tri*, or "very good – *muito boa*") and in excerpt 9, in the questionnaire, we may affirm that students perceived this school project and their learning experience as a good one. We believe that students' previous experience with English (such as Lénin and Josh having had the opportunity to study at a language school previously) in other contexts, the work that the English teacher had previously done with them, the tasks that we collectively and collaboratively developed, the use of digital technology to expand students' time and contact with the language, among other ones, have had their importance in the progress that students experienced throughout the

project. With this, we are also considering the research participants' previous knowledge and sociocultural reality before the project, which might have helped them somehow to proceed in the development of their oral development within the State school context.

We aimed at understanding similarly *how* these students interpret their different sets of meanings and how they themselves visualize, under an emic perspective, what they experienced about the learning process that took place (MOITA LOPES, 2006). Students' eagerness to communicate, correct, mock and also to grow in their interpersonal relationships and in aiding each other in different moments, seem all to show that they felt more motivated to speak English, that they felt empowered to do it and to possibly make use of their rights to language learning (TÍLIO, 2019).

Bearing in mind the Critical literacies practices (FREIRE, 1970; PENNYCOOK, 2001; ANDREOTTI, 2006; MOITA LOPES, 2008; CÔRREA, 2014), we could also see that students' oral development involved constructive, social and critical meaning production. This seems to be the case, considering that students were enabled, as they developed their oral production to speak about their local reality, to voice about their local contexts, mainly to learn English in a meaningful way for them. All the learning process grew out from their social, active and collaborative participation (JOHNSON, 2009).

This development was immeasurably dependent on their participation, as more opportunities to learn and to develop their English production took place considering their engagement in learning. We might say that, under a SCT perspective, the externally and socially mediated activities, shared among the students, assisted them to have more internally mediational control of their actions (WERTSCH, 1994; JOHNSON, 2009). Similarly, this resulted in the transformation and regulation of students themselves and their oral development.

The pupils in this research also realized their difficulties to speak English and the lack of opportunities that they have in the State school context (FRAGOZO, MONAWAR, 2012; ZAVALA, 2018). They seem to believe in the idea that collaboration was essentially important to redress their problematic issues with the oral development in English (as in excerpt 8). Students recognized some of the obstacles that they had to speak English. Some of them are related to a lack of self-confidence, anxiety to speak in front of others, forgetfulness of some words, fear of making mistakes in front of the others, either in the WhatsApp group or in the classroom setting (such as in the excerpt 6). These results corroborate other ones illustrated in the literature (HORWITZ, 1986; ZHANG, 2001; LIU, JACKSON, 2008; TRANG, 2012; SAVASCI, 2013; RIO, 2018a). We might mention similarly their unusualness and common discomfort to speak in front of their colleagues, their infrequent episodes of linguistic exchanges

in English before the project, their previous habitual tendency to work only with translation exercises and not with very communicative ones.

All in all, these aforementioned factors seem to have contributed, to some extent, to hinder students' development in their oral production. Although students did not "achieve a fluent level" in the language at the end of the project, technology use aligned with a collaborative and friendly environment have shown apparently encouraging results as for the possibilities to bring in a critically contextualized teaching practice (RAJAGOPALAN, 2006; MILLER, 2012). At the same time, the experience related so far also worked with the creation, craft and collaboration in an emancipatory project that helped students to develop their oral linguistic production. This experience has also aided to germinate more seeds of hope in the field of English education and languages teaching in the Brazilian reality against social inequalities in languages education (ROJO, 2006; MOITA LOPES, 2009).

4. *Which are the perceptions of the teacher about the collaborative project, the oral development and the use of digital technologies in the State school context?*

Concerning the teacher's understanding about what has happened throughout the project, we may picture her moments in which an apparent shift in her mindset had taken place (in the *Excerpt 5*). As we said earlier, in light of the current Collaborative Action Research (CAR) understanding (BURNS, 2015) and of scholars whose works focus mainly on teachers' development (NÓVOA, 2002, 2009; MARCELO, 2009; MICCOLI, 2017), continuous teaching development is important to bring in critically and reflexively thoughtful considerations about problems that arise in teacher's professional life.

As a host of authors collectively affirms (BURNS, 1999, 2005, 2015, 2018; VIEIRA-ABRAHÃO, 2014; IBIAPINA, 2016; SILVESTRE, 2017; PESSÔA, 2018), CAR is rooted in a sociocultural development perspective, once teaching development takes place *in, from, through* and *to* the teaching practices. Furthermore, the teacher engagement in this research was important to the development of the activities carried out. This mindset shift helped the teacher to go beyond the mere *operative* state of a teacher.

As we also affirmed earlier, CAR enables the opportunity to move beyond the "let us investigate *the* and *about* the teacher and his/her practices". We have assumed the notion of "let us investigate *with* the teacher about him/herself and his/her practices". *Excerpt 10* demonstrates the schoolteacher's understanding of these current research notions, mainly when she mentions the necessity of having the students and the teacher aligned in working altogether

for the development of one's teaching practices. We may say that she became an important *problem solver* (as it happened in the excerpt 5, when she recognizes her will to continuously learn more and her assistance to Lênin about the use of technology). One may likewise visualize her as a collaborative and a prudent *decision maker* in the development of the activities. In the excerpt 7, she is the one who autonomously holds the floor and asks students to cohesively work altogether to properly handle the task in the subsequent week. In this excerpt, one may see her continuous engagement with the students and her possible change towards a more student-centered viewpoint in English language teaching practices (ROBERTS, 1998).

The teacher did not seem to show a technophobic perspective towards the application of digital technology (THORNBURY, 2002), as well as to bring collaboratively communicative activities to students. She herself seems to have recognized her will to learn more and to grow personally and professionally in her teaching context reality. This meant, as far as one may conclude from it, to bring possible positive changes to a more contextualized and sensitive teaching practice (KUMARAVADIVELU, 2006). This may be, in a near future, a contributing factor to ring in positive changes in teachers' education and professional development in her local context.

The teacher's open-minded attitude towards the project and towards her students helped her to create meaningful ZPD's (VYGOTSKY, 1998; SZUNDY, 2009). In *Excerpt 7*, one may see her continuous engagement with students to work hard with the oral activity that they would have to accomplish. She seems to have noticed the importance of leading off classroom activities that are more student-centered (BENSON, 2001), which would enable pupils to voice their opinions, wishes, struggles and potentialities in an additional language. Her agency to encourage students not to let the activity for the last minute is a seemingly remarkable one, once she stressed out her belief in her students' potential to complete the activity (HUNTER & COOK, 2007).

In the *excerpt 10*, the schoolteacher voiced her opinions regarding the use of technology, collaboration and students' oral development. She believes that an adaptation should happen not only for and from teachers as a whole, but for and from students, since these ones do not seem to be used to employing different digitally technological resources in their everyday routines in school. Speaking in students' language is quite important in her viewpoint, since this might open room for them to refer to their sociocultural realities, their historical contexts, and their socially relevant matters (JOHNSON, 2009). Teachers and students might work altogether, in collaboration and towards an outcome that might benefit both of these important agents in the school context.

We emphasize in here, above all, that it was the students' and the teacher's continuous commitment and collaboration to each other that supported the ongoing process of this project. Technology alone would not be able to develop, support or do the student's or teacher's job and responsibilities (BENSON, 2001). After all, these are all available resources to be constantly and well used and this is what we aimed at doing: to give opportunities and to show the potentialities/capabilities of students and the teacher to collaboratively build linguistic knowledge that might be attainable, constructive, critical, emancipatory and sensible to their sociocultural and local needs (CORACINI, 1999; TÍLIO, 2019).

We believe, under the SCT background, that the teaching practices of this English schoolteacher grew out spirally from the teacher's and student's participation, as well as they helped the teacher to change herself as an education professional. In light of Tílio's understanding (2019), the teaching of English, in this very context, included not only the assistance to these students to understand the language that they used. Rather, they could also understand themselves and similarly a bit more of their local reality. Language learning, in this project, helped students to grant their rights to learn a language against social inequality, and it promoted, as much as we might visualize in their experiences with the oral development, the inclusion of this seemingly marginalized group within the State school environment (ANDREOTTI, 2006).

The teaching practices of this project aimed at possibly working to overcome social injustices, once language was a potential tool for students to speak about themselves and to reflect regarding their sociocultural realities (MOITA LOPES, 2008; JOHNSON, 2009). This might be seen when students learned a language that was previously seen merely as a translation of texts for unrealistic objectives in their local realities. As students pointed out in the excerpt 6, they seemed to feel more engaged and participative in the project because they were speaking about themselves. More analytically seeing this, throughout the project, the pupils were able to introduce themselves in English, refer to the activities that they do in their everyday lives (in the Tasks 1 and 2), present the location and directions to their house (in Tasks 2-3, the city where they live (Task 3), the location of different city facilities (Task 4), as well as different opinions that they have about their town (Town 5), besides the directions within their hometown (Task 5). This, at a fairly elementary level, represents students' viewpoints and heterogenous/hybrid voices about who they are, what they do and the places where they live (MOITA LOPES, 2006).

Future developments (new subsection)

I, as a researcher, have also seen internal transformations taking place regarding the three main research axioms (collaboration, oral development and digital technology). Firstly, I have noticed that students' collaboration and the teacher's collaborative assistance and eagerness to learn and to teach was considerably important to shape the activities that were carried out. Had all the research participants not taken their roles as learners and the ones who could teach something in different moments, I tend to believe that this project would not have been possible to have its actual results. Students' oral development was particularly an important and remarkable aspect for me. I sense that I was able to see a spectrum of a dream that, as I mentioned in the foreword section, had no stark likelihood to take place at the time that I was formerly studying English.

I can doubtless affirm that these students have still a long way to go as to develop themselves and their linguistic production in English. However, I honestly wish that they may have grasped that, with engaging and relevant activities, sensitively crafted for their local and further needs in life, the seemingly social problem of "not being able to speak English" at the State school may be sensitively taken apart.

When pupils are given the rights and the chances to meaningfully act within their social context by means of an additional language, they may conquer the right that they deserve as future Brazilian and, likely, global citizens in the forthcoming years (TÍLIO, 2018). Regarding the use of digital technologies, I myself have learned considerably, about both students' desire (and resistance at times, as in the excerpts 6 and 7) and the teacher's (as in the excerpts 7 and 10) to apply and to work with diversified digital technologies to bring a more meaningful, expanding and updated teaching practice to her students.

As in any scientific study, the present-day research has had its due limitations. One of them regards the relatively short time limit for the data collection and generation, which perdured throughout one single semester. Had this period been longer, it would have been possible to more analytically investigate the oral production development of students more complexly. It would have been also possible to observe and more thoroughly analyze, in a possible longitudinal study, other indexes of internalization and of mediated linguistic knowledge.

We have taken a broad view over assets entangling the students' oral development and their struggles to speak English in the school context, their collaboration among themselves and their use of digital technology in the learning process. Nevertheless, we believe that it would have been possible to go a bit further, in case a lengthier study was carried out.

Coming back to the investigated school context in which students were and seeing how the oral development of other students is happening nowadays would be quite pertinent. We would be able to see what differences or similarities happen regarding as well the teacher's teaching practice with the oral production in English. It would be similarly relevant to visualize the present-day participants in their new school contexts (once they were approved to continue their studies in the high school level) and how much encouraged, collaborative and eager to speak English they still are and whether (or not) they feel capable of speaking and collaboratively helping others to develop their oral production in their new school contexts.

We believe that more studies should be carried out under a SCT perspective in the Brazilian educational context, involving the use of digital technologies, the development of the oral production and the collaboration among students and teachers. As we have seen so far, the number of studies entangling these three aforementioned aspects seems to be scarce (PINHO, 2013), and further studies would add up to gather more relevant data and possible resolutions to the difficulties that permeate the development of the oral production in the Brazilian educational context (COSTA, 2013).

Much more could be said, reported, reflected about, concluded or worked in here. Nevertheless, we believe that we have seen and shown future possibilities to encourage ELT teachers, students and researchers worldwide and countrywide to develop students' oral production and to join the use of digital technologies to students' and teachers' realities. Some might say that the activities brought so far in the project might look like the metaphor of the hummingbird trying to put off the fire in the wholly raging wildfire in the forest (symbolizing the problems that students and teachers typically have in the teaching and learning of English).

However, apart from all the criticism raised by the hummingbird's friends (those who do not believe in the possibility of change in English language teaching) in this indigenous fable, the different hummingbirds worldwide might make a considerable and a vast difference in the lives of many. This open-minded perspective from hummingbirds teachers worldwide might bring a better autonomy to teachers (RAYA, LAMB, & VIEIRA, 2007), students and researchers worldwide to work altogether, hand-in-hand, collaboratively and to construct more bridges and not walls, anymore, between the university, the school and society as a whole (CELANI, 2000, 2006; RAJAGOPALAN, 2004, 2006; MOITA LOPES, 2009).

I end up this PhD thesis, as a fairly young researcher, still believing in and thanking the different hummingbirds around the world, that will never give up on bringing a better, more authentic, more sensitive and more meaningful education to our students, regardless of their social background or historical incomes. Thanks to these differently aforementioned

hummingbirds, I have come and arrived so far and grown as a person and as a researcher. Honestly speaking, I hope to be one of those agents and an open-minded learner, that will possibly bring in a larger difference in this world and that you, the “hummingbird” reader of this PhD research, might make the difference as well in your languages’ local teaching reality.

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TERMO DE CONSENTIMENTO LIVRE E ESCLARECIDO – TCLE

Olá, me chamo Marlon Machado Oliveira Rio, sou doutorando em Linguística Aplicada pela Universidade do Vale do Rio dos Sinos. Convido neste momento o (a) seu/sua filho(a) para participar da pesquisa "*O ensino da oralidade mediado pelas tecnologias digitais: uma perspectiva colaborativa de aprendizagem de língua inglesa na escola pública*", sob a orientação da professora pós-doutora Marília dos Santos Lima.

O **objetivo** desta pesquisa, para a qual conto com a sua colaboração, é entender como a tecnologia pode contribuir para a aprendizagem da habilidade oral em língua inglesa por meio de atividades que incentivem a colaboração dos alunos dentro e fora da sala de aula. Por meio de um projeto que construirei junto com a professora de seu/sua filho (a) e ele(a), estaremos coletando e construindo informações sobre a nossa cidade, de maneira que os alunos possam, no final do projeto, oralmente apresentarem o município em que vivem em língua inglesa, apoiados pelo uso de tecnologias digitais. Gostaria de enfatizar que a sua contribuição de seu/sua filho (a) neste estudo poderá colaborar com a elaboração de práticas de ensino que estejam mais alinhadas com as necessidades de alunos e professores da sociedade contemporânea, dentro do contexto da escola pública.

Como **participante do estudo**, seu/sua filho (a) bem como a professora de língua inglesa em sala de aula serão solicitados a responderem a um questionário sobre suas experiências com a aprendizagem da língua inglesa, bem como a relatarem suas percepções sobre as tarefas feitas em sala de aula. Os alunos realizarão também tarefas envolvendo o tema (apresentação de seu município) acima citado por meio do uso de gravações de vídeos, áudios e outras tecnologias digitais dentro e fora da sala de aula. As aulas ministradas serão gravadas em alguns momentos, a fim de eu possa melhor trabalhar com a organização de dados coletados dentro da sala de aula e averiguar o desenvolvimento de seu/sua filho(a) quanto a habilidade oral em língua inglesa.

Com relação aos riscos desta pesquisa, enfatizo que Pelo fato de esta pesquisa lidar com o uso de entrevistas, algumas filmagens e uso de tecnologias dentro do contexto da sala de aula, apontam-se os possíveis riscos que esta pesquisa pode ter: Os alunos podem sentir-se enfiados no decorrer das pesquisas, com as entrevistas e demais procedimentos, vindo possivelmente a desistirem no meio da pesquisa; a fim de evitar-se a desistência dos participantes no projeto, haverá sempre o incentivo e a lembrança aos alunos da importância do projeto por hora empregado e dos benefícios desta pesquisa para o contexto escolar e para o ensino da língua inglesa aliado ao uso de tecnologias digitais;

O fato de o projeto empregado envolver o uso de tecnologias e recursos digitais, é possível que os alunos ou o sujeito docente não consiga utilizar adequadamente (embora estes sejam assistidos durante a pesquisa pelo pesquisador), vindo possivelmente a desistirem da pesquisa; os alunos e sujeito docente serão sempre auxiliados quanto ao uso das tecnologias e recursos digitais de maneira a que se sintam confortavelmente instruídos quanto à utilização de tais aparatos tecnológicos.

Os **dados gerados** a partir desta pesquisa ficarão sob minha responsabilidade para eventuais checagens das análises. Reitero que a identidade de seu/sua filho (a) será preservada, uma vez que não serão divulgadas informações nem o nome que possam identificá-los e/ou local da pesquisa. Os dados serão utilizados apenas para

os fins de investigação. Reitero que o (a) aluno (a) pode desistir do estudo a qualquer momento, sem algum prejuízo. Além do mais, você pode obter informações sobre como a pesquisa está ocorrendo e/ou seus resultados sempre quando desejar. Este termo deve ser assinado em duas vias: uma, que ficará sob meus cuidados e, outra, que ficará com você, pai/mãe ou responsável. A fim de receber maiores informações sobre esta pesquisa ou esclarecer quaisquer dúvidas, você pode entrar em contato comigo pelo e-mail marlon.rio@acad.pucrs.br e/ou pelo seguinte telefone (51) 994517196.

Agradeço pela sua atenção e apoio à pesquisa!

Marlon Machado Oliveira Rio
Doutorando em Linguística Aplicada
(UNISINOS)

Pai/mãe/responsável pelo aluno

TERMO DE CONSENTIMENTO LIVRE E ESCLARECIDO – TCLE

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O **objetivo** desta pesquisa, para a qual conto com a sua colaboração, é entender como a tecnologia pode contribuir para a aprendizagem da habilidade oral em língua inglesa por meio de atividades que incentivem a colaboração dos alunos dentro e fora da sala de aula. Por meio de um projeto que construirei junto com você, professor (a), e os alunos, estaremos coletando e construindo informações sobre a nossa cidade, de maneira que os alunos possam, no final do projeto, oralmente apresentarem o município em que vivem em língua inglesa, apoiados pelo uso de tecnologias digitais. Gostaria de enfatizar que a sua contribuição neste estudo poderá colaborar com a elaboração de práticas de ensino que estejam mais alinhadas com as necessidades de alunos e professores da sociedade contemporânea, dentro do contexto da escola pública.

Como **participante do estudo**, você será solicitado (a) a responder a um questionário sobre suas experiências com a aprendizagem e ensino da língua inglesa, bem como a relatar suas percepções sobre as tarefas feitas em sala de aula. Os alunos realizarão também tarefas envolvendo o tema (apresentação de seu município) acima citado por meio do uso de gravações de vídeos, áudios e outras tecnologias digitais dentro e fora da sala de aula. As aulas ministradas serão gravadas em alguns momentos, a fim de eu possa melhor trabalhar com a organização de dados coletados dentro da sala de aula e averiguar o desenvolvimento de seu/sua filho(a) quanto a habilidade oral em língua inglesa.

Os **dados gerados** a partir desta pesquisa ficarão sob minha responsabilidade para eventuais checagens das análises. Reitero que a sua identidade (a) será preservada, uma vez que não serão divulgadas informações nem o nome que possa identificá-lo (a) e/ou local da pesquisa. Os dados serão utilizados apenas para os fins de investigação. Além do mais, você pode obter informações sobre como a pesquisa está ocorrendo e/ou seus resultados sempre quando desejar. Este termo deve ser assinado em duas vias: uma, que ficará sob meus cuidados e, outra, que ficará com você, professor (a). A fim de receber maiores informações sobre esta pesquisa ou esclarecer quaisquer dúvidas, você pode entrar em contato comigo pelo e-mail marlon.rio@acad.pucrs.br e/ou pelo seguinte telefone (51) 994517196.

Agradeço pela sua atenção e apoio à pesquisa!

Marlon Machado Oliveira Rio
Doutorando em Linguística Aplicada
(UNISINOS)

Professor(a) responsável pela turma

Appendix A – Transcription key based on Batziakas' study (2017)

(.): pause to 1 second

=: latching speech

(number): pause longer than 1 second

↑: rising intonation

[]: overlapping speech

Italicized word: the focus of the analyzed episode

Underlined word: emphasis

(): information related to the utterance

><: faster rate of delivery

9.1 Appendix B – Research Questionnaires

Questionário de início de projeto – Alunos

1. Quais são as suas expectativas para esse projeto? (*What are your expectations for this project?*)
2. Você usa alguma tecnologia para aprender inglês? (*Do you make use of technology to study English?*)
3. Como você usa a língua inglesa no seu dia-a-dia? (*How do you use English in every day life?*)
4. Com o que você normalmente tem dificuldades em inglês? (*What do you usually have difficulties in English with?*)
5. Você acredita que a tecnologia pode ajudar na aprendizagem de inglês? (*Do you believe that technology might help you to learn English?*)
6. O que você faria caso se tornasse fluente em inglês? (*What would you do if you became fluent in English?*)

Questionário de início de projeto – Professor (Research initial questionnaire)

1. Quais são as suas expectativas para esse projeto? (*What are your expectations for this project?*)
2. Você usa alguma tecnologia para ensinar inglês? (*Do you make use of any technology to teach English?*)
3. Como você usa a língua inglesa no seu dia-a-dia? (*How do you use English in your every day life?*)
4. Com o que seus alunos normalmente têm dificuldades em inglês? (*What do your students usually have difficulties in English with?*)
5. Você acredita que a tecnologia pode ajudar no ensino de inglês? (*Do you believe that technology might help in English language teaching?*)
6. Você acredita ser possível ensinar a oralidade com o uso de tecnologias? (*Do you believe it is possible to teach oral production by using technology?*)

Questionário de final de projeto - Alunos

1. Como você avaliaria o projeto como um todo?

() Excelente () Ótimo () Bom () Regular () Ruim

2. De quais aspectos você gostou mais no projeto desenvolvido?

() Tecnologias digitais () Estilo das aulas () Materiais utilizados
 () Cooperação em sala de aula () Foco na oralidade () Assunto abordado
 () Horário das aulas () outro: _____

3. O que você diria sobre o desempenho dos professores em aula? Justifique sua resposta.

() Excelente () Ótima () Boa () Regular () Ruim () Outro:

4. Quais foram as suas maiores dificuldades durante o projeto?

5. Quais foram na sua opinião as maiores dificuldades para falar em inglês durante o projeto?

6. De quais aspectos do projeto você gostou? Justifique sua resposta.

7. Você percebeu melhorias na sua habilidade oral? Justifique sua resposta.

8. Quais pontos (+) você vê ser possível melhorar na oralidade com o uso de tecnologias? Justifique sua resposta.

9. Quais pontos negativos você vê no uso das tecnologias digitais?

10. Quais sugestões você daria ao professor para uma próxima aplicação/expansão do projeto?

11. “É impossível aprender a falar em inglês na escola pública”. Qual é a sua opinião sobre esta frase?

12. “As tecnologias digitais não podem ajudar na melhoria da oralidade em inglês”. Justifique sua opinião.

Questionário de final de projeto - Professor

1. Como você avaliaria o projeto como um todo?

() Excelente () Ótimo () Bom () Regular () Ruim () Outro:

2. De quais aspectos você gostou mais no projeto desenvolvido?

() Tecnologias digitais () Estilo das aulas () Materiais utilizados
 () Cooperação em sala de aula () Foco na oralidade () Assunto abordado
 () Horário das aulas () outro: _____

3. O que você diria sobre o desempenho dos professores em aula? Justifique sua resposta.

() Excelente () Ótima () Boa () Regular () Ruim () Outro:

4. Quais foram as suas maiores dificuldades negativas durante o projeto?

5. Quais foram, na sua opinião, as maiores dificuldades dos alunos para falar em inglês durante o projeto?

6. De quais aspectos do projeto você gostou? Justifique sua resposta.

7. Você percebeu melhorias na oralidade dos alunos? Justifique sua resposta.

8. Quais pontos positivos você vê ser possível melhorar na oralidade com o uso de tecnologias? Justifique sua resposta.

9. Quais pontos negativos você vê no uso das tecnologias digitais?

10. Quais sugestões você daria a si mesmo (a) para uma próxima aplicação/expansão do projeto?

11. “É impossível aprender a falar em inglês na escola pública”. Qual é a sua opinião sobre esta frase?

12. “As tecnologias digitais não podem ajudar na melhoria da oralidade em inglês”. Justifique sua opinião.

Questions for semi-structured interview with the English teacher

1. How long have you been teaching English?
2. What is your academic background in English?
3. How long have you been teaching here at this school?
4. Do you have any projects that you have applied in this school before?
5. What are your main difficulties to teach English in here?
6. What do you do to keep up practicing English after your undergraduate course?
7. What is your view about technology in English language teaching?
8. What would be the negative and positive aspects of using technology in English language teaching?
9. What difficulties have you seen in the students during this project?
10. What learning outcomes have you seen so far?
11. What is the role of collaboration for you in English language learning?
12. What do you think about the project that we are working with now?
13. What are the greatest challenges for teachers nowadays to use technology?
14. Do you believe it is possible to teach English at a fairly reasonable level in the State school?
15. Do you believe it is possible to develop students' oral production at the State school?
16. What do you intend to do in a near future about your English teaching career?

9.2 Appendix C – Classes main objectives and activities

TASK 1 - *This is my city, this is my world, this is all mine!*

Date: August 8th, 2018

Main objective: Students may understand basic vocabulary related to city places and introduce themselves in English.

Specific objectives: Students are able to give personal information about themselves, such as their age, phone number, favorite hobbies, what they like and do not like. Students reflect about their oral production in English and the general difficulties people have to work with it.

Speaking teaching cycle phases worked in class: Phases 1-3.

Materials used: Worksheet, PowerPoint Presentation, Data-show, Video self-recording from students, colorful markers, whiteboard, Task 1 card.

SPEAKING TEACHING CYCLE – It is normal to make mistakes (SIGNS/PLACAS)

Sample of materials used

(TASK 1) – Homework 1

Record a video introducing yourself to your colleagues and to the world. Include in this video the following information:

Name, surname, age, address, e-mail address, phone number, postcode, favorite food, favorite sport, number of family members, etc.



Due date: August 22, 2018

Task 1 - This is my city, this is my world, this is all mine

Let me introduce myself

1. Hi, my name is
2. I am from (country)
3. I live in (city)
4. My Zipcode is
5. My email address is
6. I'm years old.
7. My birthday is on the of.....
8. I'm a student at
9. My favourite subject is
10. My favourite sport is
11. There are people in my family.
12. In my free time I like
13. I don't like
14. My favourite food is
15. I like movies

School subjects

English
Maths
Science
Art
Music
History
Sport

Months

January, February, March,
April, May, June, July, August,
September, October,
November, December

Movies

- Action movie
- Comedy
- Romantic movie
- Science fiction
- Scary movies
- Cartoon

Hobbies/Free time activities

- Reading, painting, drawing
- Playing computer games
- Collecting stamps/coins
- Going to the movies
- Playing with my friends
- Playing with my dog
- Going to the park/beach
- Listening to music
- Dancing, singing

(English teaching material created with the English teacher)
Task 1 worksheet used to provide students' input to speak in English.

TASK 2 - *My city has amazing facilities, don't you know?*

Date: August 15th until August 29th, 2018.

Main objective: Students are able to broadly present their city in English.

Specific objectives: Pupils may introduce themselves. Students may introduce the city where they live. Learners are able to locate where the city places are using prepositions of place (next to, behind, between, etc.).

Speaking teaching cycle phases worked in class: Phases 2-5.

Materials used: Worksheet, PowerPoint Presentation, Cellphone voice recorder, WhatsApp, colorful markers, whiteboard, Task 2 cards, computer, cellphone, sound boxes.

Sample of used materials**(TASK 2) Homework 1**

Work on the following weblink with these online technology resources:

<http://learnenglishteens.britishcouncil.org/vocabulary/beginner-vocabulary/places-town>

<http://learnenglishteens.britishcouncil.org/vocabulary/beginner-vocabulary/around-town>



Due date: August 29, 2018

(TASK 2) Homework 2

Take a picture of your house and describe orally its location. Remember to make use of the prepositions of place studied in class.

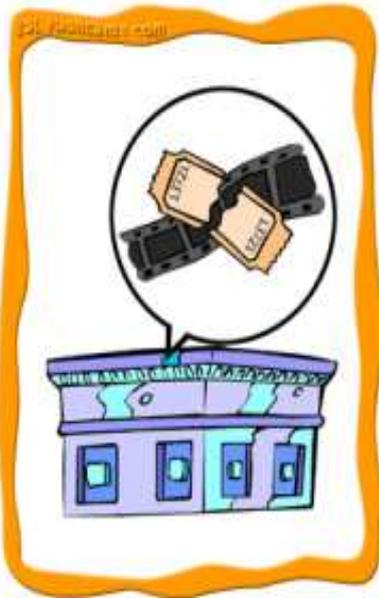


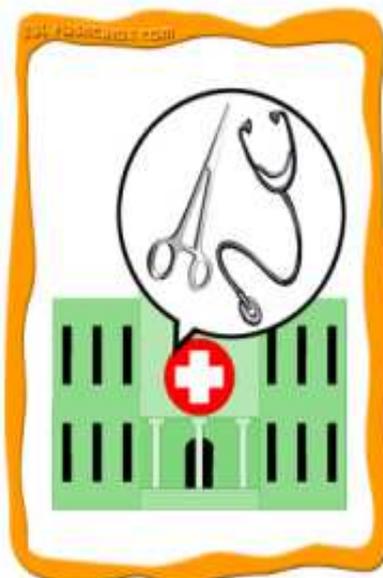
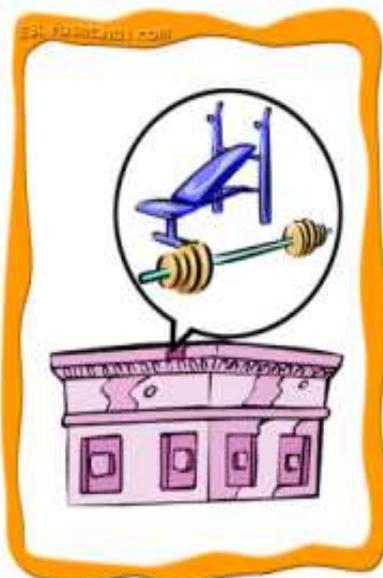
**Next to, opposite to, in front of, behind, between
____ and _____, across from, in, on, next to, near,
close to, etc.**

Due date: September 05, 2018



Source: British Council





1 SAYING WHERE PLACES ARE

a (431) Listen and repeat the words and phrases.

1 next to		3 between		5 on the left	
2 opposite		4 on the corner		6 on the right	

c (433) Listen and repeat the dialogue. Copy the rhythm and polite intonation.

Excuse me, is there a bank near here?
 B Yes, there's one on the corner of King Street and East Road.
 A Thank you.

d Practise in pairs. Choose places on the map.
 Excuse me, is there a... near here? Yes, there's one on...

b (432) Look at the map and the names of the streets and buildings. Listen and write the names of places A-D.

coffee shop Chinese restaurant park phone shop

1 SAYING WHERE PLACES ARE

a (431) Listen and repeat the words and phrases.

1 next to		3 between		5 on the left	
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coffee shop Chinese restaurant park phone shop

ALL AROUND MY TOWN: PLACES & PLACES



- 1. Say where these people want to go.**
- A. I'm broke and I need some money.
 - B. We're having dinner out to celebrate our wedding anniversary on Saturday evening.
 - C. Mary usually borrows books after school.
 - D. The sweaters are on sales now.
 - E. Let's buy a bunch of roses for mum.
 - F. I've got a terrible headache. I need some aspirins.
 - G. Get some bread and some cakes for dinner, please.
 - H. We have to buy a teddy bear for baby Jim.
 - I. Parents usually take their children there after school.
 - J. My grandma needs a pair of new glasses.
 - K. Tom is giving Jane an engagement ring.
 - L. Let's get some for Peter. He really likes sweets.
 - M. Tina exercises there every day.
 - N. My friends usually see good films there.
 - O. Mum is having a haircut on Monday morning.
 - P. Can you get me a newspaper, please?
 - Q. We need some salmon for lunch.
 - R. Paul Auster has just published a new novel; let's buy it tomorrow.
 - S. Children go there every day even if they don't like it.
 - T. Where can I get some apples and some tomatoes?
 - U. My dad's suit needs cleaning.
 - V. Do they sell fresh sausages?
- 3. Match the name of the places under the correct picture.**
- | | | | | |
|----------|----------|----------|----------|----------|
| 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 |

2. Write the names under the correct picture.



- TOY SHOP
- JEWELLERY
- BANK
- FLORIST'S
- PARK
- BOOKSHOP
- NEWSAGENT'S
- SCHOOL
- CINEMA
- SWEET SHOP
- BAKERY
- DRY CLEANER'S
- GYM
- FISHMONGER'S
- LIBRARY
- RESTAURANT
- GREENGROCER'S
- CHEMIST'S
- HAIRDRESSER'S
- OPTICIAN'S
- BUTCHER'S
- CLOTHES SHOP



TASK 3 - *My city has amazing facilities, don't you know?*

Date: September 5th until September 19th, 2018.

Main objective: English students may speak about their free-time activities and about the existence of places in their town.

Specific objectives: Students may refer to some free time activities that they do in their free time. Learners are able to say what places and where these places are located in town. Students might use the verb there to be to precisely say what exists in the city. Students reflect about their difficulties to speak English and possible strategies to overcome their difficulties.

Speaking teaching cycle phases worked in class: Phases 2-6

Materials used: Worksheet, PowerPoint Presentation, Cellphone voice recorder, WhatsApp, colorful markers, whiteboard, Task 2 cards, computer, cellphone, sound boxes, English learning websites, English learning apps (Duolingo)

Sample of used materials

(TASK 3) Homework 1

Record an audio reading a text given by your teacher about Charqueadas and send it via e-mail.

Pay attention to the following aspects:

Fluency, reading speed, pronunciation, proper pauses, good voice tone, rhythm, among others.



Due date: September 12, 2018

(TASK 3) Homework 2



Your teacher will provide you a weblink from the Duolingo app. Work on the app with the digital interfaces provided by this one.

You should work with the topic PLACES in the app.

Due date: September 19, 2018

Name: _____ Date: ___/___/___

Grade: _____

Listening exercise – Finding a house in town

1. Complete the following dialogue with the words you hear:

Mr Walker: I'm Jeremy Walker. This is my wife, Annie. We're here about the flat.

Estate Agent: Ah, yes, nice to _____ you. Well, Mr. Walker, we have the _____ flat for you.

Mr Walker: Oh. Is it near the city _____?

Estate Agent: Near the city centre? It's in the city centre!

Mrs Walker: We have two small _____. Are there any schools in the area?

Estate agent: Oh, yes, there are three _____.

Mrs Walker: Is there a _____?

Estate agent: Yes, there _____. In fact, there are two parks. This is a _____ neighbourhood for children.

Mr Walker: And a hospital? Is there a _____?

Estate agent: Yes, there _____. Look, there's a hospital here. Next to the _____.

Mrs Walker: Oh, that's good.

Estate agent: There's also a _____ and there are very nice shops. And _____ transport is very good and cheap here too.

Mrs Walker: Thomas, this is wonderful! One more _____, how old is the flat?

Estate agent: Errr... just a minute. It's... it's 83 years old.

Mrs Walker: _____? 83?

Estate agente: Yes, well...

Mr Walker: Look! Your website says _____ houses and flats.

Estate agent: But it is very _____.

Mr & Mrs Walker: No, thank you. Good bye!

2. Answer the next questions based on the previous dialogue, marking them as true or false. It is necessary to correct the false options chosen.:

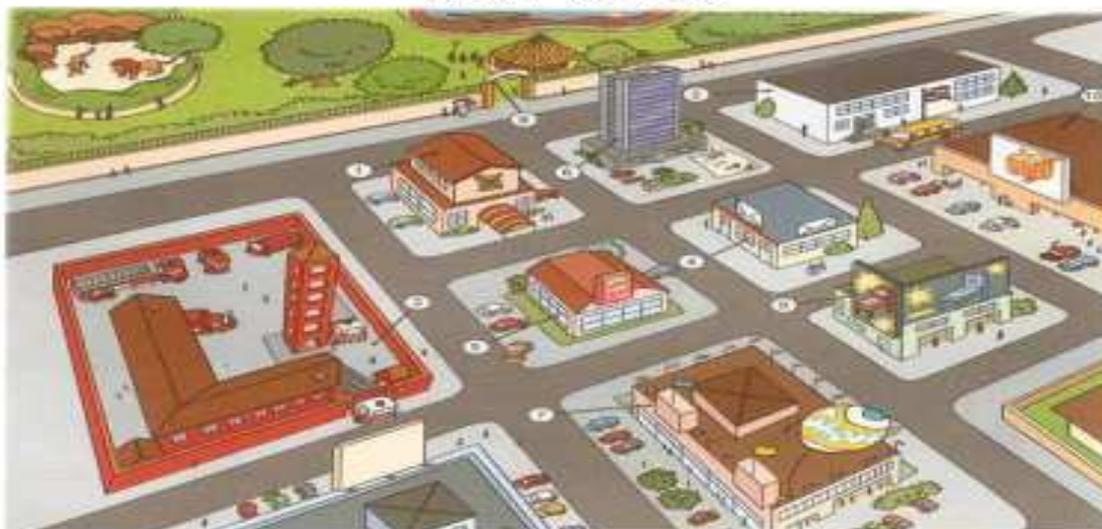
- | | |
|--|-----------|
| a) The house is near the city center: | T/F _____ |
| b) There are terrible shops. | T/F _____ |
| c) The house is 83. | T/F _____ |
| d) The transport is not expensive. | T/F _____ |
| e) The websites describes old houses. | T/F _____ |
| f) There is a hospital in the city center. | T/F _____ |
| g) There isn't any school in the area. | T/F _____ |
| h) The are great shops in the area. | T/F _____ |

What about your city? Write down a short description of Charqueadas on your own words:

Name: _____ Date: ____/____/____ Grade: _____

Places in town

I- Find these places and write the name next to the numbers below:
 school - post office - bookshop - shopping centre - fire station - video arcade - supermarket -
 restaurant - building - zoo



- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

II.- Look at the map. Say if the sentences are TRUE or FALSE:

- | | |
|--|--|
| 1. There is a big zoo in town, <input type="checkbox"/> | 6. There is a video arcade in this town, <input type="checkbox"/> |
| 2. There isn't a school in this town, <input type="checkbox"/> | 7. There is a tall building in this town, <input type="checkbox"/> |
| 3. There are two schools in this town, <input type="checkbox"/> | 8. There is a church in this town, <input type="checkbox"/> |
| 4. There are a lot of cars in this town, <input type="checkbox"/> | 9. There isn't a fire station in this town, <input type="checkbox"/> |
| 5. There aren't two restaurants in this town, <input type="checkbox"/> | 10. There aren't two shopping centres in this town, <input type="checkbox"/> |

III.- Complete, using: There is - There are

- | | |
|---|--|
| 1. _____ animals at the zoo, | 6. _____ a big book at the bookshop, |
| 2. _____ a bus in front of the school, | 7. _____ two big letters on the post office, |
| 3. _____ a tree at the corner of the post office, | 8. _____ a lion at the zoo, |
| 4. _____ cars at the supermarket, | 9. _____ a tall tower at the fire station, |
| 5. _____ a flag at the school, | 10. _____ two persons at the restaurant, |

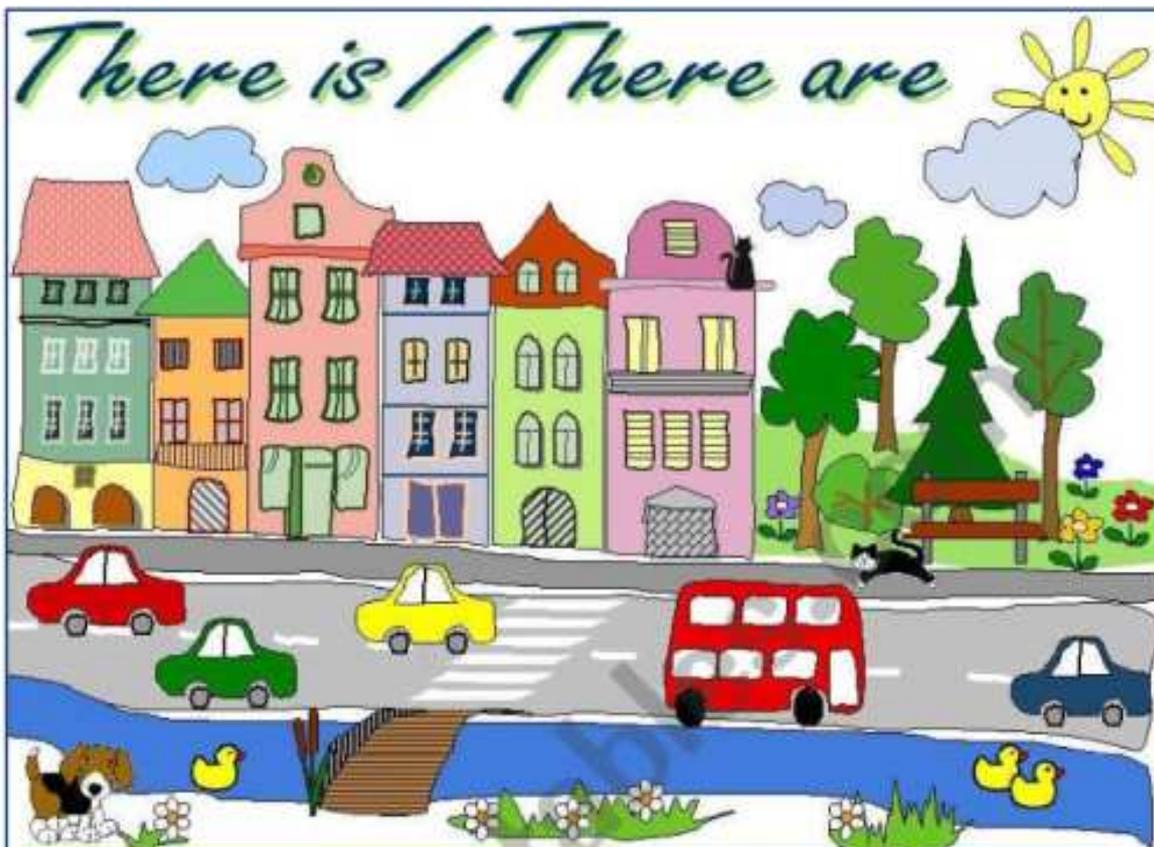
IV.- Unscramble these words to make sentences:

- | | |
|---|---|
| 1. are / There / in / this town. / some houses
_____ | 4. in this town. / isn't / a church / There
_____ |
| 2. in town. / is / a big / There / zoo
_____ | 5. in this town / schools / two / aren't / There
_____ |
| 3. There / this town / isn't / a school / in
_____ | 6. a lot of / cars / are / There / in this town.
_____ |

Name: _____

Date: ____/____/____

Grade: _____



Write sentences with there is / there are using numbers.

house
There are six houses in the street.

tree

window

bus

car

river

duck

flower

bridge

dog

cloud

Ask questions with there is/ there are + prepositions.

 *Is there a cat on the house top?*

 _____

 _____

 _____

 _____

 _____

 _____

 _____

Are there....



Yes, there are

No, there aren't

in your town?

Is there a...



Yes, there is

No, there isn't

in your town?

Are there...



Yes, there are

No, there aren't

in your town?

Are there...



Yes, there are

No, there aren't

in your town?

Are there...



Yes, there are

No, there aren't

in your town?

Are there...



Yes, there are

No, there aren't

in your town?

Are there...



Yes, there are

No, there aren't

in your town?

Is there a...



Yes, there is

No, there isn't

in your town?

Are there...



Yes, there are

No, there aren't

in your town?

Are there...



Yes, there are

No, there aren't

in your town?

Is there a...



Yes, there is

No, there isn't

in your town?

Is there a...



Yes, there is

No, there isn't

in your town?

TASK 4- *What a fantastic view I've got!*

Date: September 5th until September 19th, 2018.

Main objective: English learners are able to present their city to another person and give the directions in the city.

Specific objectives: Students are able to speak about their city places. Learners are able to interact with other English speakers at a very elementary level. Learners reflect about how and what to present to possible future tourists. Students are able to give the directions within their town.

Speaking teaching cycle phases worked in class: Phases 2-5

Materials used: Worksheet, PowerPoint Presentation, Cellphone voice recorder, WhatsApp, colorful markers, whiteboard, Task 2 cards, computer, cellphone, sound boxes, English learning websites, English learning apps (Memrise)

Sample of used materials**(TASK 4) Homework 1**

Your teacher has created a special activity for you on the Memrise language learning platform. Access the following weblink to test your knowledge so far.

WEBLINK:



Due date: October 10, 2018

(TASK 4) Oral Exam

Next class you'll have an oral test, on the following QR Code you may find the picture of a city map. Study this map and be prepared to provide the following information to your classmates. You need to speak about:



What there is in the city, where the places are located and some characteristics of the city you received.



Due date: October 03, 2018



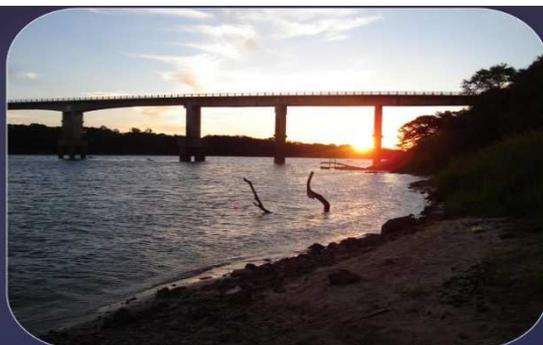
The city is really calm, green and clean.



Charqueadas is normally cold in winter and super hot in summer. I see that the city today is very cheap for living, not dirty and quite organized.



There is an interesting museum: The miner museum, where people can discover about the history of Charqueadas. This museum is at Parcáo, next to the city center.



I love this place!

In my honest opinion, the Jacuí river is really fantastic! It is big, large and a bit polluted ☹️.



**Thank you for your
attention! 😊**

Name: _____

Grade: _____

Date: ___/___/___

Describing A Town



My town is very big and exiting. It has many fun things to do. There is a games arcade, two parks, a movie theatre, a bowling alley and a large indoor swimming pool. There is also a sports centre and a library. The library has fun activities like doing crafts or doing science experiments on the weekends.

There is also an internet café, it is next to the movie theatre and there is a trendy coffee shop across from the park. I usually go with my friends to the coffee shop to talk but I never go to the internet café because I have internet at home.

In town, there are three restaurants, a Chinese restaurant, an Italian restaurant and an Indian restaurant. My favorite one is the Indian restaurant because I like hot and spicy food.

➔ Describe the town in the square below.



My town is _____ but very _____ and _____ . It has got two _____, an art _____, an old _____ and a large _____ with a _____. The pond has _____ and swans. I _____ the park _____ with my family.

There are two _____ in town. An _____ restaurant and a _____ restaurant called _____, it is _____ to the _____.

My favorite restaurant is _____ because I like _____ and fries.



➔ Now write a similar description about your town using words from the box below:

Small Large Big Tiny Exciting Interesting Beautiful Boring Ugly Busy Old
New Clean Park Church Cinema Restaurant School Library Bowling Alley
Swimming Pool Internet Cafe Art Gallery Museum Coffee Shop Hospital Airport
Train Station Police Station Gas Station Gym Sports Centre Dance Studio Next
to Opposite Near Across from French Chinese Japanese Italian Indian Spanish

My town is _____ and/but _____. It has _____

INTRODUCING CHARQUEADAS – Task 4

The city is really calm, green and clean. I think that it is a very beautiful town, with a nice landscape and it is not boring, but quite lively. There is an interesting museum: The miner museum, where people can discover about the history of Charqueadas. This museum is at Parcáo, next to the city center. In my honest opinion, the Jacuí river is really fantastic! It is big, large and a bit polluted. The natural landscape is very calm and relaxing, it is perfect to rest and have a great time with family members on the weekend.

I believe that Charqueadas has a very modern industrial area and this is represented by Gerdau and GKN companies in the city. They are near each other and are very interesting places. The Cenecista school is a private and a great school, next to Gerdau. The school is modern, safe, a bit expensive and sometimes noisy. I like it very much! Next to the city center, there is a shopping mall, named Solar shopping. The place is marvellous, sometimes boring, but very elegant and crowded, especially at Christmas eve.

Charqueadas is normally cold in winter and super hot in summer. I see that the city today is very cheap for living, not dirty and quite organized. The annual events in the town makes this city very lively, noisy and a bit crowded, especially with the city competitions (named gincanas in Brazilian Portuguese). Thank you for your attention! :)

Source: Created by the English teacher and the present-day researcher.

TASK 5- *A tourist comes alongside the town!*

Date: September 5th until September 19th, 2018.

Main objective: English learners are able to present their city to another person and give the directions in the city.

Specific objectives: Students are able to speak about their city places. Learners are able to interact with other English speakers at a very elementary level. Learners reflect about how and what to present to possible future tourists. Students are able to give the directions within their town.

Speaking teaching cycle phases worked in class: Phases 2-5

Materials used: Worksheet, PowerPoint Presentation, Cellphone voice recorder, WhatsApp, colorful markers, whiteboard, Task 2 cards, computer, cellphone, sound boxes, English learning websites, English learning apps (Memrise)

Sample of used materials**(TASK 5) – Homework**

Some tourists (your teachers, actually...) have come to the city to know more about it. In this task, you will have to present Charqueadas to these people. You will get some direction cards to use during this visit to the city. Don't forget to study the previous contents worked so far. See you next week!



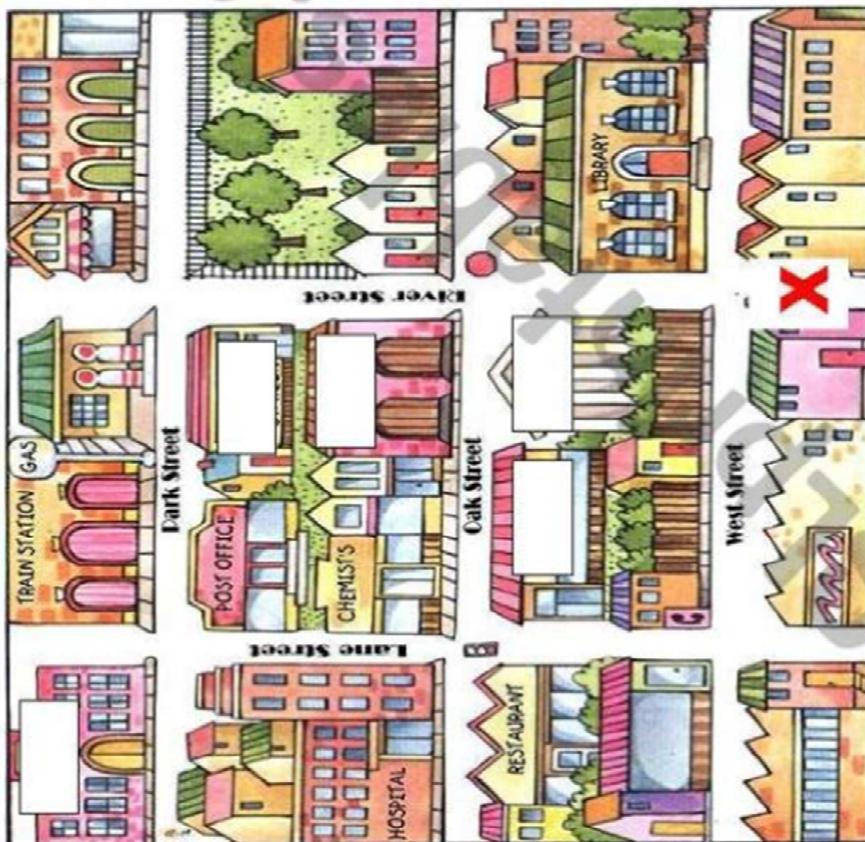
Due date: October 31, 2018

Name: _____ Grade: _____ Date: ____/____/____

Look at the map below. These buildings are not marked on your map, but they are marked on your friend's map. You are at "X". Ask your friend how to get there and mark the buildings on your map.

A

- 1. SUPERMARKET
- 2. POLICE STATION
- 3. SCHOOL
- 4. FIRE STATION
- 5. BANK



Look at the map below. These buildings are not marked on your map, but they are marked on your friend's map. You are at "X". Ask your friend how to get there and mark the buildings on your map.

B

- 1. HOSPITAL
- 2. TRAIN STATION
- 3. RESTAURANT
- 4. LIBRARY
- 5. POST OFFICE





Task 5

Dear student, today you will participate in a practical and special activity. You are responsible for showing your town to the tourists (Mr. Rio and Mrs. Prá). Let's use all the knowledge you have got so far and have fun with English! Your first task is the following one:

Task 1: Present where the following places in town are located (street name, exact location in town):

Parcão, *Bonato* supermarket, *Bradesco* bank, *Correios* (post office) agency, the *roundabout*, *Agafarma* drugstore, *Ouro Verde* hotel, *Pelotas Doce* store, *Paredão* store, *Turbo Games* store, *Ipiranga* Gas station, *Tiradentes* theater.

Task 2: You need to give the directions to go from the following places to the other ones mentioned.

- | | |
|---|---|
| 1. From Bonato supermarket to Clinitest laboratory. | 5. From Bradesco bank to the gas station. |
| 2. From Clinitest laboratory to Colombo store. | 6. From the gas station to CAIXA bank. |
| 3. From Colombo store to the church. | 7. From CAIXA bank to the post office. |
| 4. From the church to Bradesco bank. | 8. From the post office to the town hall. |

turn right – turn left – turn around – cross the street – go past – go straight

Excuse me, how can I get to the _____?

Excuse me, how far is this?

Excuse me, what is the way to _____?

Excuse me, I want to go to _____. How far is it?

Task 3: Describe your town based on the following pictures:



Piratini Village



Town hall



Federal Institute



Tractebel factory

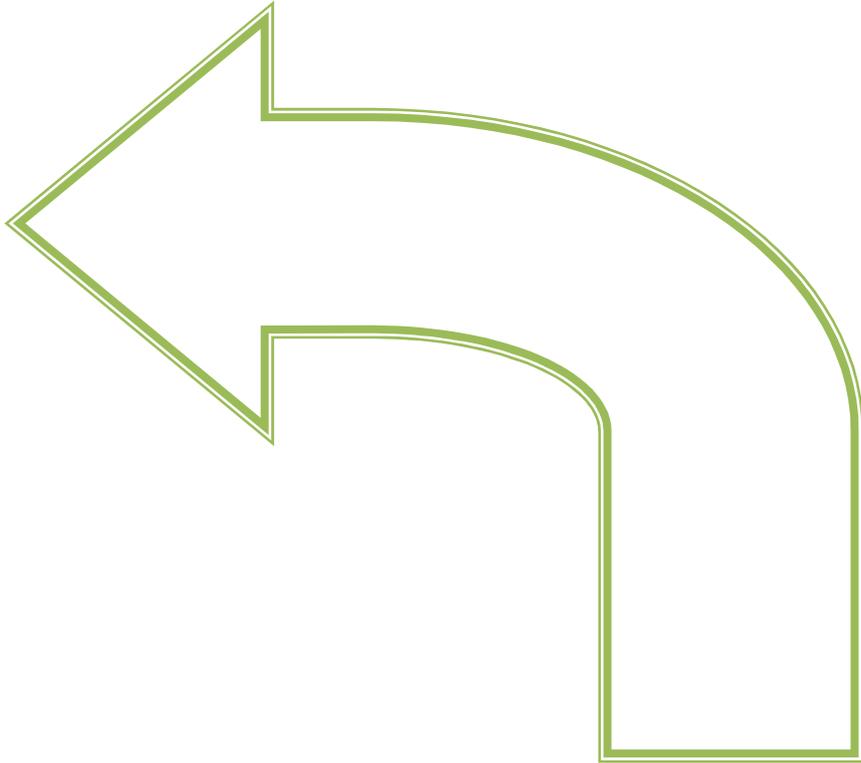


City park

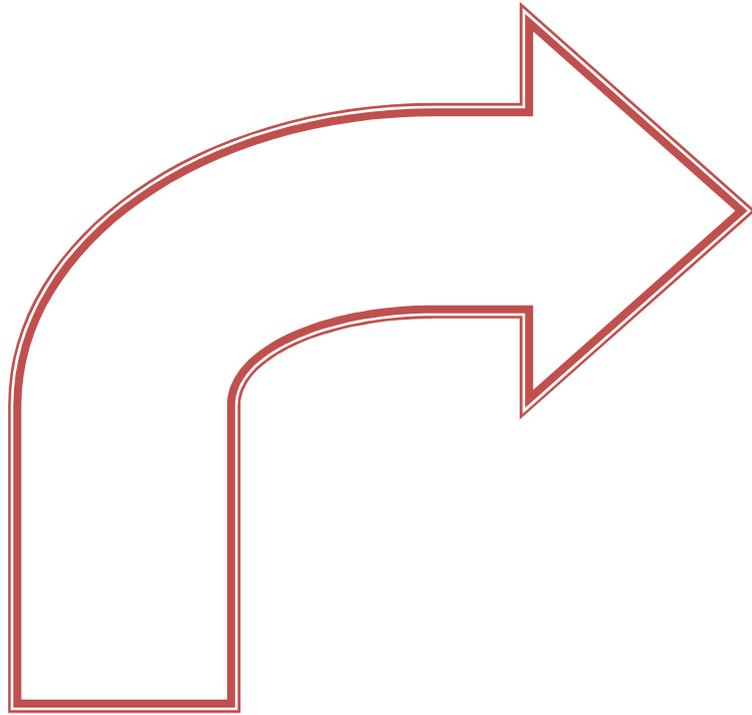


Bus station

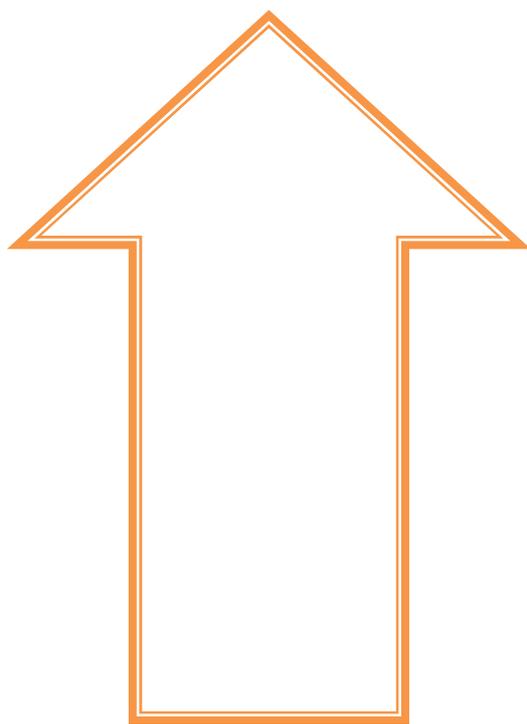
Source: **Source:** Created by the English teacher and the present-day researcher.



TURN LEFT

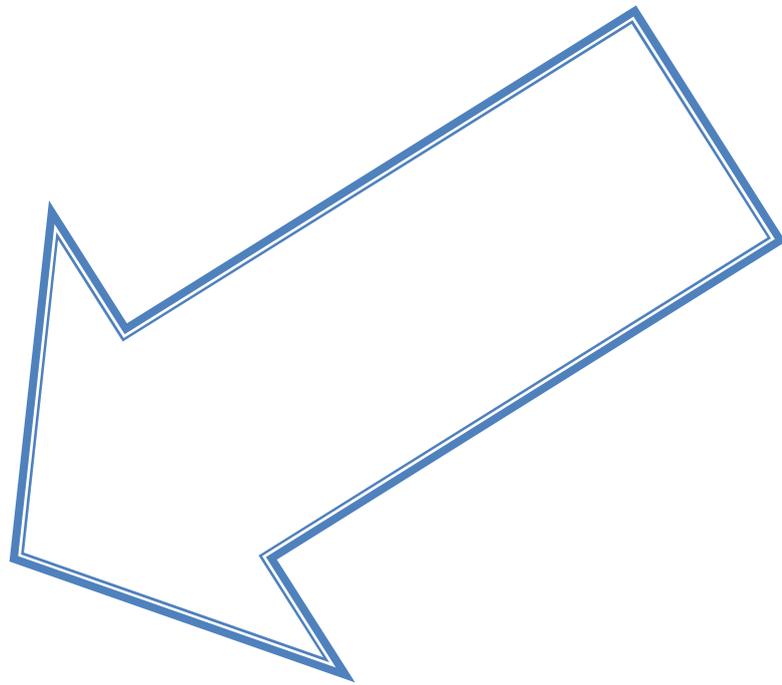


TURN RIGHT

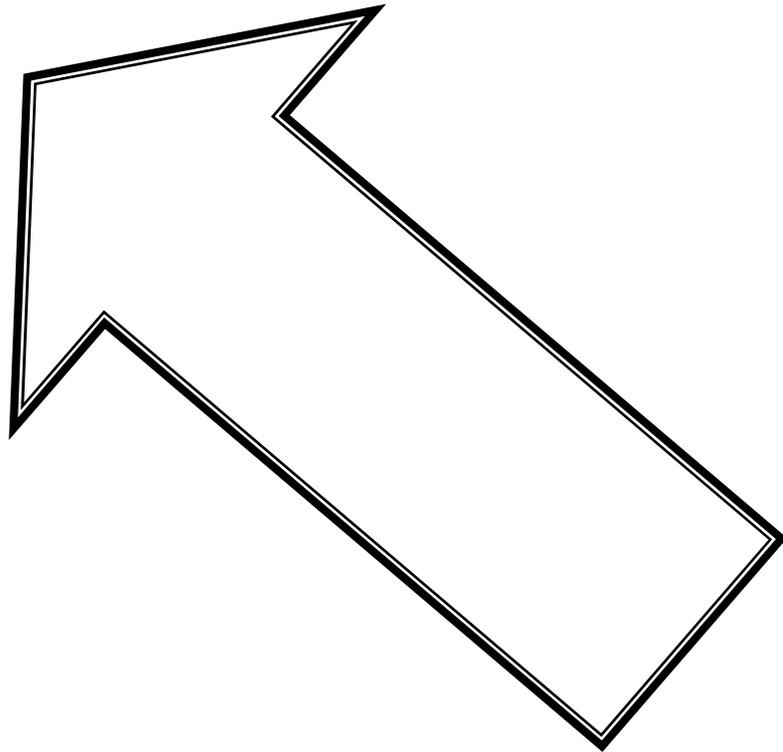


GO STRAIGHT

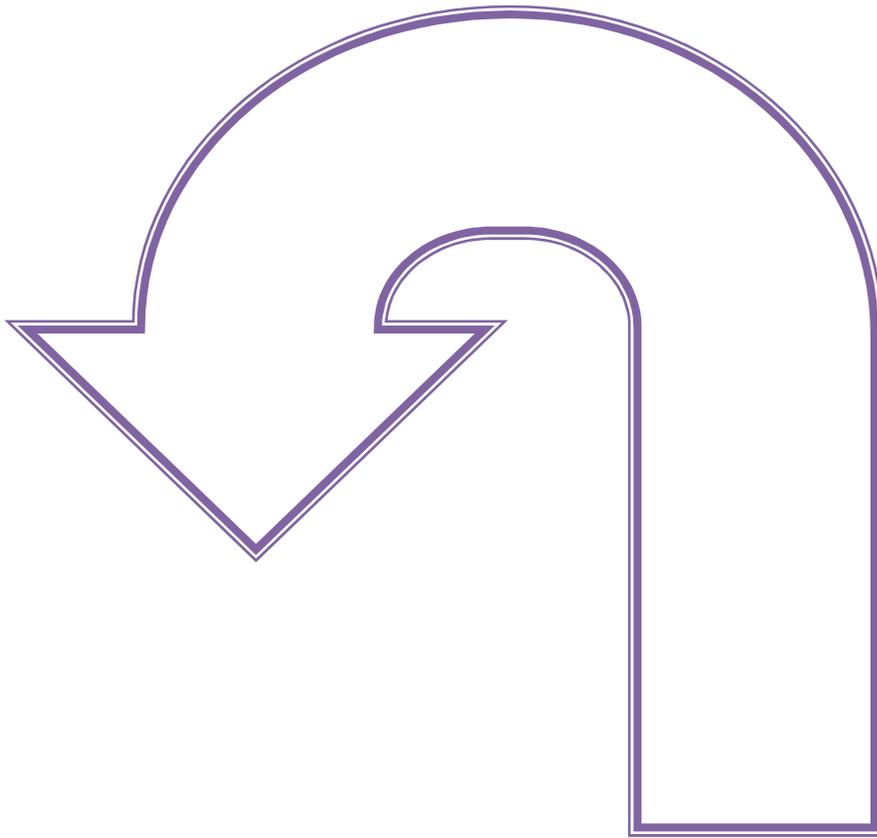
AHEAD



GO DOWN



GO UP



TURN AROUND

TASK 6 - A mayor visit: introducing the city to its mayor.

“That is my city: that is my world!”

Date: September 5th until September 19th, 2018.

Speaking teaching cycle phases worked in class: Phases 2-7

Main objective: Students are able to publicly speak about their town at an elementary English level.

Specific objectives: Learners are able to present their city to a city representative. Students may introduce themselves politely and speak about general characteristics of their town. Learners are able to give their opinions concerning their city. Students are able to voice themselves in another language, speaking about their own local context.

Materials used: Worksheet, PowerPoint Presentation, Cellphone voice recorder, WhatsApp, colorful markers, whiteboard, Task 2 cards, computer, cellphone, sound boxes, English learning websites, English learning apps (Memrise)

Sample used

(TASK 6) – Final Homework

In this final task, you all should make up a PowerPoint presentation, introducing Charqueadas to the city mayor, honoring the project’s main idea (present our city to the world). The presentation should not be longer than 3 minutes. Use your creativity and present your town to the whole world. They are waiting for your unique presentation!



Due date: November 07, 2018