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COCONSTRUCTING KNOWLEDGE IN ENGLISH CLASSES THROUGH TALK-IN-INTERACTION SEQUENCES

São Leopoldo
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This undergraduate final paper is dedicated to all the people who believe that education is the key to build a fairer and equal society, especially to the teachers who face social realities that are extremely difficult to change, but day after day, they continue doing their best believing that better days are yet to come. You were the people who inspired me to be a teacher and I hope that, somehow, I will inspire other people to be teachers as well, spreading social change through education.

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ABSTRACT

The present research paper presents the process of coconstruction of knowledge which occurred in English classes as an additional language. Aiming to describe how knowledge is coconstructed in English classes, naturalistic data (data that would occur without the presence of the researcher) was used having its verbal features transcribed based on the conventions of Jefferson (1984), which have been adapted by Schnack, Pisoni, and Ostermann (2005). The data comprises classroom interactions recorded in audio and video in an English Institute located in the South region of Brazil and three groups took part in the research – a low intermediate class, an advanced class, and a conversation advanced class. The data was analyzed based on how the participants of the interaction maintain the intersubjectivity of the interaction through socially shared cognition (GARFINKEL, 1967; SCHEGLOFF, 1991), how participation occurs in sequences where coconstruction of knowledge is evidenced (GARCEZ, 2007; FRANK, GARCEZ, KANITZ, 2012), and the nature of the knowledge produced - reproductive or emergent knowledge. (CONCEIÇÃO 2008; GARCEZ, 2006; FRANK, GARCEZ, KANITZ, 2012). IRE sequences were also explored in order to establish a parameter of comparison with the interactional phenomena occurred in the moments where coconstruction of knowledge was present. (GARCEZ, 2006; MEHAN, 1979). Through the data analyzed, three main practices to achieve coconstruction of knowledge have been evidenced: firstly, the search for a shared cognition of a specific referent; secondly, the use of examples to construct a definition; and thirdly, the production of guessing based on assumptions.

Key-words: Coconstruction of Knowledge. Talk-in-interaction. IRE Sequence. Classroom Interaction. Conversation Analysis. English Classes

RESUMO

O presente estudo apresenta o processo de coconstrução de conhecimento ocorrido em aulas de Língua Inglesa como língua adicional. Objetivando descrever como o conhecimento é coconstruído em aulas de língua Inglesa, dados naturalísticos (que teriam ocorrido sem a presença do pesquisador) foram utilizados, tendo a sua natureza verbal transcrita baseado nas convenções de transcrição de Jefferson (1984), adaptadas por Schnack, Pisoni e Ostermann (2005). Os dados são formados por interações de sala de aula gravadas em áudio e vídeo em um curso livre de Inglês localizado na região sul do Brasil, compreendo três turmas – uma turma de nível intermediário, uma turma de nível avançado, e uma turma de conversação de nível avançado. Os dados foram analisados baseado em como os participantes mantem a intersubjetividade da interação através de cognição socialmente compartilhada (GARFINKEL, 1967; SCHEGLOFF, 1991), como a participação dos agentes interacionas ocorreu em sequências de fala-em-interação nas quais o processo de coconstrução de conhecimento foi evidenciado (GARCEZ, 2007; FRANK, GARCEZ, KANITZ, 2012) e a natureza do conhecimento produzido – reprodutivo ou emergente. (CONCEIÇÃO 2008; GARCEZ, 2006; FRANK, GARCEZ, KANITZ, 2012). Sequências IRA (Iniciação – resposta – avaliação) também foram analisadas com o objetivo de estabelecer um parâmetro de comparação com o fenômeno interacional ocorrido nas sequências de fala-em-interação em que o processo de construção de conhecimento foi evidenciado. (GARCEZ, 2006; MEHAN, 1979). Através dos dados analisados, três práticas do processo de coconstrução de conhecimento foram evidenciados: primeiro, a utilização de conhecimento compartilhado entre os membros na busca de um referente; segundo, a utilização de exemplos para a construção de uma definição; terceiro, o uso de adivinhações baseadas em suposições.

Palavras-chave: Coconstrução de Conhecimento. Fala-em-interação. Sequência IRA. Interações de sala de aula. Análise da Conversa. Aulas de Língua Inglesa.

SUMMARY

1 INTRODUCTION

It is undeniable that the communities worldwide have faced, in the past decades, an intense process of globalization due to the advent of new technologies such as the World Wide Web. Subsequent to the Industrial Revolution occurred during the XVIII and IXX centuries, these advances have broadened individuals' social interaction possibilities, projecting them from local communities to global ones. The changes caused by the globalization process have created a global community in which individuals have become global citizens and neighbors, having their lives affected locally and globally in terms of culture, economy, politics, and social environment. (ROBINS, 1997). Consequently, it originated a territory for a new language to emerge as the common language which bounds distinct social and cultural practices in the international arena altogether.

Given the sovereignty of English speaking countries, such as the United States and the British Empire in the globalization process, the English language has arisen as one of the most prominent languages integrating the interactional practices performed in and by the international community. As is stated by Pennycook (2007, p. 6) when characterizing the English language in the contemporary society, "English is a transcultural language, a language of fluidity and fixity that moves across, while becoming embedded in the materiality of localities and social relations […]." The English language has become a communicational vehicle that connects different cultural practices, reshaping the identities of its users and being reshaped by the practices performed by its practitioners. Put differently, English is not only used to speak or transmit messages as it was commonly believed through the past years. English is now a powerful tool used by individuals to achieve social actions through mutual understanding in multicultural territories.

In face of this new global characterization and the understanding of English not only as a code that is taught to empower individuals simply to communicate, Matsuda and Friedrich (2011, p. 340), affirm, when it comes to the purpose for which English is used, that "Our goal now is to establish and maintain an equal, mutually respectful relationship with others, which requires the ability to perceive and analyze the familiar with an outsider's perspective." It is important for the participants of the international community to be aware that they will interact with individuals that belong to different cultures, which will require not only complex linguistic skills, but also social ones. These skills are related to the ability of negotiating meaning in order to deal with adversities

of interactional and communicational nature that mainly occur caused by the different linguistic and cultural backgrounds of the individuals. (MATSUDA; FRIEDRICH, 2011). The English learners should now be empowered to become independent in the communicational and interactional process, becoming social agents who are able to overcome misunderstandings through their own experiences and expertise.

This new interactional arena and use of the English Language has originated a necessity for teaching needs that go beyond the language learning per se. Schlatter (2009, p. 12, our translation) , talking about the teaching practices of an additional language in the contemporary society, affirms that "The activities proposed should take into consideration the role the additional language plays in the students' lives, how the student is already related to this language (or not), and what this language means in relation to the student's culture and mother tongue"[1]. In other words, Schlatter demonstrates the importance of teaching practices related to the social dimensions of the individuals, and not only the teaching and learning of the language itself. She understands the classroom as a bridge that connects the students to social practices through the additional language, inserting them in society.

As I have been an English teacher and a pedagogical coordinator of a Brazilian English Institute for five years, I have noticed day by day through the observation of classes and teachers training sessions that there is a social and teaching need to rework the practices that have been used, moving away from the traditional parameters towards collaborative ones, which understand the learning process as a coconstructed practice. This undergraduate final paper has been written based on the emergence of the necessity of teaching practices that fulfil the students' role as authors and coauthors of their peers' and own learning processes, empowering them to play an active role in the social spaces they circulate in. Through the analysis of classroom talk-in-interaction sequences, this paper aims to understand how students coconstruct knowledge in English additional language classes.

Regarding the definition of learning in this paper, it is understood as a process that occurs mainly through student-student and teacher-student interaction. According to Hall and Walsh (2002, p. 187), "[…] because most learning opportunities are accomplished through face-to-face interaction, its role is considered especially

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[1] "As atividades propostas devem levar em conta o papel da LE na vida do aluno, de que forma que ele já se relaciona (ou não) com essa língua e o que essa LE pode dizer em relação a sua língua e cultura maternas".

consequential in the creation of effectual learning environments and ultimately in the shaping of individual learner's development". The learning process occurs where interactions take place, being shaped by its interactional agents. Within the classroom interactions, knowledge is coconstructed by teachers and students, in a process that involves three main aspects: the coconstruction of knowledge itself, learning, and participation. (FRANK; GARCEZ; KANITZ, 2012, our translation). Frank, Garcez, and Kanitz (2012, p. 223, our translation) also state that "[…] coconstructing knowledge involves creating interlocution resources to create a world in common, overcoming obstacles if necessary, and also producing new shared knowledge or reproduce it collectively, through participation and engagement"[2]. In order to coconstruct knowledge, students need to take an active role during the interactional process, sharing the knowledge they have already gathered so that new concepts might be generated upon them based on the tasks they are asked to perform during classes.

Another concept that is central to this project is the notion of task as a classroom resource used by teachers for students to express meaning. In the Online Oxford English Dictionary, task is defined as "a piece of work to be done or undertaken". Long (1985) affirms that, in everyday life, task can be understood as the ordinary activities people perform during the day in different settings, such as at home or work, and he brings as examples activities such as buying a pair of shoes, making a hotel reservation, and helping someone crossing the street. He affirms that they might be done for people themselves or for other people. Taking as a central object the tasks performed in English classrooms, it is important to notice that they assume a pedagogical nature, differing from everyday life tasks. Nunan (2004, p. 4), when defining the pedagogical nature of tasks, conceptualizes them as "a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting […] in which the intention is to convey meaning rather than to manipulate form". The ultimate goal of pedagogical tasks is to have students express meaning during the interactional process using the language resources they have learned, which is completely different from reproducing grammatical structures only in order to practice them.

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[2] "[…] afinal, construir conhecimento conjuntamente, que envolve criar recursos de interlocução para construir um mundo em comum, removendo obstáculos para tanto se for necessário, e também produzir conhecimento compartilhado novo ou reproduzi-lo coletivamente, mediante participação e engajamento".

The data used in this research study was collected in an English language school located in the state of Rio Grande do Sul, Brazil. Eleven students and one teacher of a high-intermediate class took part of the research and the interactions were recorded in audio. Once the data was gathered, the verbal nature of the interactions was transcribed using the conventions proposed by Jefferson (1984).

With regard to its social relevance, this research has the potential to contribute to the understanding of how coconstruction of knowledge happens in classroom interactions, improving the teaching practices and consequently enhancing the students' learning process.

This research is academically relevant because it describes classroom talk-in-interaction sequences during coconstructed learning performances, enriching the literature related to the fields of languages, applied linguistics, and language acquisition. Moreover, according to the findings, it has the potential to pioneer new studies and future research in similar areas.

This paper is divided in three main chapters. In the chapter entitled theoretical framework, three concepts are explained: first, classroom talk is explored in terms of its interactional organization, presenting the most common talk-in-interaction sequence present in social event class; second, the concept of coconstructed learning is described and how, up to now, it has been understood in classroom talk-in-interaction sequences; third, the concept of task is analyzed through the scope of meaning creation in English classes as an additional language. The second chapter presents the methodology used, focusing on how the data was gathered, transcribed, analyzed and what ethical procedures were adopted during the process. Finally, the fourth chapter concludes the research presenting its final considerations, highlighting how the concepts and methodology worked toward the objective this research aimed to achieve.

We turn now to the first chapter in which the concepts of classroom interaction, knowledge coconstruction, and task are scrutinized.

2 THEORETICAL FRAMEWORK

Previous studies in the field of conversation analysis and classroom interaction have explored how the interactional phenomena of coconstruction of knowledge occurs in talk-in-interaction sequences in additional language classes. (ABELEDO, 2008; BULLA, 2007; CONCEIÇÃO, 2008; FRANK, 2010; GARCEZ, 2006; GARCEZ, 2007; GARCEZ; SALIMEN, 2011; SCHULZ, 2007). These studies have shown that students coconstruct knowledge in collaborative classroom environments, and that coconstructing learning itself involves mainly active participation when students engage towards a common goal, producing shared knowledge. (FRANK; GARCEZ; KANITZ, 2012).

In order to review how talk-in-interaction sequences differ in traditional classes from collaborative ones, in which knowledge is coconstructed, the concepts of classroom interaction and coconstructed knowledge are presented. First, the ordinary classroom interactions are characterized, bringing to light how they are structured in terms of interaction and the implications this interactional structure has in the students' learning process. Second, it is explained how the process of the coconstruction of knowledge is understood and which elements of the interaction process are made present when it occurs.

Furthermore, the concept of task is reviewed based on English classes as an additional language, aiming to present tasks as tools that empower students to achieve meaning while they are interacting, distancing from the traditional view of practicing grammatical structures or only reproducing language. (NUNAN, 2004).

2.1 Classroom interaction

The organization of society can be analyzed from a myriad of perspectives, but when it comes to language and its interactional nature, the different sections of society are understood by the practices they perform through social interaction, through the talk they perform in everyday life, form casual to institutional settings. Garcez (2006, p. 66, our translation) when reviewing the work done by Language Anthropologists (DURANTI, 1997; DURANTI; GOODWIN, 1992), Psycholinguistics (CLARK, 1996), Sociolinguists (JACOBY; OCHS, 1995) and Sociologists (GARFINKEL, 1967; GIDDENS, 1984; HERITAGE, 1984; GOFFMAN, 1981; COULON, 1995) affirms that

"Everyday experience is constituted widely by the actions that the members of each social segment perform when they use language interacting face-to-face, when calling or using other technological tools to exchange interpersonal messages"[3]. In other words, the base of social life is done through language-in-use, from conversations at home, on the street, interactions in different institutions such as banks, supermarkets, and hospitals, including the classroom talk. Where there is talk occurring, there is a highly organized interactional phenomena taking place, shaping the practices of its users and its own structure.

Before analyzing classroom talk itself, it is important to understand that, in conversation analysis, language–in–use is understood as the backbone of social interactions and it makes discoverable the systematic organization of natural occurring talk (NEVILE; RENDLE-SHORT, 2007). Put differently, through the analysis of the sequential development of social interactions phenomenon, it is possible to understand the highly organized system of rules that govern talk as an ultimate instance of social action. (NEVILE; RENDLE-SHORT, 2007). The idea that interactions and talk itself are chaotic and disorganized is demystified through the scope of conversation analytic methods, which makes it possible to draw the practices and boundaries that occur in different interactions in different social segments.

In order to analyze social actions through language, conversation analysts take as central object of study talk-in-interaction. Wong and Waring (2007, p. 02) define talk-in-interaction as "the different kinds of talk and their accompanying body language that occur in daily life across settings from casual to institutional contexts. One can have casual conversations in work settings and vice versa". Schegloff (1987, p. 222), analyzing the occurrences of natural occurring talk states that " […] in general it appears that other speech exchange systems, and their turn-taking organizations, are the product of transformations or modifications of the one for conversation, which is the primordial organization for talk-in-interaction". The casual conversations are the basis for the other interactional organizations that occur within different social events. Put differently, ordinary conversations are the ones that originate the different organizational structure of talk-in-interaction sequences in simpler or more complex interaction systems.

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[3] "A experiência cotidiana é constituída em grande medida pelas ações que os membros de cada grupo social executam ao usar a linguagem enquanto interagem face a face, ao telefone ou mediante as novas formas tecnológicas de troca de mensagens interpessoais".

In the light of the idea that that there are different kinds of talk and that they can be classified from casual to institutional, Heritage (2013) pointed out the difficulties in outlining the boundaries between ordinary conversation and institutional talk. In part, institutional talk is not only restricted to any particular physical space such as hospitals, classrooms, stores, and offices. Similarly, naturally occurring talk can emerge in any of these physical spaces, which evidences that the interactional phenomenon associated to naturally occurring talk is also evidenced in institutional contexts.

Once the difficulty of differentiating ordinary conversation and institutional talk has been highlighted, Clayman and Heritage (2010), using as example the US presidential swearing-in ceremony, explain the three main characteristics that distinguish institutional talk from naturally occurring talk. First, they state that institutional talk interactions are orientated by the participants' specific goals and that these goals are closely connected to their institutional identities - doctor and patient, teacher and student, and so forth. Second, they evidence that the institutional talk interactions contain specific restrictions regarding what will be accepted as a valid contribution to the business that is being dealt with, and, third, they clarify that the interaction is governed by particular inferential frameworks and procedures that are shaped by a specific institutional context.

Taking the criteria established by Clayman and Heritage (2013) to define the boundaries of institutional talk, classroom interaction is classified as institutional. The table next page presents the institutional characteristics of a class. On the left, the characteristics defined by Clayman and Heritage (2013) are shown. On the right, the manifestation of these characteristics in class can be seen.

Table 1

THE SOCIAL EVENT CLASS AS A INSTITUTIONAL INTERACTION		
Institutional characteristics (Clayman and Heritage, 2013, p.34)	⮞	Manifestation in the social event class
1 The interaction normally involves the participants in specific goal orientations which are tied to their institutional relevant identities: President-elect and Chief Justice, doctor and patient, teacher and student, etc.	⮞	In classroom interactions, individuals assume the role of teacher and students. Even though it seems obvious, the teacher is seen as the guide of the different activities that will take place during the class. In their turn, the students are expected to follow the parameters set by the teacher.
2 The interaction involves specific constraints on what will be treated as allowable contributions to the business at hand.	⮞	The teacher is understood as the one who holds knowledge and he/she is empowered to validate or invalidate the contributions of students to the subjects studied.
3 The interaction is associated with inferential frameworks and procedures that are particular to specific institutional contexts.	⮞	In the classroom, this characteristic is manifested in the interactional sequence commonly known as IRE sequence, which governs the class interaction.

Source: Created by the author.

When it comes to institutional identities, which is the first characteristic brought by Clayman and Heritage (2013), the individuals, in class, assume the role of student and teacher. The students normally play a passive role during a class, following the instructions given by the teacher and producing the work they are asked to. The teacher, on the other hand, usually plays an active role, questioning students and evaluating the work they produce. Concerning the interactional role of a teacher in class, Box, Creider, and Waring (2013, p. 83) affirm that:

> The teacher, unlike a usual participant in a conversation, functions as both the questioner and the primary holder of information. This creates an asymmetrical relationship in which the teacher is both a questioner and evaluator determining the correctness of the student's answers.

As the teacher is usually seen as the holder of knowledge, she/he has the possibility to impose restrictions to the students' contributions, choosing what is accepted as a valid contribution through different procedures and tools accepted in the

classroom environment. According to Hall and Walsh (2002, p. 188) "It is the teacher who decides who will participate, when students can take a turn, how much they can contribute, and whether their contributions are worthy and appropriate". This interactional characteristic refers to the second feature presented by Clayman and Heritage (2013) – the restrictions to what will be accepted as a valid contribution to the interaction. This power kept by the teacher over the students normally emerges from a talk-in-interaction phenomenon known as IRE (Initiation, Response, and Evaluation) sequence, which characterizes the social event class. This classroom interactional sequence is characterized by the teacher's initiation, which is usually in the format of a question (for which the answer is already known), followed by the students' response, which is immediately evaluated by the teacher. (FRANK; GARCEZ; KANITZ, 2006). This specific sequence corresponds to the third institutional characteristic highlighted by Clayman and Heritage (2013) – the specific inferential frameworks that govern institutional interactions.

The IRE sequence is the interactional core of the class as a social event and therefore its characteristics and implications will be analyzed more deeply in the next subsections.

2.1.1 The Initiation, Response, and Evaluation (IRE) sequence

When we think of a determined social event, it is important to notice that not only the physical settings and participants are responsible for characterizing it, but also its interactional organization does so, especially when this specific interaction occurs in an institutional context. When it comes to the social event class, the Initiation, Response, and Evaluation (IRE) sequence is a crucial component of its DNA, making it recognizable in the different sectors of society through which people circulate. Garcez (2006, p. 68, our translation) highlights the importance of the IRE sequence towards the recognition of a class in its social boundaries and affirms that:

> Those of us who have in our socialization history the experience of participating in school encounters will have, as part of our communicational competence, the capacity of recognizing the ongoing interactional sequence

as "class", or we will have the expectation that the occurrence of actions originated in the IRE sequence would be "normal" during a "class"[4].

When people attend a class or think of a class, they already have in mind its *modus operandi*, which means that they know through their previous experiences what is expected to happen. More specifically, the individual performing the institutional role of the teacher is expected to ask questions which will be answered by the participants performing the institutional role of students. Immediately after an answer has been given, the teacher is expected to evaluate it.

In the excerpt below, adapted from Mehan (1979, p. 53), there is an interactional sequence which clearly exemplifies the IRE sequence.

I *Teacher*   What does it say over there?
R *Student*   Cafeteria.
E *Teacher*   That's right.

As it can be seen, the teacher initiates the sequence in the format of a question, asking a student what word is written over there in the first turn of the interaction. The student, in the subsequent turn, answers that the word the teacher is expected is cafeteria. The teacher, in the next turn, evaluates the student's answer, which is assessed as the appropriate response. Even though the students' response is excepted to be given right after the teacher's initiation, sometimes it does not occur. In many cases, students simply do not answer, or they give incomplete answers, or the information provided does not fulfill the teacher's request for information. When these types of situations occur, the interaction normally continues until teacher and student stablish symmetry between the initiation and response acts, which results in an extended interactional segment. (MEHAN, 1979).

When the classroom IRE sequence is taken as a central object of study, it is crucial to make explicit that its usage as the operational core sequence of the class social event generates several consequences for the participants of the interaction, for the knowledge that is being dealt with, and for the interaction itself. Several authors (BOX; CREIDER; WARING, 2013; GARCEZ, 2006; HALL; WALSH, 2002; MEHAN,

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[4] "Aqueles de nós que temos no nosso histórico de socialização a experiência de participação em encontros escolares teremos, como parte de nossa competência comunicativa e social, a capacidade de reconhecer a sequência em andamento como 'aula', ou, de outro modo, teremos a expectativa de que seria "normal" que uma "aula" acontecesse com ocorrências das ações encadeadas na sequência I-R-A".

1979;) analyzed these consequences, and most of them highlighted two main aspects, which respectively are: first, its implications in the teacher-student relationship and the control of the class interaction, and second, its implications in the process of knowledge coconstruction. These consequences are analyzed separately in the next subsections of the research. More specifically, the impacts of the IRE sequence in the coconstruction of knowledge are discussed in subchapter 2.2, which scrutinizes how the coconstruction of knowledge occurs in the classroom environment.

2.1.1.1 The IRE Sequence in the teacher-student relationship and the control of the classroom interaction

It is popularly understood that a classroom is the place that individuals attend to learn a new subject and develop their abilities, and therefore it is commonly believed that the students are the focus of attention in a classroom. Even though this is what makes part of the popular imagery, the IRE sequence guarantees the teacher control over the students, creating an asymmetrical relationship, empowering the teacher as the only one who has the abilities and opportunities to guide the class interaction. In other words, the use of the IRE sequence creates a teacher-centered learning environment, placing the teacher in the center of all the interactional acts that are performed in and during a class. When describing how the IRE sequence functions towards the teacher and the unequal distribution of power in class, Hall and Walsh (2002, p. 188) state that:

> [...] the teacher plays the role of expert, whose primary instructional task is to elicit information from the students in order to ascertain whether they know the material. He or she also serves as a gatekeeper to learning opportunities. It is the teacher who decides who will participate, when students can take a turn, how much they can contribute, and whether their contributions are worthy and appropriate.

Therefore, the students' opportunities to interact in class are reduced, being mainly defined by the questions asked by the teacher. When compared to the teacher, the students have few opportunities of participation, most of the time not being given the opportunity to show his/her understanding of the topics dealt with in class or even sharing their own ideas based on the topic which is under discussion. Moreover, the IRE sequence also reduces the possibilities for the students to communicate using complex language, restricting their communicational and intellectual competences to

the knowledge that is accepted as valid previously defined by the teacher who is governing the interaction (HALL; WALSH, 2002).

Another aspect of the consequences of the teacher control of the class interaction is the building process of disciplinary order in the social dimensions of a class. (GARCEZ, 2006). As it has been mentioned in the previous paragraphs, the IRE sequence places the teacher on the top of the interactional arena, providing him/her power to govern the interactional process that takes place. Consequently, the students are trained to follow orders given by someone that is superior to them, making them submissive to the image of a second individual, which is originated by the way the classroom interaction is organized in the IRE format.

This modus operandi does not only affect the practices that occur within a classroom. They move beyond its boundaries, crossing different sectors of society, erupting in social events such as in work settings. For instance: individuals will be employed as disciplined workers who will follow orders without questioning the ones defined as their superiors. (BOWLES; GINTIS, 1997 apud GARCEZ, 2006). The image of a boss can be compared to the image of the teacher, who is superior and the only one who is capable of judging if the practices performed by the workers fulfill the needs imposed. These individuals, who have been exposed to the IRE sequential format of a class for a long period, may have a tendency to follow orders, not having been properly empowered to play an active role in society.

Finally, the interactional IRE format of a class does not represent a democratic distribution of power, moving away from the practices that would be considered ideal for a society that is substantiated on the democratic principles of citizen participation, freedom, and equality.

In the next section of this work, the concept of coconstruction of knowledge is discussed.

2.2 The process of coconstruction of knowledge

The process of coconstructing knowledge has been widely studied in the classroom environment in recent years, becoming a crucial aspect to English classes as an additional language. Frank, Garcez, and Kanitz (2012), when reviewing literature on the matter under discussion, have evidenced that there are several characteristics which comprise the core of interactional sequences in which the process of

coconstructing knowledge occurs. Analyzing the research previously developed on the topic (ABELEDO 2008; FRANK 2010; CONCEIÇÃO, 2008; GARCEZ and MELO 2007; LANGUE, 2010; SALIMEN, 2009; SCHULZ, 2007), they have evidenced that construction of knowledge, learning, and participation fundamentally comprise coconstructing knowledge in the interactional arena.

Additionally, another aspect that is considered crucial to the understanding of the coconstruction of knowledge process is that there is a direct connection between situationality and the distinction that emerges from the difference between reproduction and coconstruction of knowledge. Furthermore, this interactional phenomenon is also affected by the structures of participation performed by the participants of the interaction while they negotiate the maintenance of the intersubjectivity of the interaction (CONCEIÇÃO, 2008), which is embedded in socially shared cognition. (GARFINKEL, 1967; SCHEGLOFF, 1991).

In the next subchapters of the research, the fundamental characteristics of the coconstruction of knowledge interactional process are scrutinized separately based on the data analyzed in previous research papers.

2.2.1 Coconstruction of knowledge, structures of participation, and socially shared cognition

The manner an interaction takes place and the circumstances occurred and established during its occurrence affect directly the actions through which the participants of the interaction express their ideas, knowledge, and beliefs. Schegloff (1991, p. 154) has already highlighted the central role these features play in the interactional processes, and when describing how the participants of an interaction implement their thoughts into the social arena, he affirms that:

> The very things that it occurs to speakers to express, their implementation in certain linguistic forms, and the opportunity to articulate them in sound with determinate and coordinate body movements – such as gesture, posture, and facial expression – are constrained and shaped by the structures by which talk-in-interaction is organized. And whether such utterances are heard or claimed to be heard, and how they are understood or misunderstood are also substantial measure shaped by those organizations of talk-in-interaction.

Therefore, the coconstruction of knowledge process performed by the individuals involved in the social event class is directly influenced by the structures of

participation established while the interaction is underway. Conceição (2008, p. 28, our translation), when analyzing English Additional classes and their respective structures of participation, has evidenced that coconstructing knowledge ultimately is:

> A concept that is understood towards the comprehension of the aspect of situationality of the class event when it is described how the participants of an interaction build knowledge of different natures, regarding the participation structure proposed and ratified by themselves[5].

As it has been scrutinized in the previous subchapter, classroom interaction normally takes place in the format of the IRE (Initiation-Response-Evaluation) interactional sequence (GARCEZ ,2006), which is one of the most common structures of participation occurred in this kind of interaction. In this interactional format, the teacher normally expects the student to provide an answer that has been previously defined, accepting only one specific piece of information as the appropriate one to fill in the gap that has been previously set. When it comes to the distinct natures the production of knowledge can assume, this process is called by Conceição (2008) in consonance with Garcez (2006) as reproduction of knowledge.

Figure 1
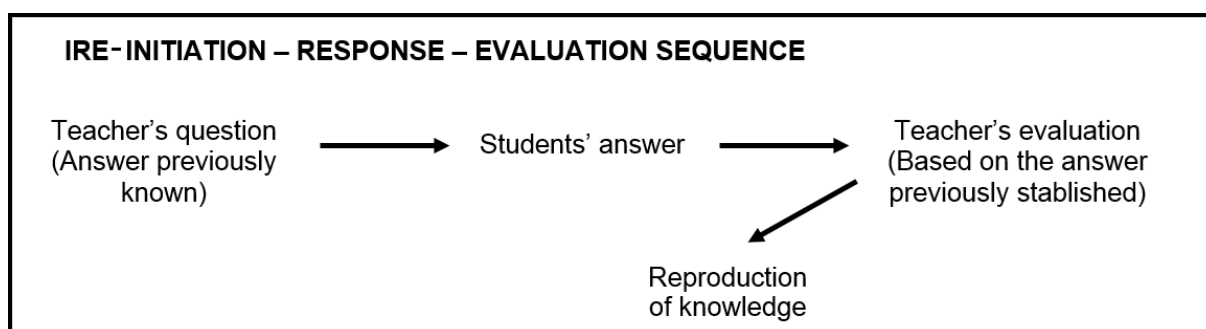
Source: Created by the author.

According to Garcez (2006, p. 70, our translation), when knowledge is reproduced, "[…] there is the risk that contributions that are legitimate, informative, surprising and also correct as an answer to the questions with answers previously established are ignored if they are not part of the possibilities expected by the

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[5] "Tomo construção conjunta de conhecimento como um conceito que auxilia na compreensão do aspecto da situacionalidade do evento aula ao descrever como os participantes de uma interação constroem conhecimentos de naturezas diversas, levando em conta a estrutura de participação proposta e ratificada por eles."

questioner (normally the teacher)"[6]. The structure of participation imposed by the teacher clearly shapes the way students express their ideas and thoughts, restricting them to only one possible contribution, not providing the possibility of adding any other information students may know about the topic that is being worked with in class. In other words, they are not given the possibility to construct legitimate knowledge with the teacher and their classmates based on experiences they have previously had, but only reproduce what is chosen by the teacher as important to their learning practices through the IRE sequence format.

The interaction process in which the coconstruction of knowledge occurs distances from the IRE interactional format, moving towards structures of participation which provide interactional opportunities so that students are empowered to share pieces of information that are original and somehow unexpected (emergent knowledge), placing not only the students but also the teacher as a learner throughout the process.

Structures of participation that differ from the IRE sequence make possible the occurrence of moments in which knowledge is coconstructed through the maintenance of the intersubjectivity of an interaction. Schegloff (1991, p.157) understands intersubjectivity as:

> The very coherence and viability of the course of such interaction, jointly produced by the participants through a series of moves in a series of moments that are each built in some coherence fashion with respected to what went before, depends on some considerable degree of shred understanding of what has gone before, both proximately and distally, and distally, and what alternative courses of action lie ahead. Such intersubjectivity is not always untroubled.

In order to keep the intersubjectivity of an interaction, its participants access specific pieces of knowledge called socially shared cognition. Schegloff (1991, pg. 152), based on the work developed by Garfinkel (1967) affirms that socially shared cognition corresponds to "a set of practices by which actions and stances could be predicated on and displayed as oriented to knowledge held in common - knowledge that might thereby be reconfirmed, modified, and expanded". Students access the socially shared cognition that they possess based on their life experiences in order to maintain the intersubjectivity of the interaction that is underway, reshaping its

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[6] "[...] corre-se o risco de que as contribuições legítimas, interessantes, novas, informativas, surpreendentes, enfim, corretas, na fala do produtor da resposta à pergunta de informação conhecida, tipicamente o aluno, não sejam ouvidas se não forem mapeáveis ao leque de expectativas de quem fez a pergunta de informação conhecida (isto é, tipicamente, o professor).

organization and the organization of the practitioners who hold the power to affirm what contributions are acceptable to the interaction.

Because of more democratic structures of participation in which the students' knowledge is validated in the interactional arena, the teacher is not placed as the only holder of knowledge in the classroom, which opposes to what normally happens when the IRE sequence takes place. The students play an active role during the interactional process, becoming responsible for the understanding of what is being discussed, which occurs not only between teacher - student, but also between student-student. This practice gives students the opportunity to share knowledge that is not previously known, creating a more democratic interactional space in which coconstruction of knowledge is more likely to occur through the knowledge that emerges from the negotiation of intersubjectivity through socially shared cognition.

2.1.2 Coconstruction of knowledge, learning, and participation

Learning and participation are concepts that are intrinsically connected mainly because learning implicates directly in individuals participating of a community of practice – more specifically in this context in a community which has as a central goal learning English as an additional language. Therefore, coconstructing knowledge, learning, and participation are concepts that are corroborated by each other. According to Garcez (2007, p. 31, our translation) coconstruction of knowledge comprises "[…] moments of learning, which are interactional sequences in which multiple participants in a talk-in-interaction classroom situation create conditions which are legitimated as relevant to them"[7]. In order to create conditions for coconstruction of knowledge to occur, students need to engage in moments that somehow present relevant topics and content to them, consequently causing learning to happen through active participation.

In order to take an active role in talk-in-interaction classroom sequences, Bulla (2007), when analyzing the features that are central to collaborative pedagogical tasks in Portuguese classes, evidenced that the actions of offering and asking help are crucial to the students' participation. More specifically, these interactional practices involve doing something for another individual and explaining how something is done

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[7] "[...] momentos de aprendizagem, sequências interacionais em que os múltiplos participantes de eventos interacionais em situações de fala-em-interação institucional escolar criam condições para a produção conjunta de conhecimento, que é legitimada como relevante entre eles."

so that the other individuals are able to do it as well. (BULLA, 2007). Consequently, students engage in participating so that they are able to solve problems in order to achieve a common goal that is part of a wider task, therefore coconstructing knowledge. Similarly, Salimen (2009), through the analysis of role-play sequences of an English class as an Additional Language, has evidenced that the students orient themselves asking and offering help while the task is performed and they are not sure about the procedures they are supposed to adopt in order to achieve the goal previously established. According to Salimen, 2009, p. 137, our translation):

> The requests for help were made when students were acting and they could not continue the action they were engaged in. After asking for help, the students showed that they were able to continue participating, using the help provided in order to produce their next turns. Therefore, it is believed that the requests for help in the interactional excerpts analyzed have served to the purpose of making learning happen[8].

Based on the citation above, it is clear that participating is crucial in order to learn. Through the requests and offers of help, students make it possible to continue interacting and consequently participating in the task being performed, which ultimately caused the learning process to occur. Moreover, the participants construct knowledge through the coconstruction of actions that empower them to participate in distinct moments of the interaction. Therefore, coconstructing participation in classroom talk-in interaction sequences for different purposes through different structures of participation is also coconstructing knowledge. (FRANK, GARCEZ and KANITZ, 2012). In consonance with Garcez, Frank and Kanitz (2012), Schulz (2007, p. 119, our translation) also highlights that coconstructing participation is fundamental for coconstruction of knowledge to occur. When analyzing the activities (through talk in-interaction sequences) occurred during the class council of a public school, she has concluded that:

> What is there to be seen between participation and learning? They are directly connected to the participants. Learning is participating, knowing how to participate in different manners and different spaces. To participate is also to learn thus it is through the student's speech in the pre class council and during the council that the matters related to learning can be dealt with.

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[8] "Os pedidos de ajuda eram feitos quando os participantes, ao encenar, viam-se impossibilitados de seguir adiante com a ação que vinham executando. Após a produção da ajuda solicitada, os participantes demonstravam estar possibilitados a seguir adiante com as suas participações, valendo-se da ajuda para produzir os próximos turnos de fala. Assim, acredito que os pedidos de ajuda nos segmentos analisados se construíram em métodos para a realização do fazer aprender. "

Coconstruction of knowledge only occurs when coconstruction of participation occurs[9].

In consonance with Bulla (2007) and Salimen (2009), it is noticed that participating and learning depend directly on each other. In order to enhance the learning process, students need to participate actively in the class council so that they can express their ideas and opinions about the learning process. Put differently, once there is no participation, no possibilities for learning and consequently coconstructing knowledge are created. Moreover, Schulz (2007) has also evidenced that participation has a strong social nature, connecting it to a process that is coconstructed based on the history of the school, its political-pedagogic project, the students and teachers involvement in the learning process, the occurrence of a participative class council, and the construction of knowledge as synonym of construction of participation. Firstly, the history of the school refers to the construction of a pedagogical proposal with the community of practice as a whole, which has established the participation of all students in the class council. Secondly, the political-pedagogical project of the school is structured on the principle that everybody is able to learn and therefore involve students in all the school activities. Thirdly, students and teachers' involvement in the learning process is based on legitimating students as contributors and decision takers of everything that happens in the school, both in the classroom and the class council, while teachers are responsible for engaging in the implementation of the political-pedagogical project of the school. Fourthly, the participative class council is structured on the ideal that students, teachers, and all individuals involved in the planning of the work procedures have their space assured, analyzing, questioning, and offering ideas on the projects that are being undertaken and that will be undertaken. Finally, coconstructing knowledge as a synonym of constructing participation is based on the principle that learning only occurs if there is participation, therefore understanding it not only as a cognitive practice, but also as a process that involves the social and historical nature of individuals. (SCHULZ, 2007).

In the next subchapter, the concept of task is discussed. As this research paper is based on the analysis of data collected in classrooms, tasks become extremely

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[9] "O que você vê então acerca da relação entre participação e aprendizagem a partir disso? Que elas estão intimamente relacionadas para os participantes. Aprender é participar, e ainda, saber participar de modos diferentes em diferentes espaços. Participar também é aprender, pois é por meio da palavra do aluno, do que ele diz e traz no pré-conselho e no conselho, que se pode tratar das questões de aprendizagem. A construção de conhecimento só acontece com a construção de participação.

relevant to be understood once they comprise most of the agenda that occurs during a class.

2.3 The concept of task

If the modern society is analyzed through the scope of how life occurs, it is commonly known that people have extremely busy routines, being involved in a myriad of activities and projects. If an ordinary individual's life is analyzed deeply, it is noticed that his/her routine comprises sequential activities that are performed during different periods of time. These activities are called tasks, and they involve activities related to work, relationships, studies, and so forth. Therefore, any piece of work that is undertaken with a specific purpose can be classified as a task, and they can occur in institutional and ordinary settings, being performed by individuals for themselves or with others. (LONG, 1985).

When a task is applied to a language class, its operational nature changes completely, moving from an ordinary perspective to a pedagogical one. Regarding the pedagogical nature of a task, it can be understood as a work plan that has students process language so that it enables them to achieve a determined outcome that later will be evaluated through the criteria of propositional content. In order to perform the task, primary attention is given to meaning and students apply their own linguistic resources in order to try to achieve the objectives proposed, even though the format of the task may influence the forms chosen and applied by them. (ELLIS, 2003). Breen (1987) highlights the importance of the content, objective, working procedures, and the outcomes of the pedagogical task, which ultimately aims to facilitate the process of language learning through problem-solving or decision-making simulations. Similarly, Platt (1986) draws attention to the fact that a pedagogical task does not only involve the practice of a specific language per se, but it also contemplates a classroom activity that in its variety makes the teaching and learning processes more communicative. Therefore, a pedagogical task has several characteristics that comprise its nature, especially its meaning, the procedures that are undertaken during its completion, the content, the linguistic resources needed to perform it, the goals stablished, and finally its outcome.

In consonance with the concepts presented before, Skehan (1998) affirms that there are five key elements that comprise a pedagogical task, which respectively are:

(a) the core component of a task is meaning; (b) students do not regurgitate other individual's meaning; (c) there is a connection between pedagogical task and the tasks performed outside the social event class; (d) relevance is given to the completion of the task; (e) assessment occurs towards the outcome of the task.

Based on the concepts scrutinized in the previous paragraphs, Nunan (2004, p.4) offers the following definition of pedagogical task, which will be central to the understanding of how task functions in this research project. According to him, a pedagogical task is:

> A piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end.

Nunan's definition of pedagogical task highlights the importance of empowering students to express meaning, moving away from the traditional grammar focus that is usually central to language classes. While grammatical exercises focus on the usage of specific words and forms of words to structure a predefined language grammatical pattern, the concept of task under discussion here derives from the concept that through the usage of their linguistic resources, which include the grammatical knowledge, learners interact in the language that is central to the class aiming to express themselves in a way that can be understood by their peers. The task is also supposed to develop into a process of sequential activities, which will make teacher and learners aware of its initial, intermediate, and final stages, providing to them a sense of completeness.

Looking at a pedagogical task from an interactional perspective, it comprises a set of instructions that make specific inferential frameworks occur within an institutional context, so that learners, through a sequential process of interactional acts, are empowered to express meaning based on their and their peers' thoughts, believes, and experiences. It may involve linguistic resources of verbal and non-verbal (gestures) nature, used to negotiate meaning through a set of practices that involve decision making and that will ultimately culminate in a determined outcome that will be at the disposal of the teacher to be evaluated.

The instructional part of a task, which can be delivered in both written and oral forms, normally contains instructions that will make students adopt specific procedures that might make them achieve a goal pre-established in the format of an outcome. Within these procedures, specific inferential frameworks will occur, leading the formatting process of the actions underway. In order to perform a task thoroughly, which means all of its stages, students will have to make individual and peer interactional choices that will enable them to negotiate the meaning of the matter under discussion. The negotiation of meaning itself will require students to employ varied interactional skills so that a result that may be expected or not will be achieved. Even though the procedures adopted may vary according to the students involved in the task completion. due to the different abilities and experiences each individual has, they all make necessary interactional efforts and linguistic resources (grammatical structures, vocabulary, and so forth), which will lead the process of task completion towards its end.

It is also important to highlight that there is an important difference between pedagogical tasks and pedagogical activities. This difference will be presented in the subsections that follow.

In the next subsection of the research study, three fundamental components of a task will be analyzed: the task goals, the input data, and the learners' procedures. (NUNAN, 2004).

2.3.1 The components of a task

Several authors have analyzed which components are fundamental when it comes to a task characterization and formation. Shavelson and Stern (1981) argue that there are six features that integrate a task. First, the content which is central to the teaching process; second, the materials that are available for the students' manipulation and observation; third, the activities, which correspond to the sequential actions and processes that will occur during a task completion; fourth, the goals, which are the targets the teacher aims to achieve through the task; fifth, the students themselves – it is fundamental to take into consideration what the students are interested in, their necessities, and abilities; sixth, the social community, which refers to the class as a group and the sense of groupness its integrating individuals have.

Similarly, Candlin (1987) apud Nunan (2004), affirms that a task has seven key features: the input, the roles, the settings, the actions, the monitoring, the outcomes, and the feedback. Firstly, the input refers to the material that is provided for the students to work with in order to perform the task. Secondly, the role concerns the individuals involved in the task and how they relate to each other during its initial, middle, and final stages. Thirdly, the settings encompass the place where the task occurs, both in a class or in any varied arrangements. Fourthly, the actions correspond to the procedures that are undertaken by students so that they can perform the task. Fifthly, the process of monitoring is referent to the supervision that occurs while the task is underway. Sixthly, the outcomes are integrated by the goals pre-established and, finally, the feedback is the teacher's evaluation of the task and its outcomes.

There are several similarities between the characteristics presented by Shavelson and Stern (1981) and Candling (1987) such as the material and the input, the activities and the actions, and the goals and the outcomes. Even though they use different terms, these concepts refer to the same features. Wright (1987) apud Nunan (2004), on the other hand, argues that there are only two fundamental features that integrate a task. According to him, the minimal parts of a task are the input data and the initiation question. The input data refers to the information students have access to during the task performance, which may be provided by the material (a course book, for instance), by the teacher, or by the students themselves. The initiation question, in its turn, is referent to the instructions that are given to the students so that they know what they are supposed to do with the data that has been previously provided. These instructions are normally delivered in the format of a question. When it comes to the outcomes of a task, Wright (1987) apud Nunan (2004) clearly states that they are not compulsory as an integrating part of a task, mainly because it is impossible for the teacher to ensure that the students will achieve exactly what has been previously planned or defined. In other words, there are many possible outcomes to a task and many of them do not include what was originally predicted or planned by the teacher.

Based on Shavelson and Stern (1981), Candlin (1987), and Wright (1987), Nunan (2004) has defined three main aspects as fundamental integrating elements of a task - the goals, the input, and the procedures, which are directly supported by the participants' roles (in this case institutional) and by the settings (in this case also institutional). Differently from Wright (1987), Nunan (2004) believes that setting a goal is crucial when performing a task mainly because it will set directions, so that students

are able to follow a specific direction and it will benefit the curriculum as a whole. In the table below, the model of task defined by Nunan (2004) is presented.

Figure 2

Goals →		← Teacher role
Input →	**TASK**	← Learner role
Procedures →		← Settings

Source: Nunan (2004, p. 56).

2.3.1.1 The characterization of the task goals

According to Nunan (2004), the goals are referent to the learning intentions that comprise a task, creating a link between the task and the curriculum. They can express the teacher's and students' behavior as well as the general outcomes that are directly connected to the nature of the task, which can be communicative, sociocultural, learning-how-to-learn, and language and cultural awareness. (CLARCK, 1987).

The communicative nature of a task comprises the exchange of information in order to maintain an interpersonal relationship. In this type of task, students make use of ideas, opinions, feelings, and attitudes so that they establish a communicational channel through which they will be able to send and receive information based on the task that has been previously defined. Through this type of communicational goal-oriented task, students also respond creatively to the target language, acquiring information from different sources such as magazines, movies, newspapers, brochures, and so on. (CLARCK, 1987). Put differently, the communicative tasks focus on the use of the target language so that students are empowered to interact through the resources provided.

The sociocultural nature of a task closely connects to its communicational nature, once it is based on the principle that students should be exposed to the target language culture through an extensive range of communicational activities in order to experience it. This process involves the manner interpersonal relationships occur in the target language community, its everyday life pattern, its cultural and historical traditions, its economical and labor organization, and its current issues. (CLARK, 1987). The sociocultural nature involves, therefore, the different social dimensions of

the target language community and the attempt to make the students in the community of practice to experience it in the additional language learning practices.

The learning-how-to-learn nature of a task comprises the strategies used in order to empower students to become responsible for their own learning process. These strategies involve individual work, group work (how students stablish the negotiation of what contributions are accepted to the task underway), the negotiation of the working plan towards a specific objective, and the search for information in different sources. (CLARCK, 1987). In other words, this type of task aims to rise students' independence throughout the learning process.

The language awareness and cultural awareness nature of a task are understood as the capacity students develop to critically analyze the cultural experience in another language and through this critical-analytical process become aware of the importance of language and culture in their lives. This awareness involves the understanding of how language operates in everyday life, how it adepts to the contexts in which it occurs, its variations (accent, dialect, register, and so forth), and how it reflects the variation of culture of its communities of practice. (CLARCK, 1987). This type of goal-oriented task places students in the center of the critical-analytical arena, using critical thinking to analyze the language and culture in which they are embedded and therefore make them realize the language and culture significance as integrating and inseparable components of their lives.

Finally, the nature of the course that is being undertaken also influences the goals set for a task. (NUNAN, 2004). English courses that prepare students for taking International Examinations such as the IELTS exam, TOEFL, and others will have tasks whose goals have been designed according to the criteria set for the exam. On the other hand, courses defined as "General English" will have its tasks' goals oriented accordingly to the specifications and practices conducted in these teaching and learning arena. In addition, there are also the English courses for specific purposes (business, engineering, and so forth), which will have their goal-oriented tasks set by the specific necessities of its practitioners.

2.3.1.2 The characterization of the task input

The second fundamental integrating feature of task defined by Nunan (2004) is input. According to him, input corresponds to the "spoken, written, or visual data that

learners work with in the course of completing a task. Data can be provided by the teacher, a textbook or some other source. Alternatively, it can be generated by the learners themselves." (NUNAN, 2004, p. 47). Therefore, magazines, literature books, sitcoms, letters, songs, movies, maps, brochures, newspapers, and so forth are all input that can be used as material for planning and undertaking a task. In a task in which students are supposed to find mistakes in their classmates' reports, for instance, the material that is being used has been produced by the students themselves.

Nunan (2004) also raises the question of input authenticity. If materials such as textbooks are compared to newspapers, songs, and movies, it is noticed that the prior ones have been produced specifically for language courses, whereas the others have been produced for ordinary contexts. Nunan (2004, p. 49) defines authentic input as "the use of spoken and written material that has been produced for purposes of communication not for purposes of language teaching." He also affirms that the questioning of applying authentic or non-authentic material to the classroom practices should not be problematized once the central discussion should be on how to balance the usage of these materials in order to optimize learning opportunities.

For beginner students, for instance, it may be more suitable to use non-authentic materials, once the speed of dialogues, the complexity of the language, and the vocabulary can be controlled, so that students adept easier to the additional language. The use of authentic materials is also fundamental to prepare students to the linguistic challenges they will face outside the classroom. Nunan (2004, p. 50), when explicating the importance of authentic materials affirms that:

> […] there is also value in exposing learners to authentic input. Specially written texts and dialogues do not adequately prepare learners for the challenge of coping with the language they hear and read in the real world outside the classroom – nor is that their purpose. If we want learners to comprehend aural and written language outside class, we need to provide them with structured opportunities to engage with such materials inside the classroom.

Therefore, in intermediate and advanced levels, the use of both non-authentic and authentic materials may the best option mainly because it will generate learning opportunities that will expose students to a wider range of materials, preparing them to the language they will have contact with when they circulate through different social environments. Schlatter (2009, p. 12, our translation), when highlighting the objectives of additional language classes, states that: "[…] the goal of additional language classes is to create a space for awareness in relation to other individuals in order to

comprehend their own realities and broaden their social practices where the additional language reading and written practices are valued cultural products"[10]. In consonance with what Schlatter (2009) affirms, the use of tasks in which the input comes from authentic materials is fundamental because they will pave the road between classroom practices and the world outside, empowering students to play and active role when interacting in the target language.

2.3.1.3 The characterization of the task procedures

The third characteristic highlighted by Nunan (2004) as fundamentally integrating a task is the procedures. According to him, they directly involve what will be done, in terms of actions, with the input provided throughout the process in which the task is undertaken. The procedures, on the other hand, are different from the task itself. Salimen (2016) highlights these differences, naming task as pedagogical task and the procedures as pedagogical activities. According to her (2016, p. 39, our translation):

> […] talking about pedagogical task is different from talking about pedagogical activity, although it is necessary to have in mind what should occur in terms of pedagogical activities when a pedagogical task is planned. Therefore, planning a pedagogical task involves projecting the way the students will engage in its completion, the actions they will take, and the position they will assume throughout the pedagogical activity[11].

Therefore, the procedures correspond to the actions that will be undertaken by the students (previously planned by the teacher) throughout the task completion, making use of the input as data source combined to specific actions for achieving the task goals previously established. In the figure next page, the relation between pedagogical task and pedagogical activity is schematized within the classroom settings.

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[10] "[...] o objetivo da aula de LE é tornar-se um espaço para reflexão, autonomia e sensibilização ao outro na busca por uma compreensão de sua própria realidade e de uma ampliação de sua participação em práticas sociais onde a língua estrangeira e as práticas de leitura e escrita são produtos culturais e simbólicos valorizados."

[11] "[…] falar sobre tarefa pedagógica é diferente de falar sobre atividade pedagógica, mas, para pensar sobre tarefas pedagógicas, é necessário ter em mente o que se deseja/espera que aconteça na atividade pedagógica. Isto é, o trabalho de planejar uma tarefa pedagógica a ser realizada em aula engloba o trabalho de projetar o modo como esperamos que os participantes da sala de aula se engajem na sua realização, nas ações que gostaríamos que eles fizessem e nos posicionamentos que gostaríamos que eles tomassem ao longo da atividade pedagógica."

Figure 3
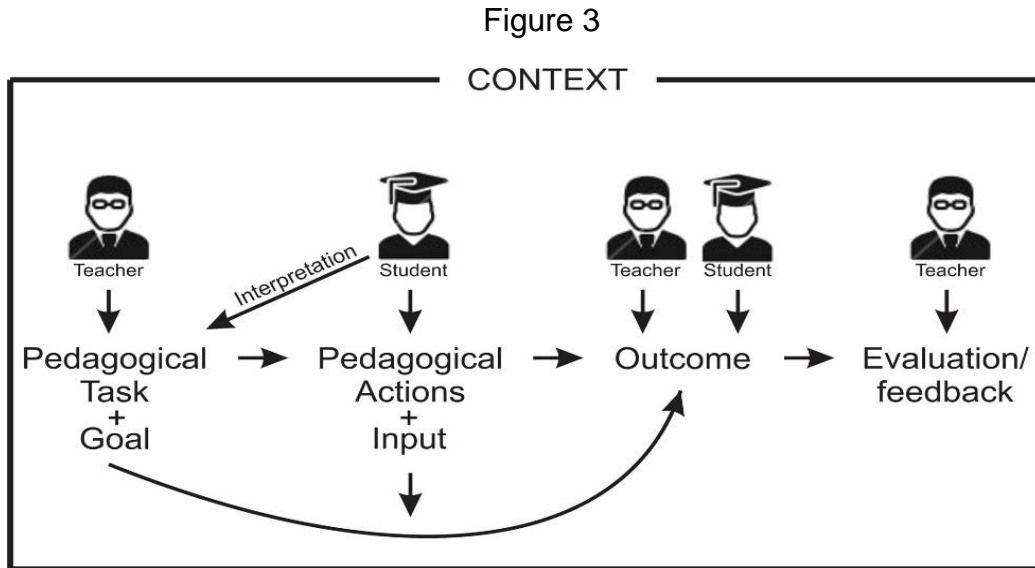
Source: Created by the author.

Even though the teacher plans the actions that are more likely to occur in the interactional arena while the task is underway, sometimes they do not occur according to the procedures previously established. This occurs mainly because of the way the participants interpret the pedagogical task, and this interpretation will directly affect the pedagogical actions. (SALIMEN, 2016). Therefore, although specific goals have been previously set, they do not always correspond to the outcome obtained once the pedagogical activities vary according to the practitioners' interpretation of the pedagogical task.

Finally, the procedures can be also analyzed in terms of authenticity, similarly to what occurs towards the input of a task. Nunan (2004) affirms that a task to be authentic should provide the rehearsal of the communicative behaviors and practices that are more likely to occur in the real world, or at least, through problem-solving tasks, they should stimulate naturally occurring communicational and linguistic behaviors. Put differently, the procedures of a task will represent specific behaviors that correspond to the social, communication, and linguistic nature of the interactional process as a whole, inducing its practitioners to engage in practices that will lead them to a known or unknown outcome.

As the data analyzed in this research paper comprises interactional sequences occurred in English classes as an additional language, it becomes indispensable to understand the characteristics of a task. In other words, the organization of the social event class normally occurs based on the tasks performed during its occurrence which places them in the center of the interactional arena.

In the next chapter, the methodology used to develop this research paper is presented. The participants, the procedures for data collection and analysis, and the ethical issues are explained.

3 METHODOLOGY

Aiming to describe how the process of coconstruction of knowledge occurs in institutional talk-in-interaction sequences in English classes as an additional language, this section of the research study turns to the methodological issues. More specifically, it describes the participants that were involved during the process of data collection, the procedures that were adopted for the data collection and its analysis, and the correspondent ethical issues.

3.1 The participants

In order to find an English language school where the data could be collected, the only requirement previously established was that the talk-in-interaction sequences could be recorded in audio and video without any kind of restrictions. Regarding the language classes in which the data was collected, two advanced groups and a low intermediate group were chosen so that most of the data produced was in English.

Having the requirements defined, the place where the data was collected was a language school located in the state of Rio Grande do Sul/Brazil. All the groups were taught by the same teacher, and eleven students took part of the data collection process. The groups are more precisely explained in the next subsections.

3.1.1 The participants – group 1 – advanced – conversation class

The conversation class group comprised five students who were having classes together for one year. There were two male students and three female students aged between twenty-four and twenty-nine years old.

The materials used during these classes were all produced by the teacher based on the topics students aimed to discuss and study. These materials comprised mostly videos, articles, and texts taken from the internet.

During this class, students were discussing the topic accents and what strategies they could use to understand other individuals' accents, as well as make other individuals' understand their accent. Moreover, stereotypes were also central to the discussions held during this class.

3.1.2 The participants – group 2 – advanced

The advanced group comprised three students that were having classes together for three years. All the students in this group were female and aged between twenty-two and twenty-seven years old.

This class followed a teaching agenda based on the Course Book Viewpoint 2, by Cambridge University Press. The book is divided in twelve units, and each unit is divided in four lessons. Lesson A focuses on the main grammar topic of the unit while lesson B focuses on a vocabulary topic and a complementary grammar topic. Lesson C presents conversation strategies and Lesson D contains a reading sequence followed by a writing section. The book is organized through writing, speaking, listening, and reading tasks and the students get extra practice through their workbooks that follow the same structure of the student's book.

During this class, students were doing a reading sequence that focused on the different types of consumers and how they adopt new technology. The students performed tasks that focused on the understanding of the ideas in the text as well as the vocabulary presented.

3.1.3 The participants – group 3 – low intermediate

The low intermediate group comprised three students that were having classes together for two years and a half. All the students in this group were female and aged between forty-five and seventy-seven years old.

This class followed a teaching agenda based on the Course Book Touchstone 3, by Cambridge University Press. This book is organized according to the book Viewpoint 2, described in the section 3.1.2.

During this class, students were learning quantifiers related to food and the vocabulary used to describe the preparation of food. Most of the class was focused on a writing exercise that had students describe a special recipe they cooked for their families. During this class, students also did a reading sequence that explored the different kinds of snacks people have in different cultures around the world.

3.2 The procedures

The data was collected during three different English classes, one class in each of the groups described in the previous sections. The teacher and students followed the teaching and learning practices normally implemented without any interference of the researcher who was not present during the data collection.

The classes took between one and two hours, totalizing four hours and a half of recordings. With respect to the format of the data collected, it was gathered in audio and video, focusing on its quality, which is fundamental for accurate transcriptions and analysis. As stated by Ostermann, Pisoni and Schnack (2005), the technical quality of the process of the data collection is crucial because it directly influences the technical quality of the transcriptions.

Ostermann, Pisoni and Schnack (2005) also highlighted three main points regarding data collection: a) the usage of the appropriate material, b) the environment, and c) the way notes are taken. Centering on these three points, for a better data quality, the camera was kept on a shelf in front of the students and teacher as close as possible to the place where the talk-in-interaction phenomenon central to this analysis happened. This procedure was adopted because the classroom is a noisy environment, with people chatting around most of the time.

3.3 The procedures for data analysis

The procedures that were used to transcribe the data collected were based on the conversation analysis principles, in which the transcripts do not only provide the content of a conversation, but they also include crucial details on how the participants, moment-by-moment, manage the interaction, in terms of what is being said, how it is being said, and what the hearer is doing while it is being said. (NEVILE and RENDLE-SHORT, 2007). This view is indispensable so that the actions that occur within the class talk-in-interaction sequences can be properly described and analyzed.

In order to transcribe the verbal nature of the interactions, the conventions of Jefferson[12] were used (see Appendix A). As stated by Nevile and Rendle-Short (2007),

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[12] The transcription key used in this research study has been created by Jefferson (1984), translated and adapted by the research group Fala-em-interação em Contextos Institucionais e Não-Institucionais. Some of the transcription elements have been suggested by GAT2.

these conventions do not focus on grammar issues. They have been created to make possible the identification of intonation features, conversation structure patterns as well as information on how the speakers talk and what they do within an interaction.

Furthermore, the multimodal nature of the data collected was not transcribed and analyzed. This choice was made due to the fact that this research paper focuses on understanding how coconstruction ok knowledge occurs based on the verbal nature of the interactional practices performed by the participants of the interaction.

3.4 Ethical issues

In order to get permission to record the interactions, the researcher explained to the school pedagogical coordinator what the data collected would be used for, especially that no names would be mentioned and that the research was about the process of coconstruction of knowledge, and not their content. With respect to the teacher and students, they were asked to sign a Termo de Consentimento Livre e Esclarecido[13].

While transcribing the data, no names were used to identify the participants of the interaction. The students were called S1 (student 1), S2 (student 2), S3 (student 3), and so forth. Similarly, the teacher was called only T teacher in the excerpts.

Two other ethical principles were kept in mind while the data transcription was done. According to Ostermann, Pisoni and Schnack (2005), the transcriptions must be an accurate representation of reality and the linguistic features of the participants' identities must be kept once they influence directly the final representation of the interactional phenomenon. These ethical procedures also avoid the creation of unwanted and problematic stereotypes to what concerns to the individuals' identities. Moreover, another fundamental problem avoided by the ethical procedures mentioned previously is the emergence of any kind of prejudice, once the focus of the research is the data, and not the individual identities of the participants. (OSTERMANN; PISONI; SCHNACK, 2005)

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[13] See appendix B.

4 DATA ANALYSIS

This section of the research paper presents some examples of interactional moments of coconstruction of knowledge identified in the data collected. It elucidates three different practices through which teacher and students coconstruct knowledge: looking for a referent, exemplification, and guessing.

Firstly, two excerpts that show the occurrence of IRE sequences (GARCEZ, 2006) during the classes where the data was collected are displayed. These excerpts are presented in order to establish a parameter of comparison between the interactional practices performed when IRE sequences occur (a more restrictive structure of participation) and when coconstruction of knowledge occurs (more opened and democratic structures of participation). Features such as participation and learning (BULLA, 2007; GARCEZ, 2007; GARCEZ, FRANK, and KANITZ, 2012; SALIMEN, 2009; SCHULZ, 2007), coconstruction and reproduction of knowledge (COCEIÇÃO, 2008; FRANK, GARCEZ, and KANITZ, 2012), intersubjectivity and socially shared cognition (GARFINKEL, 1967; SCHEGLOFF, 1991) and social control of classroom interactions (GARCEZ, 2006; HALL and WALSH, 2002) are analyzed.

4.1 IRE sequences

The next subsections present the IRE sequence phenomenon occurred in the data collected. Even though several IRE sequences have been identified, two of them have been selected because they are sufficient to fulfill the need of exemplification of how they occur and the impact they have in a classroom interaction.

4.1.1 "Do you remember where *baos* are from?"

The next subsections present the task development process and the IRE sequence occurred in excerpt 1. This excerpt has been taken from the low intermediate class. It is important to highlight that during this class, students and teacher were discussing the topic food, which was part of the fifth unit of their course book.

4.1.1.1 The task development process of excerpt 1

During of the moment of the class in which this excerpt was collected, students were discussing a text from the course book about snacks around the world, which has been previously assigned as homework. The teacher was checking the students' understanding about it asking random questions which were orally answered.

Figure 4
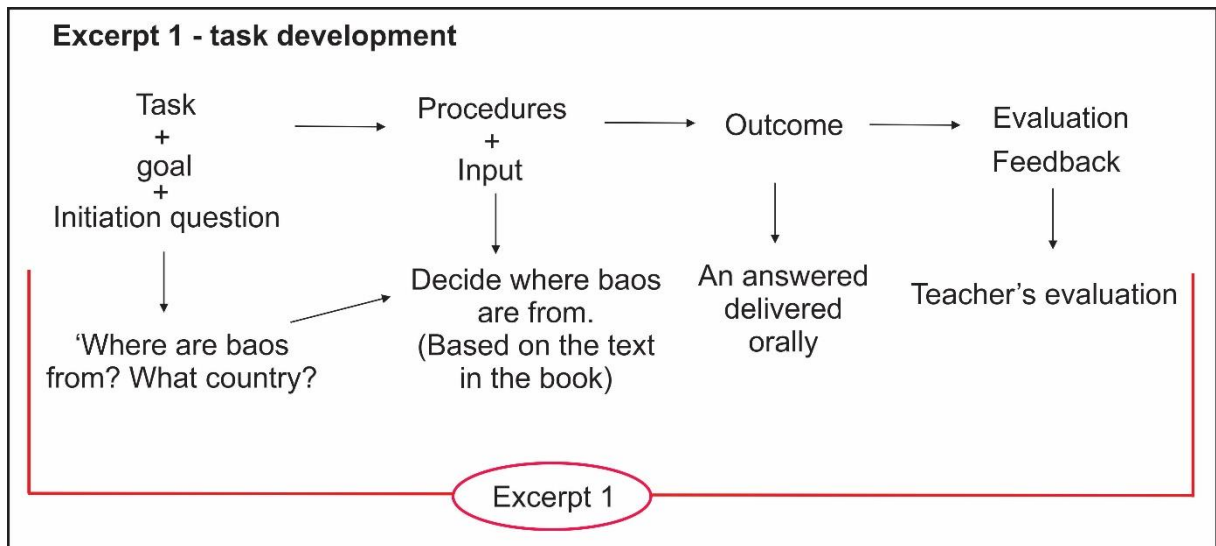
Source: Created by the author.

When analyzing the task development process in which excerpt 1 occurs, the teacher starts asking a question about where the food baos is from – "Do you remember where baos are from? What country?" Using as input the text in their course books, the students have to decide where this food is from (procedures), trying to achieve the outcome of the task, which is to answer the places (in this case countries) where baos have been originated. After having answered the question delivered by the teacher, the students' answers are evaluated by the teacher as correct or incorrect (NUNAN, 2004) based on the knowledge presented in the text in the course book.

4.1.1.2 The IRE sequence in excerpt 1

The interactional sequence called expert 1 is presented next. It comprises an interaction between the teacher, student1, and student 3, while students try to answer where baos are from.

(01)INTERMEDIATECLASSiresequence

```
 1  T:    do you re↑member where (baos) are from? (.) what ↑country?
 2        (1.5)
 3  S1:   (baos)  [é::] um tipo de lanche [eu acho.]
 4  S3:           [é::]                   [china  ] indo↑nesia,
 5  T:    u↓hu::m,
 6        (.)
 7  S3:   é:: (.) ã:: (0.6) asi::[:  ] ((pronúncia em língua Portuguesa))
 8  T:                          [asia.]
 9        (.)
10  S3:   asia.=
11  T:        =mh↑m::::, very ↑good. very good.
```

This interactional segment comprises an IRE sequence – a moment started by the teacher with a question that has an answer previously known, students' answers, and the teacher's evaluation of the answers (GARCEZ, 2006). In line 1, the teacher asks students the question "do you remember where baos are from? What country? Before the first answer to the question is provided, student 1, in line 3, checks if his/her understanding about baos is correct affirming that it might be a snack, but nobody in class takes the turn to confirm if student's 1 understanding about baos is correct or not. Student 3, in line 4, provides the first answer to the teacher's question affirming that baos are from China and Indonesia. In the next line, student 3 provides another answer to the teacher's initial question, saying that baos are from Asia. Student 3 pronounces the word Asia in Portuguese, which is corrected by the teacher in line 8. Student 3 then repeats the word Asia in English in line 10. At the end, the teacher gives her final evaluation about the answers provided by student 3 using the expression very good showing that student 3 provided the piece of information that was expected.

The part of the text that was being studied and that contained the answer to the teacher's question while excerpt 1 occurred is displayed in the figure next page:

Figure 5

McCarten, McCarthy, and Sandiford (2014, p.50).

The teacher asks questions whose answers are presented in the book (Baos are from Asian countries), the students find these answers and reproduce the information, being, at the end, evaluated by the teacher based on the information previously known. In line 4, when student 3 affirms that baos are from China and Indonesia, he/she brings to class real world knowledge contributions, but these contributions are simply evaluated by the teacher as being correct and they do not generate any other kind of process involving the knowledge student 3 showed about knowing the name of Asian countries. Similarly, in line 3, student 1 opened a space for a repair when she checks her understanding about what baos are, but she is simply not given an answer. The interaction continues focusing on the question asked initially by the teacher continuing the teaching agenda previously established, excluding any other contribution to the discussion of what baos are which was initiated by student 1. The IRE sequence occurred in excerpt 1 restricted the classroom interaction to the process of reproduction of knowledge, excluding students' experiences and real world knowledge from class (GARCEZ, 2006), or restricting its use when it was presented in the interaction. The process described in the paragraph above is illustrated in the picture next page:

Figure 6
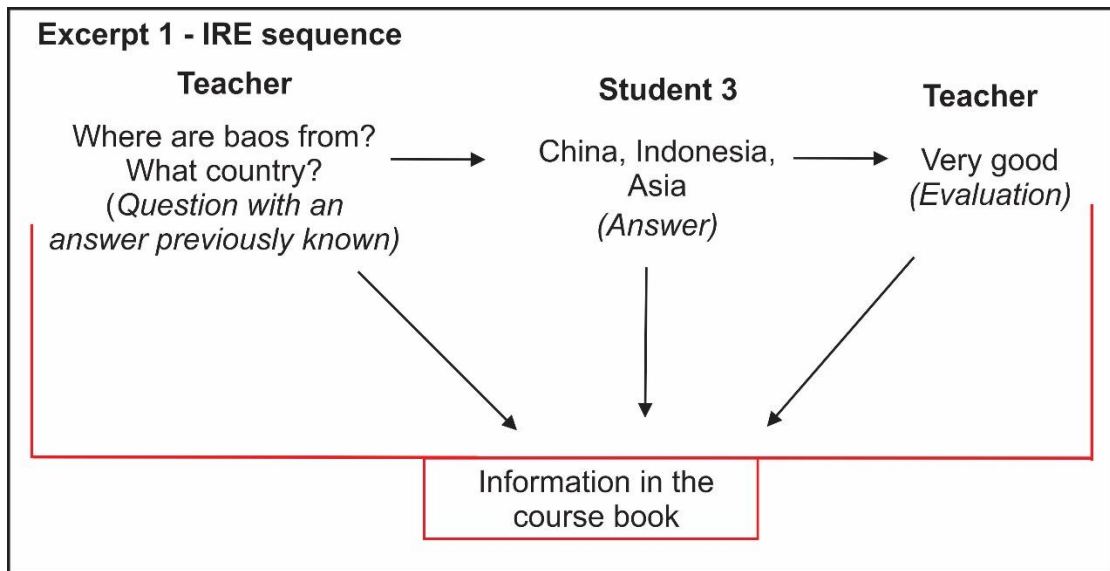
Source: Created by the author.

In terms of participation, the teacher has complete control over the students. When the teacher asks the questions with an answer previously known, he/she is already restricting the participation of the students in class, only selecting the ones who know the answer to the question. While the students answer, the teacher also assumes the role of model which can be seen in except 1 when student 3 does not know how to pronounce the word Asia in English and the teacher immediately provides the pronunciation. The teacher also shows his/her role of the one who is the expert in class when she evaluates the students' answers as being suitable contributions. The practices of asking, answering, gatekeeping, and evaluating work towards ascertaining if the students know the information presented in the material they studied. (HALL; WALSH, 2002).

4.1.2 Ire sequence 2

The next subsections present the task development process and the IRE sequence identified in excerpt 2. It was collected in the advanced class and the topic under discussion was an article on technology adoption, which was part of their course book and the class' agenda.

4.1.2.1 The task development process of excerpt 2

The task in which excerpt 2 occurred is characterized as a post-reading exercise aiming to test students' understanding on the vocabulary seen in the article on technology adoption previously read. The task is shown in the picture below:

Figure 7

C **Check your understanding** Find words in the article with a similar meaning to the words in bold below. Use those words to answer the questions.

1. What does the product adoption cycle **show**? (para. 1) It illustrates . . .
2. The model **groups** or **classifies** consumers into five types. What are they? (para. 1)
3. When did the majority of consumers typically **buy** a product? (para. 1)
4. What percentage of consumers does the "early adopter" group **represent**? (para. 2)
5. What product **got into** the market more quickly than any other? (para. 2)
6. What trends are marketers now noticing after the **first launch** of a product? (para. 3)
7. What is driving technology adoptions: the workplace or **home** use? (para. 4)
8. What influence are younger people having as a **section** of the consumer population? (para. 5)

McCarten, McCarthy, and Sandiford (2014, p. 27).

The task originally aims to have students identify in the text the appropriate words that have the same meaning of the words in bold and then have students answer the questions using these words. When this task was performed, the teacher changed some of its features, writing all the possible words with similar meaning to the ones in the exercise on the board in order to facilitate the exercise. The teacher just corrected the exercise orally, not having students discuss the questions using the words found.

The task development process of excerpt 2 is shown in the figure next page:

Figure 8
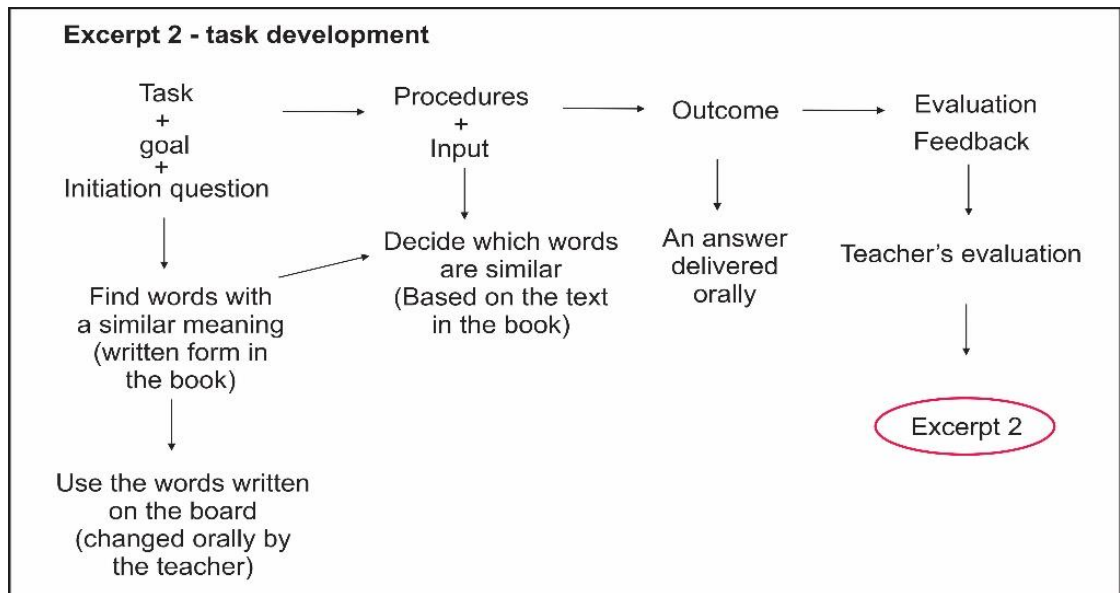
Source: Created by the author.

In terms of the task development process, the initiation question is the task written in the book, which was modified by the instructions delivered orally by the teacher – instead of looking for the words in the article, students were supposed to use the ones written on the board. The input students had to perform the task was the article on technology adoption in their course books and the words the teacher wrote on the board. The correction of the task was done orally by the teacher and this was the moment from which excerpt 2 was taken (NUNAN, 2004). The last part of the task (answering the questions using the words found) was not performed at all.

4.1.2.2 The Ire sequences in excerpt 2

Excerpt 2 is presented next page. It comprises an interaction between the teacher, student 1, student 2, and student 3. While the interaction occurred, the participants of the interaction were correcting the task presented in section 5.2.1.2 – find similar words to the bold words in the questions using the words the teacher wrote on the board taken from the text previously read.

(02)ADVANCEDCLASSiresequence

```
 1  T:    the first question says the ↑model groups
 2        or classifies consummers into <five types>. <what ↑are they.>=
 3  S1:                             =(categorizes,)
 4        (.)
 5  T:    uh::huh,
 6        [(1.6)
 7        [((T vai ao quadro))
 8  T:    ↑and buy
 9        (0.9)
10  S1:   pur[chase?
11  S2:      [purcha,
12        (0.5)
13  T:    uh::huh, [purchase,    ]
14  S2:           [how- ↑how can] i pronounce.=
15  S1:                                    =↑ah.
16  T:    purchase.=
17  S2:          =purchase
18        (1.3)
19  T:    uh::huh,
20        (1.4)
21  T:    repre↑sent
22        (2.6)
23  S2:   (release:),
24        (.)
25  T:    ↑no.=
26  S3:      =↑segment.
27        (.)
28  T:    ↑no.
29        (1.1)
30  S3:   the::: <initial> (.)
31  T:    °no:,°
32        (0.7)
33  S3:   ac↑counts for?
34        (.)
35  T:    accounts (.) for.
```

Excerpt 2 starts when the teacher asks in lines 1 and 2 what words could be used to replace the words "group" and "classify'. In line 3, student 1 answers that it is "categorizes", which is evaluated by the teacher as being the correct answer (the teacher says uhum in line 5). In line 8, the teacher asks which word can be used to

replace the word "buy". The answer is given by student 1 in line 10 and corrected by the teacher as being the correct answer in line 13. In line 14, student 2 shows a question about how to pronounce the word purchase. In order to teach the pronunciation of this word, the teacher pronounces it in line 16 and student 2 repeats it in line 17, being evaluated by the teacher as the correct pronunciation in line 19. In line 21 the teacher asks a new question about the word that can be used to replace the word "represent". In lines 23 and 26, students 2 and 3 provide the answers "release" and "segment", which are evaluated as being the wrong ones when the teacher answers no (lines 25 and 28). In line 30, student 3 makes a new tentative of answering the question using the word "initial", which is evaluated by the teacher as being the wrong answer in line 31. Finally, in line 33, student 3 answers "accounts for" and by repeating the words "accounts for" the teacher evaluates the answer as being the correct.

The interactional segment above represents several IRE sequences. There is an IRE sequence related to each question the teacher corrects – questions about the words groups, classifies, buy, and represent. Two of them are shown in the figure next page:

Figure 9

Excerpt 2 - IRE sequences

IRE sequence 1

Teacher	Student 1	Teacher
A similar word to the words groups and classifies (*Question with an answer previously known*)	Categorizes (*Answer*)	Uh-huh (*Evaluation*)

Information in the course book and on the board

IRE sequence 2

Teacher	Student 2	Teacher
Represent? (*Question with an answer previously known*)	Realise (*Answer*)	No (*Evaluation*)

Information in the course book and on the board

Source: Created by the author.

The teacher starts asking the questions and the students provide the answers being evaluated by the teacher in the next turns. As it has been characterized by Garcez (2006), IRE sequences comprise moments when the teacher asks a question with and answer previously known and evaluates the students' answers. All the questions asked by the teacher in excerpt 2 have an answer previously known (the words written on the board taken from the article previously studied) and consequently there is just reproduction of knowledge, which means that there is no emergent knowledge, similar to what occurred in excerpt 1 analyzed in the previous section. In other words, students do not bring any knowledge from their experiences to class and

all the knowledge produced has a reproductive nature based on course agenda. (FRANK, GARCEZ, KANITZ, 2012).

Furthermore, in terms of the social control of the class, the teacher was the controller of the interaction though excerpt 2 and students assumed a passive role of answering questions. They did not have a chance to show their understanding about the topic that was being studied. When it was made necessary, the teacher helped students to elucidate any questions they had about the content they were studying (for example when student 2 asked for help pronouncing the word purchase). In addition, not only the intellectual contributions were restricted, but also the chances students had to practice the language using more complex linguistic structures. (HALL; WALSH, 2002). As it can be seen in excerpt 2, students usually used one word to answer the questions and no more advanced structures in terms of language had been identified.

4.2 Coconstructing knowledge in English classes

The next subsections present the interactional sequences in which the process of construction of knowledge was identified. They comprise coconstruction of knowledge through the use of practices of looking for a referential (excerpt 3), exemplifying (excerpt 4), and guessing (excerpt 5). We turn now to the first sub-chapter which analyzes the coconstruction of knowledge process occurred when teacher and students look for a referential (the definition of a specific object) in the interaction.

4.2.1 Excerpt 3 – *"não é daquelas que torce, ainda é outra mais antiga"*

The next subsections present the task development process and the coconstruction of knowledge phenomenon occurred in excerpt 3. This excerpt has been taken from the low intermediate class. It is important to highlight that during this class, students and teacher were discussing the topic food, which was part of the fifth unit of their course book and consequently part of the teaching agenda previously established.

4.2.1.1 The task development process of excerpt 1

Previously to the moment during which this task occurred, students learned how to use quantifiers such as much, many, little, and fewer. They have also studied vocabulary related to the different ways food can be prepared, which included words such as baked, fried, boiled, etc. The topics discussed in the unit teacher and students were working with are shown in the figure below:

Figure 10

| Unit 5

Food choices
pages 43–52 | • Talk about eating habits using containers and quantities
• Talk about different ways to cook food
• Talk about food using *too*, *too much*, *many*, and *enough*
• Respond to suggestions by letting the other person decide
• Use expressions like *I'm fine* to politely refuse offers
• Read about snacks around the world
• Write about a dish from your country | • Review of countable and uncountable nouns
• Quantifiers *a little*, *a few*, *very little*, and *very few*
• *Too, too much, too many*, and *enough*
Extra practice | • Containers and quantities
• Different ways of cooking food | *Speaking naturally*
• Stressing new information
Sounds right
• Are the sounds the same or different? |

McCarten, McCarthy, and Sandiford (2014, p. 12).

As a following task to the topic that has been studied, the teacher presented the idea of writing a recipe that was special to the students. The task development process that includes the task of writing a recipe within excerpt 3 occurred is shown in the illustration below.

Figure 11
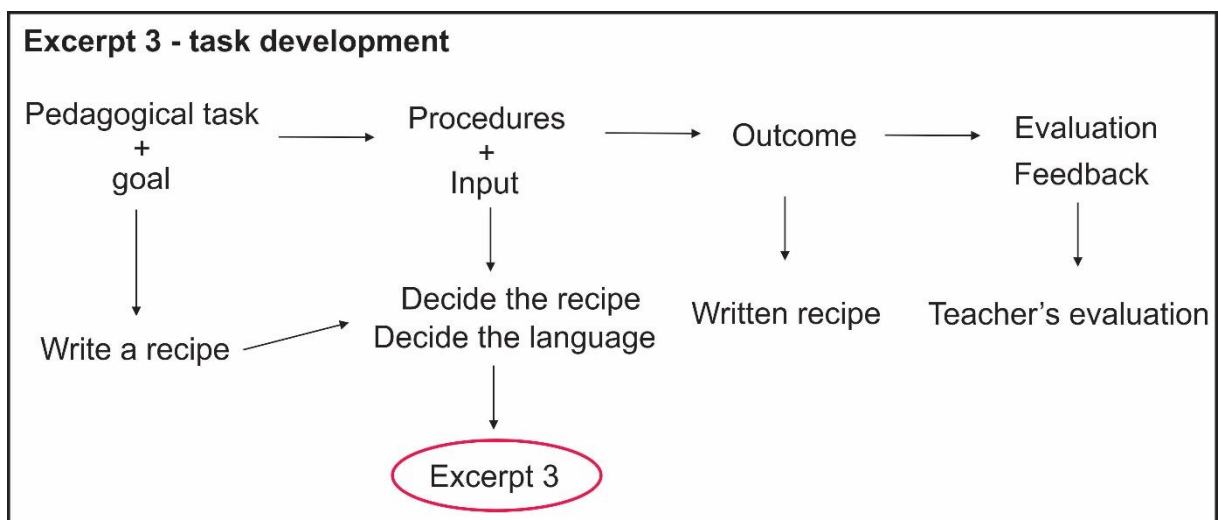
Source: Created by the author.

When analyzing the task development process in which excerpt 3 occurred, the goal of the task is to have students produce a written form of a recipe that is somehow especial to them. It does not only focus on the grammar and vocabulary previously learned, but it also aims to have students express meaning through it. (NUNAN, 2004). In order to achieve the task's goal, students had to decide the recipe they would write about and the teacher used the question "Is there something that you cook for the people who are special for you?" in order to have students think about a recipe and this is the section of the task development process from which excerpt 3 was taken. More specifically, this moment is part of the procedures necessary to be undertaken in order to achieve that task's final outcome, using as input the material (course book), the knowledge previously developed, and the students' knowledge on recipes (NUNAN, 2004).

4.2.1.2 Excerpt 3 and the phenomenon of construction of knowledge

Below is presented the interactional segment called excerpt 3. It comprises an interaction between teacher, student 1, student 2, and student 3 while they try to understand the concept of a pasta machine that has been used by student 3 to explain one of the recipes that he/she used to cook while students were choosing which recipe they would write about. The excerpt is in Portuguese language because the students answered the teacher's question in Portuguese and the interaction occurred in this language.

(01)INTERMEDIATECLASSpastamachine

```
 1  T          is there (0.4) .hh [ã:: something]
 2             that you cook(0.5) for the people who
 3             are s↑pecial for ↓you (( Looking at S3))
 4             (0.7)
 5  T          tem alguma >coisa assim< na tua família que
 6             tu diz °ai hoje a mãe vai fazê essa
 7             co↑mi:da° ou a vó >vai fazê< °essa comida°
 8             (2.7)
 9  T          (tem) alguma coisa? ↑nã:o
10             (0.7)
11  T          que eles gostam <que TU fa↓ça>
12             (0.5)
13  T          nenhuma sobreme::sa, >alguma °coisinha°<
```

```
14  S3          hh {{rindo {eu não faço} mais na[da    ]
15  T                                           [↑não] >mas< ou o
16              que tu fazia entã:o.
17  S2          microwave popcorn
18              HAHAhaha[haha                             hhh]
19  S1                  [eles gostava- eles gostavam de comê] na tu-
20              na tua casa [por exemplo        ]
21              XXXXXXXXXXXXXXXXXX
22  T                       [tipo tinha que se tu] que fizesse
23  S3                          [↑a (comida)   ] era tudo feita
24              a massa, tudo feita na m:- [na ↓mão]
25  S1                                     [mas não] massa assim
26              porque era uma coisa que tu fazia com frango
27              (0.7)
28  S3          ↓não eu fazia (.) nã::o que molho branco nem
29              conheci:a xxxx
30  T           hahaha {{rindo} pior que é né?} hhh
31  S3          ↓é::
32  T           ↑né
33  S3          eu fazia molho do- no (.) <matava a galinha
34              no sítio>
35  S1          [↓a:::]
36  T           [↓a:::]
37  S3          no sítio tinha que matá pra fazê: é um
38              pouco frito na panela de ferro ainda tinha
39              que ser né.=
40  T                       =↑a:=
41  S1                        =m::
42  S2          °°bem delícia°°
43  S1          [o fogão à lenha né?  ]
44  S3          [e o molho daí        ] eu fazia, (.) daí eu fazia
45              a massa .h (.) e os guri ajudavam passá naquela máquina
46              que:- (.) que a gente torce °°assim sa↓be°°
47  T           a massa?=
48  S2                =a:::=
49  S3                   =a ma↓ssa
50  S2          but ã::-=
51  T                   =a pasta=
52  S3                     =a pas↓ta
53  T           aí tu fazia a pasta (.) [xxxxxxxxx     ]
54  S2                                  [era mais chique]
55              era o que mais tinha ↓né=
56  S3                              =é e daí botava um
57              copo com água: (.) >fervendo< embaixo
58              (0.5)
59  S3          que daí ela sai <sequinha>
60  T           a::
61  S3          que daí eu punha tudo numa toalhada
62              espicha:da assim
63  T           m:::
64  S2          i:::
```

```
65  S3          mas eu sempre=
66  S2                      =é aquelas cheia de:- (.) >regri↓nhas<
67  T           ãrrã:
68              (0.6)
69  T           dá um trabalhão
70              (.)
71  S3          mas era outra coisa
72  T           a:: boa aula=
73  S3                  =↑meu deus=
74  T                          =essa aí >tinha que se
75              puxá né< fazê aí uma massa com molho pra nós
76  S1          hhh
77  S3          e daí fazia arroz doce >>mas não fazia<< a massa-
78              >>não tem<< mais aquelas máquinhas
79              (.)
80  S3          eu tenho duas lá no sítio
81  T           é:?
82              (.)
83  S3          daquelas=
84  T                  =daquelas <manuais> mesmo=
85  S3                              =é daquelas-
86              não é daquelas que torce (.) ainda é o::utra
87              mais antiga
88              (0.8)
89  S3          aquela que faz assim= ((turning a crank))
90  S2                          =AQUELA que sai por um buraco
91  S3          ↓é:
92              (0.7)
93  S3          ela é- ela tem um [cano de meta:l    ]
94  S2                            [dá pra fazê carne] moída
95  S1          ↑a:: tu pode moer carne também ↑né
96  T           a::
97  S1          fazê bisco:ito,
98  S3          ↓não aquela também ↓não >aquela dá pra fazê::<
99              (.) tem as <chapinha> que [tu põe dentro    ]
100 S2                                    [↓si:m daí depende]
101             as chapinha tu podia fazê massa mais gro:ssa,
102             mais fi:na,
103 S3          é::: <fininha faz aquela:> a:: aquela li::sa
104             de fazê tortéi
105             (0.9)
106 T           ↑m::
107 S3          e daí cortava [uns (pedacinhos assim)             ]
108 S2                        [a senhora encontra nos interi↓ores]
109 S3          e aí:: fazia o::- >o reche:io<=
110 S2                                  =os mercadinhos
111             de interior °°assim°° ↑né=
112 S3                              =recheava °tudo°
113 T           <bem Italian>
114 S3          tortéi ã::: (.) agnoline.
115 S2          >eu não sei se ela não vai encontrá aqui no<
```

```
116                   sindicato °essa máquina°
117  S3               eu fazia tudo em casa
118  S1               viu ((nome da pessoa))
119  S2               aqui no sindicato acho que a senhora
120                   encontra essa máquina.
```

When excerpt 3 is analyzed through the perspective of coconstruction of knowledge, three main features can be highlighted: firstly, how students maintain the intersubjectivity of the interaction through the coconstruction of the referential "aquela" (GARFINKEL, 1967; SCHEGLOFF, 1991); secondly, how students participate of the interaction (GARCEZ, 2007; FRANK, GARCEZ, KANITZ, 2012); thirdly, the nature of the knowledge coconstructed. (CONCEIÇÃO 2008; GARCEZ 2006; FRANK, GARCEZ, KANITZ, 2012). The process of coconstruction of knowledge occurred in excerpt 3 is shown in the illustration below:

Figure 12
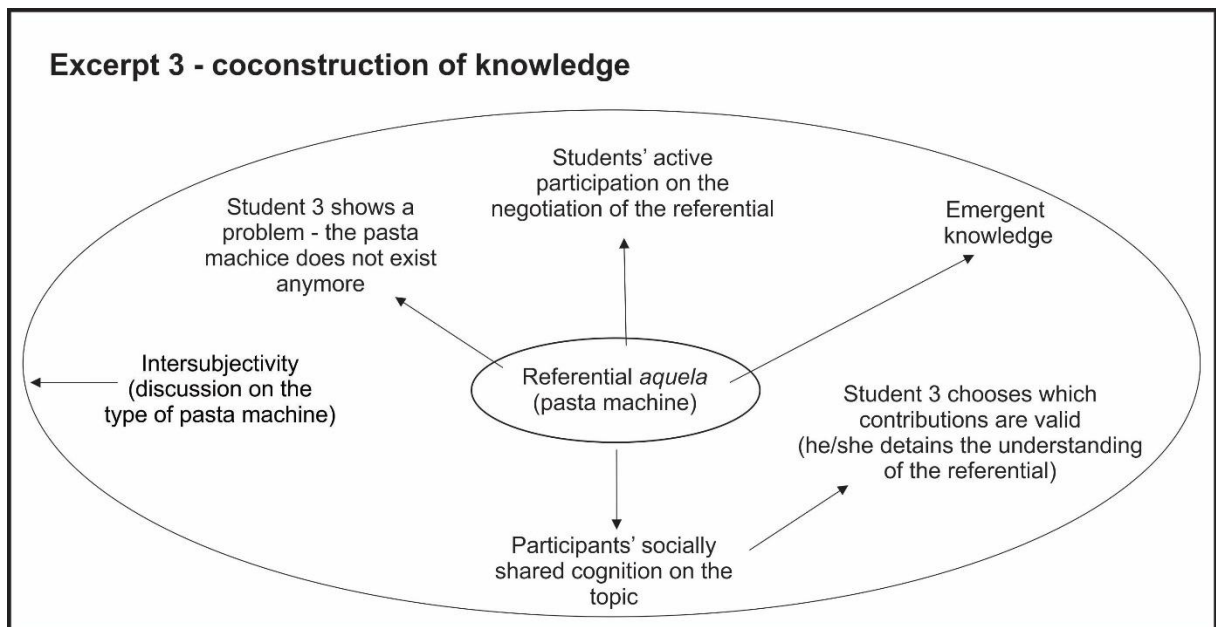
Source: Created by the author.

When it comes to the maintenance of the intersubjectivity of the interaction based on the referential "aquela" student 3 presents when she mentions the pasta machine that does not exist anymore (line 78), each one of the participants of the interaction presents a different definition based on their socially shared cognition – the

knowledge they bring from their own experiences to class. (GARFINKEL, 1967; SCHEGLOFF, 1991). These definitions are presented in the table below

Table 2

SOCIALLY SHARED COGNITION – EXCERPT 3		
Participant	**Line**	**Definition (based on socially shared cognition)**
Student 3	78	Aquelas maquininhas.
	86 and 87	Ainda é outra mais antiga.
	99	Tem as chapinha que tu põe dentro.
	103 and 104	Aquela lisa de faze tortéi.
Teacher	84	Daquelas manuais mesmo.
Student 2	90	Aquele que sai por um buraco.
	94	Dá pra faze carne moída.
	101 and 102	As chapinha tu podia faze massa mais grossa, mais fina.
Student 1	95	Tu pode moer carne também né.

Source: Created by the author.

Excerpt 3 starts when the teacher asks a question about a recipe that students cook for the people who are special for them (lines1 to 3). More specifically, the teacher looks at student 3 and as he/she does not provide an answer (there is a pause of 0.7 milliseconds in line 4). Consequently, the teacher repeats the question in Portuguese. This move is done from lines 5 to 22 when student 3 finally talks about the pasta she used to make. During the next turns, student 3 engages in explaining how she used to cook the pasta and the chicken sauce (lines 23 to 73).

In lines 74 and 75, the teacher jokes about having student 3 cook some pasta and sauce for the class and this is when a problem emerges. In line 78, student 3 affirms that the machine she used to make the pasta does not exist anymore – "não tem mais *aquelas* maquininhas" and this is when she introduces the referential she has about the pasta machine through the word "*aquela*" based on her socially shared cognition. In line 84, the teacher explains the pasta machine referential as being a manual pasta machine causing a problem of intersubjectivity to occur. This problem is

shown by student 3 in the next turn. From lines 85 to 87, student 3 affirms that the teacher does not have the correct understanding of the referential of the pasta machine, repairing the teacher's understanding by affirming that it is an older machine when it is compared to the one the teacher talked about before. In line 89, student 3 completes her repair by affirming that it is "aquela que faz assim" and explains her words by doing a gesture of turning a crank. In line 90, student 2 takes part in the interaction and shows her understanding (based on his/her socially shared cognition) of the referential "aquela/daquela", explaining that the machine is the one that has a hole, which is confirmed by student 3 in line 91. During the next lines (95 and 97) student 1 shows her understanding of the referential "aquela/daquela" affirming that the pasta machine can be used to make ground meat and biscuits. In line 98, student 3 shows that there is another problem of intersubjectivity affirming that the understanding student 1 has about the referential "aquela/daquela" is not the appropriate one. In line 99, student 3 shows more of her understanding of the referential "aquela/daquela" when she says that there are pieces (chapinhas) she used to put inside the machine. From lines 100 to 102, student 2 shows her understanding about the pieces student 2 talked about before, explaining that they could be used to make thinner and thicker pasta. Finally, in lines 103 and 104, student 3 shows that student 2 has brought to the interaction the understating of the pasta machine she was looking for. During the next turns, student 3 and student 2 continue talking about the pasta machine, giving more examples of pasta that can be made in the machine and where it might could be purchased.

In terms of participation, differently from what has been identified in the IRE sequences in the previous sections, during excerpt 3, in which students coconstruct knowledge, the teacher does not control who is going to participate in the interaction and which contributions are accepted. As it can be seen, student 3 is the one who possesses the understanding of the referential "aquela" (the pasta machine) and because of that she chooses which contributions are valid to the interaction, which culminates in a loss of power by the teacher and a gain of interactional floor by the students, which is a typical characteristic of the process of construction of knowledge. (GARCEZ, 2007; FRANK, GARCEZ, KANITZ, 2012).

Furthermore, in order to keep the intersubjectivity of the interaction, students had to engage and jointly coconstruct it (SCHEGLOFF, 1991) which culminated, in excerpt 3, in a talk-in-interaction sequence that contained a relevant condition to the

students and this condition (the understanding of what pasta machine they were discussing was) was legitimated by the multiple participants of the interaction engaging in active participation. (GARCEZ, 2007). In other words, maintaining intersubjectivity requires multiple participants negotiating participation through moments in which knowledge is coconstructed.

In addition, the discussion on the pasta machine emerged during the class and was legitimated by the participants of the interaction becoming the main topic under discussion. According to Frank, Garcez, and Kanitz (2012), based on the studies developed by Conceição (2008), one common characteristic of the process of coconstruction of knowledge is when the classroom talk-in-interaction sequence empowers students to share pieces of knowledge that are new and surprising, not being expected to occur during the class differently from the reproductive nature of the knowledge occurred in excerpts 1 and 2 through IRE sequences. Even though the understanding of the pasta machine was not related to the agenda established by the teacher, a new topic emerged in class and became so relevant to the participants that they not only changed what had been previously agreed between the teacher and students (choose and write a recipe), but also abandoned the agenda of speaking English towards the goal of coconstructing this new piece of knowledge which was understanding of the pasta machine.

4.2.2 Excerpt 4 – What is an accent?

The next subsections present the task development process and the coconstruction of knowledge phenomenon occurred in excerpt 4. This excerpt has been taken from group one, which is the advanced conversation class. It is fundamental to highlight that the students do not follow a course book agenda for this class. All the material is taken from the internet based on the topics students believe to be relevant to be discussed during the classes. During this class, more specifically, students were talking about the topic accents.

4.2.2.1 The task development process of excerpt 4

During the moment of the class in which excerpt 4 was taken, students were debating how an accent changes. Prior to this class, students read a text on accents

called *Why do some people have an accent?* This text was taken from the internet and adapted by the teacher for the class. Differently from excerpts 1 and 2, in which the source of information was the course book, the material used as input can be considered authentic because it was not produced for English classes specifically, but for communicating to the readers on the internet the reason why people have an accent when they speak (NUNAN, 2004).

The task development process in which excerpt 4 occurred consists of an oral debate between the teacher and the students and it is carefully scrutinized in the illustration presented above:

Figure 13
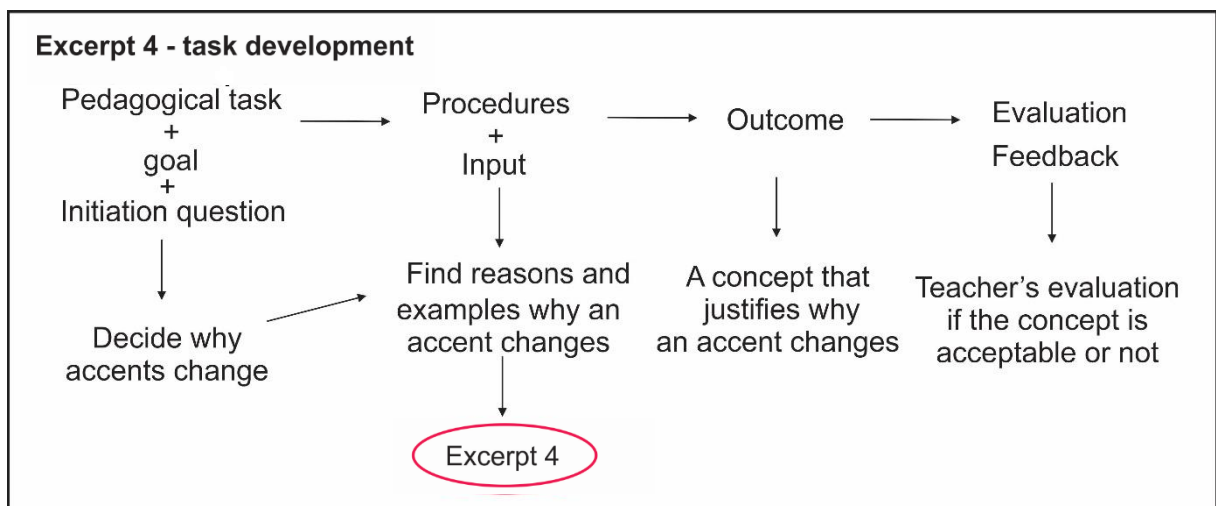
Source: Created by the author.

Analyzing the process of the task development in which excerpt 4 occurs, it has several similarities when compared to excerpt 3. The initiation question "How do you think an accent changes?" is done orally by the teacher. After the initiation question, students start the process through which they try to find evidence and reasons why an accent changes based on their own knowledge and the text previously read as input and this is the interactional arena in which excerpt 4 occurs. This time, differently form excerpt 3, students do not aim to produce a written piece of knowledge, but reach orally as an outcome an acceptable concept that explains the change in accents. (NUNAN, 2004).

4.2.2.2 Excerpt 4 and the phenomenon of coconstruction of knowledge

Below is presented the interactional segment called excerpt 4. It comprises an interaction between the teacher, student 1, student 2, student 3, and student 4 while they try to reach a common understanding on how an accent changes.

(01)CONVERSATIONCLASSHowdoaccentschange

```
 78  T     how do you think an ↑accent changes?
 79        (0.8)
 80  S2    m::: i think the accent change ã::: (0.6) de a↓cordo.
 81        (.)
 82  T     ac↑cording,=
 83  S2                =according you li:ve.
 84        (.)
 85  T     mhm::,=
 86  S2         = >because< if you:: stay a::t (.) bahia for (.) one month=
 87  T                                                          =°>mhm<°
 88  S2    you speak
 89        (.)
 90  S1    slowl[y.]
 91  S2         [ã:]:- slowly ↑y[e↓ah. you'd speak] ã:::m (0.8) the ↑sa::me (0.8) =
 92  T                          [↑ye↓ah.        ye-]
 93  S2     = the same ↑type.
 94        (.)
 95  T     m[hm-]
 96  S2     [s:-] ã:::
 97        (.)
 98  S2    people live in- (.) at >bahia<.=
 99  T                                    =mhm:[:,
100  S2                                        [i think it's ã:::↓m
101        (.)
102  S2    tem a ver
103        (.)
104  T     it's re↑lat[ed.
105  S2               [re- related to::: so- so- s::- sosh- sos- soci- socializar[s::.
106  T                                                                          [mhm.
107        (.)
108  T     ã:: [sociali]ze.=
109  S2        [yes.   ]   =sociali[ze.]
110  T                            [mhm]::=
111  S2                               =>i ↓mean< if you live in:: (.) ↑india
112        you:: make a::: speak (.) ↑more
```

```
113        (.)
114    T   m[hm::,
115    S2    [ã:::
116        (1.7)
117    T   like (india).=
118    S4             = [(XXX)
119    S2             = [like- like india.=
120    T                              =m↑h[:m,
121    S2                                  [if you:: live::: or you speak: a::
122        (.)
123    S2   a people at rio de ja↓neiro you::: sometimes you: (0.7) make as ↑gíri↓as.
124        (0.4)
125    T   ã: slan[gs.]
126    S2          [sla]ngs.
127        (0.4)
128    S2   th- this local if yo[u:: ↑stay.]
129    T                        [mh::m,    ]
130        (.)
131    S4   have a:: (.) i have a colleague that lives in: ba↓hi↑a working there
132        (0.4)
133    S4   working there ã- >like< eight years. (0.5) and he is from ↑he↓re (.) and
134        he lives there eight year and he is now here and- (.) he can't (.) left
135        the::- the accent.=
136    T                    =mhm,=
137    S4                       =[>não<.]             [the accent from] bah↓ia.
138    S4                       =[the ac]cent from bah↑[ia or from-    ]
139    S3                                             [li::ke        ]
140    S3   my father:: it's the ↑opposite. (.) my father is from piau↑í.
141        (0.7)
142    S3   but (0.6) he::: (0.7) came to:: (.) são paulo an:: (0.4) rio grande do sul
143        when he was (.) eigh↑teen.
144        (0.8)
145    S3   and now he is sixty. (0.7) an::d >everbody says< you're not gaúcho right?
146        (0.4)
147    S5   yes.=
148    S4     =°>>yeah<<°=
149    T                 =mhm,=
150    S3                   [I- [I- I- I CAN-   ]I can't notice
151    S5                       [you can notice.]
152    S4   [you (couldn't-)]
153    S3   [    i-    i do]n't.
154        (0.4)
155    S3   because >you know< i- i was born with him. .hhh bu:t- é: °i forgot the
156        sentece.°=
157    S1           =i was just ↑one week in s- in ribeirão preto .hhh with a lot of:
158        people of: Minas Ge↑rais,
```

```
159        (0.6)
160  S3    >oh god< [the-
161  S1            [they speak (0.4) ã:- ã- v- very ↑diffe↓rent.=
162  S4                                         =>very very<=
163  S1                                                       =ve:ry
164        different.
165        (.)
166  S1    and i was speaking ↑like (.)
167  S3    me [too    ]
168  S1       [>like-<] (.) né↑? [y↑e::↓ah.          ]
169  S4                          [i know how that is.]=
170  S1                                             =>yes.< with ↑o↓ne week.
171        (.)
172  T     i↑magine.
173        (0.4)
174  S1    i↑magine. if you: >even if< you live with (.) someone that speak with a
175        differen:t (.) accent you: (.) obviously (1.0) ã:: (1.2) °absorve:°.
176        (.)
177  T     ab↑so[rb.
178  S3         [>°absurv-°<
179        (.)
180  S4    absurve.
181        (.)
182  S1    ↑something.=
183  T                 =mh:m,
184        (0.4)
185  S1    about the accent.
186        (.)
187  S3    >°yeah°<
188        (1.2)
189  S1    one thing that you:: think ã is fun (0.4) [you re↑peat ↑like or] one think=
190                                                  [((risos))           ]
191  S1     =>you-< (.) >you- ↑one-< one thing that you: (.) think ↓is:::
192        (0.6)
193  S1    is easier to ex↑plain some↓thi[ng]
194  T                                   [ m]↑h::m,=
195  S1                                            =>about the accent.<
196        (.)
197  S1    ↓you ↑use
198        (.)
199  T     mh::[m,
200  S1        [like the accent about the:: the::: ↑minas peo↓ple that i: (.) was
201        >at- t- t- the< (last) week.
202        (0.5)
203  S1    in (.) são paulo.
204        (1.1)
```

```
205  S5   i'm a↑gree. >it's a- it's a-< (.) if you ↑live (.) sometime in- in the
206       ↑place (0.5) you ↑change your accent (0.4) (0.3) but if you born in-
207       in: some↓thing (.) in some ↑place (.) you:: burn- >you- you-< you learn
208       the the the ↑natural ↓en↑glish (.)↑o↓h ↑natural >ã-< language of your-
209       your: (0.4) >your< ↑place (0.4)↑an:d if you: ↓change (.) a:: (.) maybe
210       your ↑fa↓ther (.) ã:: is- is- ↑have have a- a: so↑ma, ã::
211       (1.5)
212  T    °add?°
213       (0.5)
214  S5   ↓add (.) ↑add (.) add- add ↑accent. (.) a:: if you:: think about (.) our
215       ↑sta↓te (0.4) in porto a↑legre (.) have a ↑acc↓ent. (0.4) ↑here (.) it's
216       other.=
217  S4:            [ca]↓xi↑as it's oth[er. in front- in uruguaiana ] is other.=
218  S3:                              [uruguaiana and farroupi:lha,]
219  S1:  =morro reuter e dois ir↓mãos have a [different accen[t.]]
220  S2:                                      [ it's different[. ] yeah. ]
221                                                           [((r]isos))]
222  S4:  [↑yes.]=
223  S3:       =[you have (one compared)] to ours [too.]
224           =[((risos))              ]
225  S5:                                          [   ye][s?=              ]
226  S1:                                                 =[your accent,]=
227  S5:                                                              =yes.
228                                                      [   [((risos))   ]]
```

Analyzing excerpt 4 through the principles of coconstruction of knowledge, three main phenomena are relevant for our analysis: firstly, how the intersubjectivity of the interaction is kept through the examples brought to the discussion by the participants based on their socially shared cognition (GARFINKEL, 1967; SCHEGLOFF, 1991); secondly, how students engage in participating in the interaction (GARCEZ, 2007; FRANK, GARCEZ, KANITZ, 2012); and thirdly, the nature of the knowledge coconstructed. (CONCEIÇÃO, 2008; GARCEZ, 2006; FRANK, GARCEZ, KANITZ, 2012). Next page is presented a table of the examples brought to class by the participants of the interaction based on their socially shared cognition:

Table 3

EXAMPLIFICATION (BASED ON THE PARTICIPANTS SOCIALLY SHARED COGNITION) – EXCERPT 4		
Participant	**Line**	**Definition (based on socially shared cognition)**
Student 2	86, 88, and 91	People who live in Bahia speak slower.
	111, 112, and 119	If you lived in India you would speak like Indian people.
	123 and 126	People who live in Rio de Janeiro use more slangs.
Student 4	132 to 135	The colleague who lives in Bahia and his/her accent.
	217	The accents from Uruguaiana and Caxias do Sul.
Student 3	140 to 145	His/her father who moved from Piauí to São Paulo and Rio Grande do Sul and still has.
	218	The accents from Uruguaiana and Farroupilha.
	223	Students in class have different accents.
Student 1	157, 158, 161, and 166	He/she talks about the accent he/she got when/she spent a week with people of Minas Gerais in Ribeirão Preto.
	219	The accents from Morro Reuter and Dois Irmãos.
Student 5	214 to 216	The accent from Porto Alegre and the place where they live.

Source: Created by the author.

The process of coconstruction ok knowledge occurred in excerpt 4 is shown in the picture next page:

Figure 14

Excerpt 4 - coconstruction of knowledge

Students' active participation providing examples

Teacher's question on how accents change

Emergent knowledge (accents change according to the place where people live)

Intersubjectivity

Exemplification

Participants' socially shared cognition on the topic (based on examples)
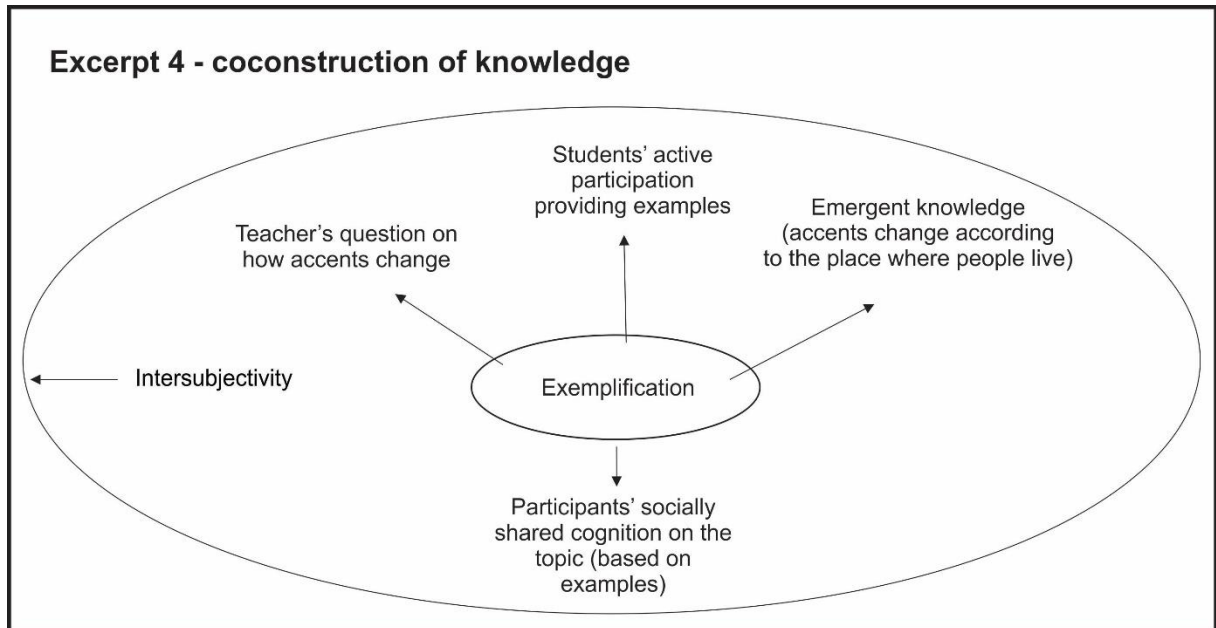
Source: Created by the author.

The teacher starts this excerpt by asking to the students "How do you think an accent changes?" (line 78). Student 2 starts affirming that the accent changes according to the place where people live and in order to support her answer he/she says that people from different places have different accents based on process of socialization (lines 80 to 128). In terms of intersubjectivity, this is the first concept added to this interactional segment and, in order to sustain the idea that people from different places have different accents, student 2 gives three examples – firstly, that people from Bahia speak slower (lines 86, 88 and 91); secondly, that if someone lived in India this person would speak like Indian people (lines 111, 112, and 119); and thirdly, that people who live in Rio de Janeiro speak using more slang (123 and 126). In line 134, student 4 keeps the intersubjectivity of the interaction based on the idea previously presented by giving another example on how an accent is influenced by the place where an individual lives. He used the example of a colleague who lived in Bahia for eight years and now that he is back to Rio Grande do Sul he cannot leave the accent from Bahia (lines 132 to 135). Aligning with the ideas and examples previously given, student 3 gives an example that opposes to what has been said by students 2 and 4. Student 3 affirms that hher father is from Piauí and that he had moved to Rio Grande do Sul many years ago and never lost the accent from the place where he is from (lines 140 to 145). During the next turn, student 1 continues on maintaining the

intersubjectivity of the interaction by validating the knowledge brought by the other students in the previous turns by adding a personal example of when she spent a week in Ribeirão Preto and got the accent of the people there (lines 157, 158, 161, and 166). Student 1, during the next turns, continues on developing the idea on how an accent changes from one individual to another individual arguing that people absorb the accent they are exposed to (lines 174 to 2013). Finally, student 5 shows that the explanations previously given have not fulfilled completely the space of a definition for how an accent changes and his next interactional move continues on negotiating the understanding of the concept that has been under discussion up to this point (that the place where people live influence the way they speak). He adds to the concept the idea that you learn the "natural language" from the place where you were born and that the people around you add changes to this accent. In order to sustain his assumption, student 5 gives as examples the different accents people have in the different areas of the state where they live (lines 205 to 216). The other students then start to talk simultaneously through a sequence of overlaps in which they agree to the idea shared by student 5 in the previous turns and add more examples, talking about the different accents in Uruguaiana and Caxias (student 4 – line 217), Uruguaiana and Farroupilha (student 3 – line 218), and Morro Reuter and Dois Irmãos (student 1 – line 219). At the end of the interaction, student 3 ends the interaction by exemplifying that each one of the participants of the interaction has a different accent (line 223).

When excerpt 4 is analyzed from the perspective of coconstruction of knowledge through the maintenance of the intersubjectivity of the interaction through the use of knowledge oriented towards socially shared cognition (GARFINKEL, 1967; SCHEGLOFF, 1991), it is possible to affirm that the participants of the interaction use different examples based on their own life experiences (socially shared cognition) and while they use them to keep the intersubjectivity of the interaction underway, they also coconstruct the concept that an accent changes depending on the place where people live. In other words, exemplifying became a tool to create a common floor of understanding during the interaction which made possible to answer the task previously presented by the teacher (explaining how an accent changes), and, at the same time, giving the opportunity to all the students to take part in the process, validating their contributions to the discussion.

Similarly to what was identified in except 3, the teacher does not play an active role during this interaction, becoming only a facilitator helping students especially when

they have vocabulary questions, as it can be seen in lines 104, 108, and 125, for instance. On the other hand, the interaction is more democratic and students have an active role while they negotiate the concept on how an accent changes according to the place where someone lives, becoming authors of the process of coconstruction of knowledge (GARCEZ, 2007; FRANK, GARCEZ, KANITZ, 2012), differing from the highly teacher-centered interaction seen in excerpts 1 and 2, when the structure of participation IRE occurred. (GARCEZ, 2006). As it has been affirmed by Schulz (2007), coconstruction of knowledge just occurs when coconstruction of participation occurs, making them intrinsically connected in the interactional arena. While the participants of the interaction in excerpt 3 highly engage in sharing examples to maintain the intersubjectivity of the interaction, they coconstruct participation and consequently they coconstruct knowledge.

Finally, while the knowledge produced during the IRE sequences analyzed (excerpts 1 and 2) was restricted to the pieces of knowledge presented in the book, the knowledge produced in this interaction is clearly not from a reproductive nature. The teacher asks a question at the beginning of the interaction that does not have an answer previously known, which moves the interaction away from structures of participation just as IRE sequences and has students use exemplification based on their socially shared cognition to construct the concept on how accents change. Even though the participants of the interaction had previously read a text on how accents change, all the examples they brought to class were based on their experiences, which characterizes the knowledge produced as new and emergent knowledge, being surprising to the participants of the interaction. (CONCEIÇÃO, 2008; FRANK, GARCEZ, KANITZ, 2012).

### 4.2.3 "*I think this mochi ice cream*"

The next subsection presents the task development process and the construction of knowledge phenomenon occurred in excerpt 5. This excerpt has been taken from an interaction occurred during the low intermediate class. During the moment in which the interactional segment took place, students had just finished discussing an article that is part of the program of the course.

4.2.3.1 The task development process of excerpt 5

Excerpt 5 is part of a task performed after the reading of the article "*Snacks around the world*", which presents the different kinds of snacks consumed in different cultures around the world. This task closes the reading sequence that has been underway and has students express their personal opinion on which of the snacks presented in the article they had just read that they would like to try. The task development process in which excerpt four occurred is displayed in the illustration below.

Figure 15
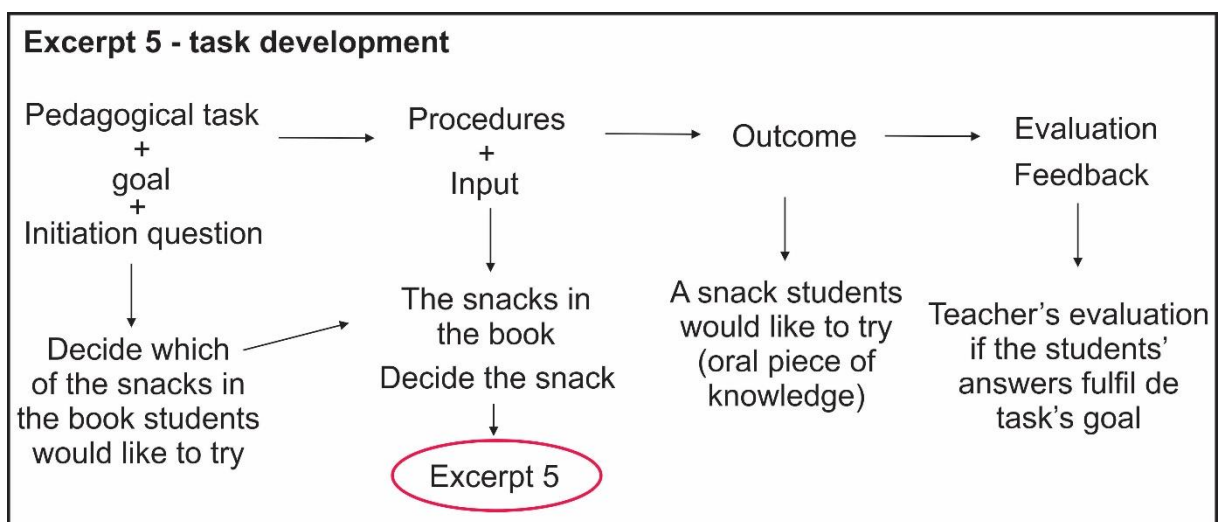
Source: Created by the author.

When the figure above is analyzed, it is noticed that the task development process starts when the teacher delivers orally the task "Now, let me ask you, from these snacks here, which one would you like to try?" The input, this time, is the snacks presented in the course book by the article, which restricts students to the options presented in the book, differently from the input that consisted the task development processes in which excerpts 3 and 4 were taken from (choose a recipe and the students' knowledge on how accents change). Regarding the outcome of this task, students will produce an oral piece of knowledge that sustains which of the snacks in the book they would like to try.

4.2.3.2 Excerpt 5 and the phenomenon of coconstruction of knowledge

Excerpt 5 is an interaction between the teacher, student 1, student 2, and student 3. During this interactional segment, students try to answer which of the snacks previously studied in a text they would like to try. In order to answer this question, students first have to understand what each of the snacks in the article is and this is the moment when the phenomenon of construction of knowledge occurs.

(01)INTERMEDIATECLASSmochiicecream

```
1     T:    let me ask ↓you from (.) ã:: (.) these snacks ↑he↓re (.) which one (.)
2           would you like to [try?
3     S1:                     [mas é que fica- era pra fazê isso hoje.         ]
4                             [((S1 vira a página para a anterior e olha para T))]
5     T:    mh::m,
6           (.)
7     T:    mh:[:m.
8     S1:     [pra trás: [só que não vai dá [↑né.                          ]
9                       [((S1 vira para a página inicial olhando para T))]
10    T:                                    [nós vamo: >nós vamo fazê na  [semana=
11    S2:                                                                 [which =
12    T:    [=que vem aquilo ali.<]]
12    S2:   [=one:::             ]]
13          [((S1 olha o relógio)) ]
14          (.)
15    S2:   <like to try?>
16          (.)
17    T:    mh:m?
18          (0.4)
19    S2:   i (.) think is thi:s (mochi:) ice cream?
20          ((S1 olha para o relógio da linha 17 até o fim da produção de "thi:s"
21          linha 19))
22          (0.4)
23    T:    ↑yes:? you would try that?
24          (1.3)
25    S2:   >>não<< ã:: (.) o que que a gente gostaria [de tomar?
26    T:                                               [ãhãn,
27          (0.4)
28    T:    tu teria coragem?
29          (0.5)
30    T:    °vamo°=
31               =ã::m
32          (.)
33    T:    °yes?°=
34    S2:        =depende do what it's ã::
```

```
35         (1.5)
36    S2:  °de recheio° ((risos))=
37    T:                            =the filling?=
38    S2:                                       =the filling.[((risos))
39    T:                                                     [mh::m,[mhm.
40    S2:                                                           [yes.
41         (0.8)
42    T:   very [↑good.
43    S2:        [because this
44         (0.6)
45    T:   [i try it]right?
46    S2:  [°°xxx°° ]
47         (.)
48    S2:  this ↑too
49         (.)
50    T:   mh::m,
51         (0.4)
52    S2:  °yeah do you [bm:::°
53                      [((S2 mexe a mão direita))
54                      [yeah. mh:m.
55         (.)
56    T:   from the three i [think i would] try the ice cr[eam two
57    S2:                    [this not.    ]               [this not.
58         ((risos))
59    T:   and you dê?
60         (0.4)
61    S3:  [well   ]
62    T:   [me too.]
63         (1.1)
64    S3:  what i don::: eat é (doma).
65         (0.4)
66    T:   (doma)? (.) you wouldn't try? (.) or you would try.
67         (.)
68         ((S3 balança a cabeça para cima e para baixo))
69    T:   >you would try?<
70         (1.0)
71    S3:  [sim yes.]
72    T:   [yeas?   ] yes? oka:[:y,
73    S2:                      [he- here- here is (called), it's- it's
74         what it's ã::
75         (0.5)
76    S2:  ↓a. (chama simula).=
77    T:                      =ãhã:[m,
78    S2:                          [bu[t ã::
79    T:                             [i try-
80         (1.0)
81    S2:  ele não é cozido (na água) aqui né (.) viu?
82         (1.6)
83    T:   (°°becau:se°°)
84         (0.4)
85    S3:  what? ((olhando para S2))
```

```
86          (0.6)
87    S2:   the: (mochi:) (.) ice cream.
88          (0.4)
89    T:    ↑não. ↑m↓m.
90          (1.0)
91    T:    .hhh <i be↑lieve> (.) ã::m
92          (1.9)
93    S2:   (graper through [run.)
94    T:                    [they make some kind ↑of (.) it's a ↑kind of (.)pasta
95          >you know< that they make with <rice>,
96          (.)
97    S2:   °ãhãm.°=
98    T:          =ã::m
99          (0.5)
100   T:    and then they [roll the ice cream in↑side.
101
102         (0.5)
103   S3:   yes.
104         (.)
105   T:    nãm,
106         (0.7)
107   T:    cuz it you look at them não parece >tipo< o arroz mesmo parece que eles
108         dão meio que uma [<esmaga↑dinha>=
109                          [((T faz movimento com a mão))
110   S3:                              =ãham.=
111   T:                                     =[naquele arroz que eles fazem] =
112   S2:                                     =[mas porque se-              ]
113   T:     = su↑shi [né,
114   S2:             [como é um sor[vete co]mo é que eles vão:: colocar <↑dentro> =
115   S3:                          [mhm.   ]
116   S2:     = °é uma bom[ba?°=
117   T:                 [acho que é uma ↑bom[ba.
118   S1:                                    [parece uma (jan-)
119   S2:                 =por isso que ele fica uma:: uma p- um::
120         (0.8)
121   S2:   [uma pastinha assim.        ]
122   [((S2 movimentando a mão))]
123   T:    [é::
124   S2:   [daí ele tira um dentro e põe um
125         (.)
126   T:    é: >daí eu acho que< eles fazem e dão uma enrola↑dinha. daí tu com- dev-
127         devem [deixá conge↑lado >assim<
128         ((T faz movimentos com a mão nas linhas 126 e 127))
129   S3:        [ou é- eles a↑massam né,[ >e daí< põem o sorvete lá ]dentro faz um=
130   T:                                 [é e põem lá dentro.        ]
131   S3:     = buraquinho, põe um sor[vete,
132   ((S3 faz movimento com as mãos nas linhas 129 e 131))
133   S2:                             [>não mas o sorvete é em ↑volta,
134         (.)
135   T:    não. [o sorvete] é den[tro.
136   S3:        [não.     ]     [é dentro.=
```
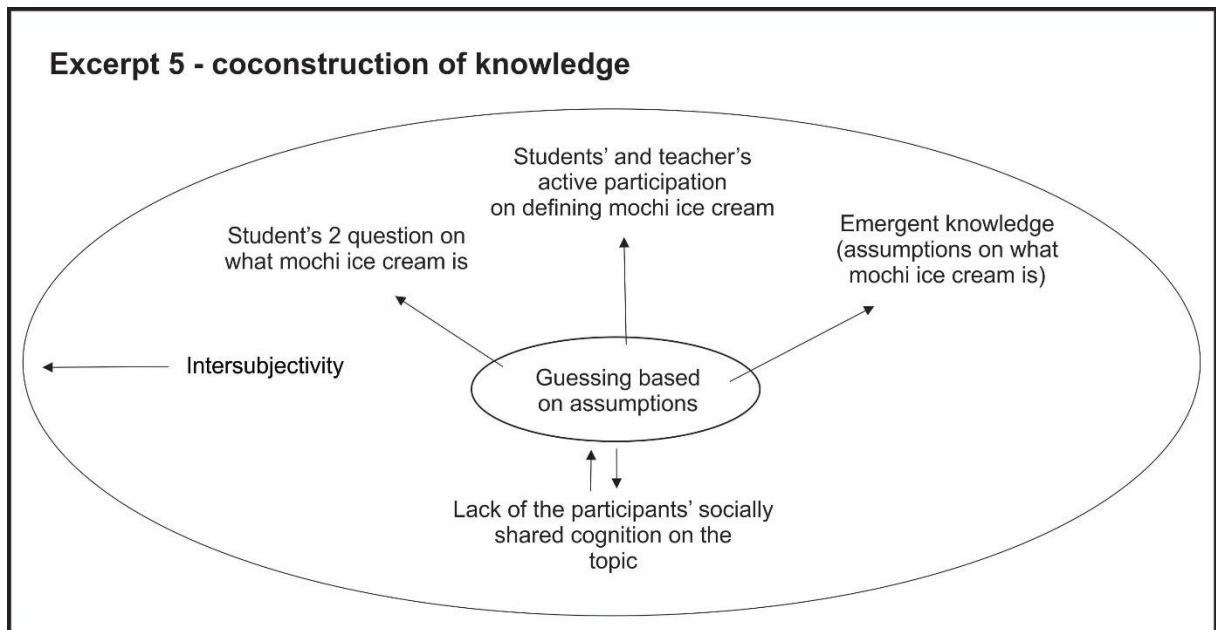
```
137  S2:                                    =[a esse amarelo é o sor]ve[te?
138                                           [((S2 aponta no livro))
139  T:                                       [o arro:z é::          ]  [é.
140  T:    o arroz é igual. (°tá-°)
141        (0.8)
142  S2:   ↑a daí é ↑fácil.=
143  T:                     =mh:m. (.) [mhm.
144  S2:                              [eu achei que tinha que abri o sorvete por
145  S2:  [dentro.]
146  S3:  [não.   ]
147        (.)
148  S2:   tá.
149        (.)
150  T:    mh::m,
151  S3:  [>é porque eles-< eles pegam:: ou com ou de:dos, ou com [os:
152       [((S3 faz movimento de pegar com a mão))
153  S2:                                                          [↑é.
154        (.)
155  S3:  [h- hashi daí::=
156  T:   [mh::m,
157  T:                  =é daí é mais:
158        (1.0)
159  T:    it's easier.
```

Excerpt 5 is analyzed trough the perspective of how students use guessing to coconstruct the idea of what mochi ice cream may be. In order to identify the practices performed by the participants of excerpt 5, three concepts are made central to the analysis: firstly, how the participants used their socially shared cognition in order to keep the intersubjectivity of the interaction and consequently coconstruct knowledge (GARFINKEL, 1967; FRANK, GARCEZ, KANITZ, 2012; SCHEGLOFF, 1991); secondly, the role participation plays in the process of coconstruction of knowledge (GARCEZ, 2007; FRANK, GARCEZ, KANITZ, 2012); and thirdly, the nature of the knowledge coconstructed. (CONCEIÇÃO, 2008; GARCEZ, 2006; FRANK, GARCEZ, KANITZ, 2012). The process of coconstruction of knowledge occurred in excerpt 5 is shown in the figure next page:

Figure 16

Excerpt 5 - coconstruction of knowledge

Students' and teacher's active participation on defining mochi ice cream

Student's 2 question on what mochi ice cream is

Emergent knowledge (assumptions on what mochi ice cream is)

Intersubjectivity

Guessing based on assumptions

Lack of the participants' socially shared cognition on the topic

Source: Created by the author.

The interactional segment starts in line 1 when the teacher asks the question "Now, let me ask you, from these snacks here, which one would you like to try?". In lines 11, 12 and 15 student 2 first checks if she understood the teacher's question and then answers that she would like to try mochi ice cream (line 19). The teacher then asks student 2 if she would be brave enough to try this snack and this is when the first space for repair occurs (line 28). Student 2 asks, from lines 34 to 36, about the filling that is inside the ice cream, but no one answers her question. In lines 81 and 87, while the teacher and student 3 are discussing what snack student 3 would like to try, student 2 continues on trying to understand what the mochi ice cream is exactly, this time asking if this kind of ice cream is cooked or not (lines 81 and 87), which is characterized as a new space for a repair of understanding to occur. What occurs during the next turns is the understanding of what mochi ice cream may be through guessing. In line 91, 94 and 100, the teacher starts her turn using the word believe to say that the mochi ice cream is made with a kind of dough made with rice and that the ice cream is rolled inside. In line 107, the teacher continues to guess, using the expression "não parece" to explain that it does not look like rice, but that it is smashed.

Student 2, not understanding exactly the explanation given by the teacher, opens another space for repair this time questioning how people put the ice cream inside the dough prepared (line 114). In line 116, student 2 questions if it is a "bomb" which is

answered by the teacher in line 117 with another move of guessing that is shown when he/she uses the word "acho" to say that it might be a bomb. Then, in lines 119 and 121 student 2 affirms that it becomes like pasta and in line 124 student 2 affirms that they take something from the inside. Then, in lines 126 and 127 , the teacher continues on developing the idea of what mochi ice cream might be through guessing, this time using the expression "eu acho que" explaining that they roll the dough and freeze it. In lines 129 and 131, student 2 complements the teacher's explanation by affirming that the ice cream is put inside the dough through a hole. Student 2 then opens another space of self-initiated other repair (line 133) when she affirms that the ice cream is put around the dough. The teacher, student 3, and student 2 herself, during the next turns clarify that the ice cream is put in the inside part of the recipe (lines 135 to 150). Student 3 then concludes the idea of what mochi ice cream is by explaining how it is eaten (only using the hands or hashi), having the teacher and student 2 agree with the information he/she is sharing.

When analyzed though the perspective of coconstruction of knowledge, it is possible to affirm that the questioner of the interaction is student 2, when she shows his/her questions about mochi ice cream (lines 81 and 116) and not the teacher, as it occurred in excerpts 1 and 2 when the structure of participation IRE took place. A change of power is clearly seen in the social positions of questioner and answerer, which is one of the characteristics of coconstruction of knowledge. The students assume an active role in conducting the interaction, focusing on the topics that are relevant to them and working upon their understanding. (GARCEZ, 2007; FRANK, GARCEZ, KANITZ, 2012).

In terms of intersubjectivity and socially shared cognition, (GARFINKEL, 1967; SCHEGLOFF, 1991) the interaction's intersubjectivity is mainly kept through guessing what mochi ice cream might be. It occurs because the participants of the interaction do not have any previous life experiences or knowledge on mochi ice cream, opposite to what has been elucidated in excepts 3 and 4. In this excerpt, the intersubjectivity of the interaction and consequently the process of coconstruction occur due to the lack of socially shared cognition, making especially the teacher and the other participants of the interaction work on the definition of mochi ice cream based on assumptions. Next page is presented a table with the assumptions made by the participants of the interaction on what mochi ice cream might be:

Table 4

ASSUMPTIONS (BASED ON THE PARTICIPANTS LACK OF SOCIALLY SHARED COGNITION) – EXCERPT 5		
Participant	**Line**	**Definition (based on the lack socially shared cognition)**
Teacher	91,94, 95, and 100	I believe mochi ice cream is made with a kind of pasta made with rice and the ice cream is rolled inside.
	107 and 108	Não parece tipo o arroz mesmo, parece que eles dão meio que uma esmagadinha.
	117	Acho que é uma bomba.
Student 2	126	Eu acho que eles fazem e dão uma esmagadinha.
	144 and 145	Eu achei que tinha que abri o sorvete por dentro.

Source: Created by the author.

Finally, the knowledge produced in this excerpt has as a starting point the text on mochi cream that is the students' book. The text is displayed below:

Figure 17

MOCHI ICE CREAM

In the 1980s, a Japanese company showed the world a great new way to eat ice cream. They wrapped little ice cream balls in colorful sheets of sticky rice called *mochi*. You can hold these little treats in your hand as you eat them, and the ice cream won't melt on your fingers! Now popular in many countries, frozen mochi ice cream comes in flavors like green tea, chocolate, and mango.

McCarten, McCarthy, and Sandiford (2014, p. 50).

Even though some of the information in the text is reproduced during the interaction, as for example, when student 3 explains in line 151 that mochi ice cream is eaten using your hands, which is a piece of information presented in the book, most of the knowledge coconstructed through guessing is new and surprising to the participants of the interaction. It is emergent knowledge based on the participants' assumptions while they try to reach a common understanding of what mochi ice cream

is. Some of these new pieces of knowledge are shown when the teacher explains how the dough is made using smashed rice (lines 107 and 108), and how this rice is similar to the rice used to make sushi (lines 111 and 113), or that the dough made is frozen (lines 126 and 127), or even that it is eaten not only using the hands, but also using hashi (line 155) which is a common characteristic of coconstruction of knowledge phenomenon. (CONCEIÇÃO, 2008; FRANK, GARCEZ, KANITZ, 2012).

In this analysis chapter, it has been evidenced that the process of construction of knowledge occurs through different interactional practices in English classes as an additional language. More specifically, it was elucidated that the participants of the social event class coconstruct knowledge when they are looking for a referent, when they use exemplification to define a concept, and that when there is a lack of socially shared cognition on the topic under discussion, guessing becomes a central interactional tool. These findings are more deeply discussed in the next subchapter of the research paper.

5 FINAL CONSIDERATIONS

This research paper analyzed how the process of coconstruction of knowledge occurs in English classes as an additional language. (CONCEIÇÃO, 2008; GARCEZ, 2007; GARCEZ, FRANK, and KANITZ, 2012). Through the data collected in an English Institute in which a low intermediate group, advanced group, and an advanced conversation group took part, three phenomena have been evidenced through the transcription of the verbal nature of the interactions (JEFFERSON, 1984) and the principles of conversation analysis. These phenomena correspond to coconstruction of knowledge when the participants of the interaction jointly look for a specific referential (in this study the referential "aquela"), when they use examples to explain a concept (coconstruction through exemplification of the explanation on how accent changes), and when they use guessing due to the lack of socially shared cognition on the topic under discussion (the definition of what mochi ice is). In order to elucidate these phenomena, IRE sequences have also been analyzed so that the practices performed during the process of coconstruction of knowledge could be compared to the practices performed during traditional classes in which the IRE sequence (GARCEZ, 2006; MEHAN, 1979) is the predominant structure of participation. The differences evidenced comprise how the intersubjectivity of the interaction is kept (GARFINKEL, 1967; SCHEGLOFF, 1991), how the participants engage in the interaction (GARCEZ, 2007; FRANK, GARCEZ, KANITZ, 2012), and the nature of the knowledge constructed. (CONCEIÇÃO, 2008; GARCEZ, 2006; FRANK, GARCEZ, KANITZ, 2012).

The relations of power occurred in interactions where IRE sequences were the predominant structure of participation showed that the teacher assumes the role of questioner and students assume the role of answers, showing an asymmetrical relation of power based on questions with an answer previously known established by the teacher, differently from what occurred during interactional sequences in which construction of power was evidenced. During these moments, the teacher was not placed as the participant of the interaction who detained most of the power, but the students assumed an active role in negotiating the meaning they were looking for (excerpts 3 and 4) and in excerpt 5 what was evidenced was that one of the students of the interaction assumed the role of questioner, which shows an enormous change in the relations of power when compared to the traditional interactional organization of

the social event class in which IRE sequences are the modus operandi. In expert 3, for instance, when the participants of the interaction were looking for the definition of the referential "*aquela*" (the pasta machine), the holder of power was one of the students in class and he/she decided which contributions would be accept when the meaning of "*aquela*" was being negotiated. Put differently, what happened was the coconstruction of participation that according to Frank, Garcez, and Kanitz (2012) based on the studies developed by Schulz (2007) is also coconstruction of knowledge, resulting in a more democratic environment for the social event class, empowering students to play an active role in the process of negotiating meaning.

Another aspect that differs from IRE sequences when the process of coconstruction occurs is the type of knowledge produced. Garcez (2006) has evidenced that the knowledge produced during classes where IRE sequences occur is characterized as reproductive because the pieces of knowledge are repeated based on questions (asked by the teacher mainly) with answers previously known. On the other hand, the data analyzed has evidenced that when the process of coconstruction of knowledge occurs the knowledge produced is emergent, not being expected by the participants of the interaction. (CONCEIÇÃO, 2008; GARCEZ, 2006; FRANK, GARCEZ, KANITZ, 2012). This knowledge emerged while the participants tried to keep the intersubjectivity of the interaction based mainly on their lives' experiences understood in this research paper as socially shared cognition. This phenomenon was seen in excerpt 3, when the participants brought to class their knowledge about the pasta machine (GARFINKEL, 1967; SCHEGLOFF, 1991), in excerpt 4 when the participants presented different examples of accents based on the places people they know live. On the other hand, in excerpt 5, what occurred was that, due to the lack of socially shared cognition on mochi ice cream, the participants of the interaction coconstructed knowledge guessing based on assumptions.

In sum, coconstructing knowledge reorganizes the structures of power in the social event class making it a more democratic space for its participants. It enables students to take an active role during English classes as an additional language making them become in control of the learning process. In addition, students' contributions become crucial for the negotiation of meaning, placing them in the center of the interactional arena while the teacher assumes the role of a facilitator, helping students when they have especially vocabulary questions.

With respect to further research, a fact to be more deeply analyzed is how the participants of the interaction deal with the lack of socially shared cognition on a specific topic when they are coconstructing knowledge. In order to study this phenomenon, the following research questions may be asked: a) how do the participants of the interaction coconstruct knowledge when there is a lack of socially shared cognition on the topic under discussion besides using guessing? b) What structures of participation are used by the participants of the interaction to negotiate meaning when there is a lack of socially shared cognition on the topic under discussion? c) how are the relations of power affected when there is a lack of socially shared cognition on the topic under discussion? This research may help improve English classes as an additional language, making the learning process become more efficient for both the teacher and students.

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APPENDIX A – TRANSCRIPTION KEY[1]

(1.8)	Pausa
(.)	Micropausa
=	Fala colada
[Texto]	Falas sobrepostas
,	Entonação contínua
↑texto	Entonação ascendente da sílaba
↓texto	Entonação descendente da sílaba
.	Entonação descendente do turno
?	Entonação ascendente do turno
-	Marca de interrupção abrupta da fala
:::	Alongamento de som
>Texto<	Fala acelerada
>>Texto<<	Fala muito acelerada
<Texto>	Fala mais lenta
<<Texto>>	Fala muito mais lenta
TEXTO	Fala com volume mais alto
°texto°	Volume baixo
°°texto°°	Volume muito baixo
<u>Texto</u>	Sílaba, palavra ou som acentuado
(Texto)	Dúvidas da transcritora
xxxx	Fala inaudível
((Texto))	Comentários da transcritora
hhhh	Riso expirado
hahahehehihi	Risada com som de vogal
{{*rindo*} texto}	Turnos ou palavras pronunciadas rindo
.hhh	Inspiração audível

See appendix B.

APPENDIX 2 – TERMO DE CONSENTIMENTO LIVRE E ESCLARECIDO

Termo de Consentimento Livre e Esclarecido (TCLE)

TERMO DE CONSENTIMENTO LIVRE E ESCLARECIDO (TCLE)

Projeto de Pesquisa:

A coconstrução de conhecimento em sequências de fala-em-interação de aulas de Inglês como Língua Adicional.

Sou graduando do curso de Letras – Inglês da universidade do Vale do Rio dos Sinos (UNISINOS) e meu trabalho de conclusão de curso visa analisar como ocorre o processo de coconstrução de conhecimento em sequências de fala-em-interação de aulas de Inglês como Língua Adicional. Sendo que o processo de coconstrução de conhecimento ocorre através do uso da linguagem, é crucial compreendermos como essas interações são coconstruídas pelos participantes da conversa no sentido de terem seus objetivos atingidos. O estudo será realizado por mim, Moisés Schaumloeffel, sob a orientação da Professora Doutora Márcia de Oliveira Del Corona.

As atividades que servirão de dados para a pesquisa são:

- Gravação em áudio e vídeo de aproximadamente 03 aulas de Língua Inglesa, de níveis intermediário e avançado, realizadas em diferentes horários do dia e em diferentes dias da semana.

Sendo o(a) senhor(a) professor ou aluno, solicito sua autorização para analisar as interações onde consta a sua participação.

No sentido de proteger a sua identidade, comprometo-me a utilizar nomes fictícios ao me referir a sua pessoa, na análise dos áudios e não divulgar qualquer imagem que mostre sua fisionomia e utilizar essas informações somente para fins acadêmicos. Não serão também mencionados os nomes da cidade e da escola. Os dados coletados ficarão sob minha inteira responsabilidade.

Sua participação neste estudo é voluntária. O(a) senhor(a) pode recusar-se em participar das gravações.

Esse documento será assinado em duas vias, ficando uma em seu poder e a outra com a pesquisadora.

Agradeço sua participação nesta pesquisa.

Moisés Schaumloeffel

AO ASSINAR ESSE DOCUMENTO DECLARO QUE ESTOU DE ACORDO EM PARTICIPAR NESTE ESTUDO NAS CONDIÇÕES DESRITAS ACIMA.

Nome:

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Assinatura:

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Data:

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Assinatura da Pesquisador (a):

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