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**CODE-SWITCHING IN THE  
TEACHERS' ROOM**

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**An analysis in a Brazilian ESL teaching context**

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Para Tereza e Teena:  
Sua força me propulsiona  
adiante. Thank you.

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## **Abstract**

Code-switching is the language phenomenon when a speaker alters between two or more languages. As it is commonly observed among ESL teachers, this linguistic phenomenon is usually taken for granted and the deeper meanings of the switching are not investigated. In this research, Brazilian ESL teachers were recorded during outside classroom time and their language alternations were analysed according to code-switching functions and social identity perspectives. The data revealed that code-switching helped the teachers to construct and establish their social and collective identity. Moreover, their identity also motivated the code-switching. Thus, a cyclical movement can be observed.

**Keywords:** Code-switching, Social Identity, Collective Identity, Linguistic Community, Community of Practice, Systemic-Functional Linguistics, Sociolinguistics, Brazilian ESL Teachers.

**Palavras-Chave:** Alternância de Código, Identidade Social, Identidade Coletiva, Comunidade Coletiva, Comunidade de Prática, Linguística Sistêmico-Funcional, Sociolinguística, Professor Brasileiro de Língua Inglesa.

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## Abbreviations

CoP	Community of Practice
CS	Code-Switching
ESL	English as a Second Language
SFL	Systemic-Functional Linguistics

## Transcription Notation\*

Symbol	Meaning
.	Fall in pitch: end of sentence
,	Fall in pitch: show continuity of sentence
?	Rise in pitch: question
↑word↑	Sharp rise in pitch
↓word↓	Sharp fall in pitch
wo::rd	Elongated speech or stretched sound
wor-	Sharp termination of the word while speaking
WORD	Louder than usual speech
°word°	Quieter than usual speech
>word<	Faster pace of the speech than usual
<word>	Slower pace of the speech than usual
/word/	Deliberate mistake in pronunciation
#word#	Word belonging to Portuguese and English lexis, but pronounced as Portuguese.
&word&	Word belonging to Portuguese and English lexis, but pronounced as English.
hehehe	Laughter
aham uhum	Expressing agreement
ham?	Failure to understand the previous speaker or situation
(word)	Conjectures when the sound or pronunciation is unclear
( )	Unclear speech
[word [word	Implies the occurrence of overlapping speech
word= =word	Implies no pause between two consecutive speakers: latched speech
(.)	Just noticeable pause, 1 second or less
(4)	Pause of 4 seconds, for example
((smile))	Description of contextual information where no symbol of representation was available

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\* Transcription notation adapted from the *Research on Language and Social Interaction Journal*, 33 (1), 2000, Lawrence Erlbaum Associates, Inc.

# 1

## Introduction

Brazilian English as a Second Language (hereafter ESL) teachers are constantly in contact with two languages. In the classroom, in the majority of the time, teachers can only use the second language. However, this is not true for the time outside the classroom. Teachers could decide to speak in the language they prefer. What if they decide to use both languages in the same conversation? Such combination of languages is called code-switching. As a matter of fact, code switching has always triggered my curiosity and raised many questions inside of me. It was so far an unexplored territory in my academic life.

When thinking about teachers, we are discussing a specific identity. However, is it an individual identity or a group identity? Also, when Brazilian ESL teachers are together in the teachers' room, which language do they use? Does it make any difference if they are only using Portuguese or if they use both Portuguese and English?

Bearing these questions in mind, I have chosen to deepen my knowledge in the code-switching phenomenon, as well as to investigate the connection between Code-switching and Identity. To reach this objective, a group of Brazilian ESL teachers will be investigated and the analysis of their identity construction through the use of code-switching will be made. To conduct this study, the theoretical background of Sociolinguistics, Identity and Code-switching are examined.

Code-switching is a topic studied through a variety of points of view, such as sociolinguistics (Auer, 1998), psycholinguistics (Bullock & Toribio, 2009) and discourse analysis (Cameron, 2001). The present study aims to shed light on code-switching through a sociolinguistic viewpoint (Gumperz, 1982; Sebba & Wootton, 1998), that is, by emphasising its relation to identity (Snow, 2001; Duszak, 2002; Gardner-Chloros, 2009). Moreover, regarding the concepts of Systemic-Functional Linguistics (Halliday & Hasan, 1989), the language is going to be investigated in real context of interaction, fact which is relevant because the research will be based on the analysis of recorded conversations.

This study aims to discuss the occurrence of code-switching among Brazilian ESL teachers outside the classroom environment. It is important to highlight that the analysis will not consider the classroom but moments in which

teachers are in the teacher's room speaking to other teachers or any other professional of the school. Therefore, this research seeks to examine the reason or reasons why code-switching occurs and the relation between code-switching and group identity. Furthermore, by examining code-switching and identity, this paper attempts to raise awareness on teachers' view of their own context in the social group.

This research is divided in seven chapters and appendix. In chapter 2, I will outline the theory behind Systemic-Functional Linguistics, Identity, Community of Practice and Code-switching. Chapter 3 begins with the explanation of Qualitative research (Denzin & Lincoln, 2000), then the context involving the research is established, the participants are presented, and the data collection and the corpus are explained. In chapter 4, a micro-analysis as well as a macro-analysis are built, taking into account the theories studied. Moreover, in chapter 4, there is a brief analysis of the Group Interview. Finally, chapter 5 contains the final considerations of the research.

## 2 Literature Review

This chapter is composed of the theories which are the foundation of this research. First of all, Sociolinguistics is the Linguistics area in which this research is included. Sociolinguistics aims to study language connected to its social use, because it understands that language is more than inner-processes; in fact, “sociolinguistics has the concept that language reflects the society” (Calvet, 2002, p. 119).

Regarding its research field, Fairclough (1989, p. 7) states that

Sociolinguistics has shown systematic correlations between variations in linguistic form [...] and social variables – the social strata to which speakers belong, social relationships between participants in linguistic interactions, differences in social setting or occasion, differences of topic, and so on.

The social variables mentioned before, that will be analysed in the following sections, play a major part in any type of language change a speaker may perform, such as rhythm of speech, tone of voice, style, or more precisely code-switching.

In order to view language through a social perspective, it is necessary to consider language in real context. A study focusing on rules and imposed structures, that is a prescriptive view of language or grammar, will not comprise the variety of occurrences and patterns one may find in a real context of language use. Therefore, the present study reaches a descriptive line of language use. Halliday & Hasan (1989, p. 15) suggested an analysis of language in real context and they observed some functions in its use, that is to say

[...] when we talk about functions of language, we may mean no more than the way people use their language, or their languages if they have more than one. Stated in the most general terms, people do different things with their language.

Together they developed the Systemic-Functional Linguistics<sup>1</sup> (hereafter SFL).

SFL comprises the study of language as a social semiotic system. First, real context of communication is necessary for the purpose of SLF, since it is in the social practice that language is found. Second, as it is semiotic, language is studied through its meaning and not through its form. Lastly, this system indicates that the speaker’s choices are not arbitrary, but they are conscious decisions that aim at obtaining certain results. Halliday & Hasan (1989) call those results as

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<sup>1</sup> SFL is a wide theory and will not be fully explained here. Only the parts relevant to the research, are listed (see Halliday, 1985; Halliday & Hasan, 1989; Oliveira, H., 2015 for further explanation).

functions of language and, in their point of view, they are three: *ideational*, *interpersonal* and *textual*.

The *ideational function* is divided in *experiential* and *logical*. The experiential function relates to aspects of the real world that can be understood because of participant's own knowledge of the world, while the logical aspect accounts for the logical organization of a language, namely semantic-relations. Summing both, the ideational function encompasses the meaning of the world by the organization of the text. In my research<sup>2</sup>, this is achieved when a speaker decides to alter between languages, that is to say, to code-switch.

The *interpersonal function* refers to the fact that "the sentence is not only a representation of reality; it is also a piece of interaction between speaker and listener" (Halliday & Hasan, 1989, p. 20). This function accounts for the social factor underlying SFL. The textual function is what composes a text; the words are not randomly together, rather they are choices that compose a message. Those three functions are connected and "interwoven in the fabric of the discourse" (Halliday & Hasan, 1989, p. 23).

Halliday & Hasan (1989) definition of the association of the functions brought into question the meaning of discourse. For Fairclough (1989, p. 22) "discourse is a form of social practise", such description has some implications, as language is part of a society, language is a social practice, language is a socially determined. An analogous idea was presented by Gee (1999). The scholar talks about the cyclical movement in communication, for language is used to suit a social situation, but it is language itself that constructs that particular social situation. Gee (1999) also stresses that when changing social situations, speakers also change the language used and their identity, he calls them as *socially-situated activity* and *socially-situated identity*. As analysed in this research, language may change when the social situation changes, therefore it is possible to talk about a *socially-situated language*, or even socially-situated languages when more than one languages are employed by the speaker, as it is the case of code-switching.

To understand discourse, it is necessary to resort to Halliday & Hasan's (1989) ideational function. Moreover, Cameron (2001, p. 12) says that "we make sense of discourse partly by making guesses based on knowledge about the world". In this study, the understanding of code-switching is made by evaluating the context underlying it together with my previous knowledge of the group, as I am both the researcher and a participant of the community. Cameron (2001) gives

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<sup>2</sup> All the examples from this chapter are taken from my data collection and they will be analysed in chapter 4. The examples here are being used to illustrate and better explain the theory.

some governing actions as to data collection for discourse analysis; she proposes that the research “adopt[s] methods which produce discourse data. Interviews, focus group discussions and ethnographic studies using participant observation all involve verbal interaction between a researcher and research subjects” (Cameron, 2001, p. 8). The discourse type analysed in this research is the spoken language and similarly to Cameron (2001) I may refer to it as *conversation*.

Moreover, Fairclough (1989) gives some pieces of advice to conversation analysis. He points to the fact that it

[...] works with extended samples of real conversation. It has demonstrated that conversation is systematically structured, and that there is evidence of the orientation of participants to these structures in the ways in which they design their own conversational turns and react to those of others. These structures are social structures: one of the main concerns is to show that social structures are present and produced in everyday action, and are not just a property of abstract societal macrostructures. (Fairclough, 1989, pp. 11-12)

An important concept in this analysis is *asymmetry* which is related to power. Cameron (2001) explains that one speaker conducts the conversation while the other or others have less control over it. An asymmetrical conversation may happen in an unequal division of speaking rights and obligations, in other words, when a speaker imposes herself or himself or when a rule in conversation is broken. This study presents the occurrence of some momentary asymmetrical relationship, when a teacher corrected uninvitedly the pronunciation of a peer.

To Gafaranga (2009, p. 119), conversation is action because while people are talking they accomplish a range of activities. Moita Lopes (2003) says that this action is actually a construction and “the meanings are understood as results of a socio-interactive process in which we engage every day in the struggle to understand the life around us” (Moita Lopes, 2003, p. 23. My translation<sup>3</sup>). He perceives discourse as a path to social construction and social identity since, in his view, people learn to be who they are through daily interactions (Moita Lopes, 2003, p. 27). Following this line of thought, code-switching is a choice made by the speaker, and this choice is “influenced by a number of social and discursive factors” (Bullock & Toribio, 2009, p. 10), to mention a few: group membership, prestige, solidarity and power. Code-switching reflects the identity and the intention the speaker wants to convey and such factors are going to be analysed in the next sections.

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<sup>3</sup> All the translations in this research are under my responsibility.

## 2.1 Identity

Identity is a concept studied on the light of different fields such as applied linguistics, social psychology and anthropology (Duszak, 2002; Bezerra, 2007). The focus of this section is to briefly define identity based on the concepts of interactional sociolinguistics. First of all, it is necessary to understand what identity is: identity is multifaceted and non-static, it is defined when there is a comparison between the person to other individuals or to a group, and when there is a feeling of belonging or rejection. Indeed, identity is so fluid that we all have more than one (Moita Lopes, 2003; Auer, 2005).

Bucholtz & Hall (2005, p. 586) defined it as broadly as they could, they claim that “*Identity is the social positioning of self and other*”. In their ideas, identity must be studied in view of the social group one belongs. To Magalhães (2013, p. 31), not only the social spectrum needs attention, but also the historical point of view, as “identities have their origins in historical and social processes, their contextual condition is the result of structural forms and specific social organizations”. Based on Bucholtz & Hall (2005), Bezerra (2007) states that identity must be studied through discourse. Moita Lopes (2003) goes beyond and claims that discourse does not have as an important role as it should have when studying identity because in his viewpoint “identity is a social construct – therefore, political –, that is, social identity, understood as being constructed in discursive practice” (Moita Lopes, 2003, p. 20) and so discourse is paramount.

Focusing on the discourse inside a community, Calvet (2002, pp. 116-118) tries to define *linguistic community*. Calvet (2002) finds it risky to say that a group is formed by people who can speak the same first language. In his point of view, it is necessary to start from the concept of language to obtain later a definition of a group. In fact, his main concern is not identity itself but how language can be used to form identity and specially group identity. To help defining linguistic community, he asks questions regarding the first language of the people composing the community or the languages participants are able to speak. He also stresses that participants may want – or think they want – to participate in the community.

He is concerned with the fact that so much focus is given to language but not to the social factor per se, thus he proposes that a study shift: the linguistic study should focus on the social community *through* its linguistic aspect (Calvet, 2002, p. 121).



All the before-mentioned authors have made clear that identity must be studied in view of the social being, therefore identity is a social construct. Moreover, “identity is a discursive construct that emerges in interaction” (Bucholtz & Hall, 2005, p. 587). Hence, it is indispensable that we analyse identity through a social perspective.

### 2.1.1 Social Identity

Social Identity is fluid, that is, it can be manipulated to fit the expected social premises. As advocated by many scholars (Auer, 1998; Gee, 1999; Moita Lopes, 2003), it is constructed in each and every social exchange through discourse. In this section, we will focus on the social aspect of identity. The discourse ambit will be brought into scene when analysing code-switching.

Duszak (2002, p. 2) claims that social identities are a human necessity because “the sense of belonging to a group fulfils the human desire for solidarity, rapport, safety or psychological comfort that comes from sharing things with other people”. As Duszak (2002) prefers to deal with the concept of identity as a group and not individually, she works on the distinction between *us* and *others*; in her view, “only by comparing ourselves with others can we build up our affiliations and our non-alignments” (Duszak, 2002, p. 1).

Duszak explains that one feature of comparison in which language allows the speaker to perceive similarities or differences between *us* and *others* is by using the first and third person plural pronouns. Those pronouns are typically used when the speaker wants to identify with or detach from a group; naturally “the pronoun *we* is a prototypical exponent of the speaker-group, as opposed to the distance-establishing *they*” (Duszak, 2002, p. 6). Her view converges with the analysis made by Gumperz (1982) when he studies the CS as a way to show group belonging, he called the languages used by speakers as *we code* and *they code*<sup>4</sup>.

The difference between *us* and *others* calls attention to the fact that, in each group speakers affiliate to, they have to show a different identity because each group will ask for a singular identity; in fact, Duszak (2002, p. 2-3) emphasises that social identity are “indeterminate, situational, dynamic and interactively constructed”, similarly to individual identity, and because of that we can adhere or change our alignments with different groups. Moreover, “multiple group

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<sup>4</sup> A further explanation of *we code* and *they code* is presented in the section dedicated to Code-Switching.

membership is nothing unusual, given the number of roles that people normally assume in the course of their social lives and the variety of needs that they want to satisfy through communal action” (Duszak, 2002, p. 2). Bezerra (2007, p. 90) completes this idea by stating that the speaker is mostly concerned with the here and now, thus, although, having many identities, the person opts to show them according to the current social need.

While Duszak (2002) addresses to the distinction of *us* and *others* to establish the membership of the speaker in a group, Bucholtz & Hall (2005) support five principles to analyse the social identity. The principles are: *emergence*, *positionality*, *indexicality*, *relationality* and *partialness*.

The *emergency* principle states that identities are constructed amongst interaction. Having this in mind, the authors depart from psycholinguistics, as they do not understand identity as an inner product, rather they take into account the social action through the use of language to achieve identity.

The *positionality* principle says that “identities encompass (a) macro-level demographic categories; (b) local, ethnographically specific cultural positions; and (c) temporary and interactionally specific stances and participant roles” (Bucholtz & Hall, 2005, p. 591). This allows speakers to have specific roles in the group, not only broader identities, like age, gender or nationality. It also allows speakers to attach to that role for the necessary time, changing it as soon as they have the need.

The *Indexicality* principle is a tool used to construct identity positions. The “index is a linguistic form that depends on the interactional context for its meaning” (Bucholtz & Hall, 2005, p. 594), it also relates to the language use, social meaning and ideological structures, as language and identity are based on cultural formation. Indexicality, therefore, is the public mentioning of identity categories, either the person’s or other’s, either criticising or complimenting.

The *relationality* principle has identity as constructed through opposing systems, called *tactics of intersubjectivity*. They are *adequation/distinction*, which refers to the fact that speakers cannot be identical to the group, only as similar as necessary to establish a relation; *authenticity/denaturalization*, referring to the genuineness in the speaker’s identity; finally, *authorization/illegitimation*, dealing with power and ideology that institutional structures may enforce.

The last of Bucholtz & Hall’s principles (2005) is *partialness* which accounts for both the premeditated and the unintentional construction of identity. They claim that identity is the result of social negotiation, other’s views and ideological

processes, and all of those are useful for interaction. Notably, they are always changing during the social phenomenon.

Hitherto, identity was classified as individual or, to the major purpose of this research, social. However, it is also possible to classify it as collective.

### **2.1.2 Collective Identity**

Snow (2001) broadened the theory of collective identity. In his study, he sees collective identities as a construction during the interaction. In order to examine collective identity, it is vital to understand three “conceptually distinct types of identity: personal, social, and collective” (Snow, 2001, p. 2)

*Personal identity* is what one attributes to self. Snow (2001) clarifies it as “self-designations”, they are usually presented when others classify one in an inconsistent social identity. *Social identity* is what one believes represents the other, most of those representations are conventional social roles as teacher and mother. The conventional roles give grounds to orientation in social interaction.

Although there is no universal definition for *collective identity*, it is necessary to focus on *we-ness* (or *one-ness*) which is “anchored in real or imaginary shared attributes and experiences among those who comprise the collectivity and in relation or contrast to one or more actual or imagined sets of ‘others’” (Snow, 2001, p. 3). *We-ness* regards to the sense of common interest and action to reach the shared objective of the community. In order to understand *collective identity*, the focus should be in the development process rather than in the result.

Snow’s tripod concept of identity is entirely connected, even overlapping and fully relies on the distinction between us and others, in resemblance to Duszak’s research (2002). In addition, Snow (2001) advocates that collective identities occur when there are sociocultural changes or challenges, thus they do not last through history; moreover, any group, regardless of its size, can be accounted as a collective identity, for instance: sport fans, celebrity devotees, neighbourhoods and occupational groupings. The group investigated in this research is Brazilian teachers of English, fact better explained in the next chapter.

## 2.2 Community of Practice

A group of teachers from the same school that teaches the same subject has a specific social identity, they also have a collective identity and they form a community of practice. Community of practice is

[...] formed by people who engage in a process of collective learning in a shared domain of human endeavour [...]. Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly. (Wenger-Trayner & Wenger-Trayner, 2015, p. 1)

Community of practice (hereafter CoP) is based on four premises (Wenger, 1998). Firstly, people are social beings, characteristic that was explained and named as social identity in this chapter. Secondly, knowledge may be perceived as a skill. Third, knowledge is a skill that must be sought. Fourth, our life experience is completely meaningful which is exactly the result of learning. If those four premises are found in a community, then it can be accounted as a CoP.

Wenger (1998) confirms that CoPs are everywhere; in fact, they might be so informal that not enough attention is given to them. Their ubiquity is related to learning. Although “the concept of learning immediately conjures up images of classrooms, training sessions, teachers, textbooks, homework and exercises, [...] learning is an integral part of our everyday lives” (Wenger, 1998, p. 8). As a matter of fact, we most likely learn during every social interaction we have.

CoP is formed by “a group of people who communicate[s] with each other (mutual engagement) and develop[s] ways and resources (shared repertoire) for reaching a common goal (joint enterprise)” (Agrifoglio, 2015, p.35). Such characteristic can be clearly observed in my data collection, for instance, in Recording 4, a teacher explains vocabulary to another teacher participating in the research.

The practice is historically and socially set and it has both an explicit side and an implicit meaning. One example is code-switching: when the teachers participating in this research code-switched, the language alternation is the explicit element but there is also an implicit underlying message in the language change, and this only someone belonging to the community will understand.

## 2.3

### Code-Switching

Defining Code-Switching (hereafter CS) is not an easy task. As simple as it could be stated, CS is the alternation of two or more languages by a speaker in a conversation (Alvarez-Cáccamo, 1998; Bullock & Toribio, 2009; Gumperz, 1982; Oliveira, R., 2006; Poplack, 1980). Although many more layers and particularities could have been added to the explanation presented above, the main purpose of this section is to present an overview of the concept of CS, especially one which will help understand the data that will be showed and analysed in the following chapters.

#### 2.3.1

##### Historical background and distinctions

The history of research on CS started on studies in phonology. Later, it was diversified and, as Alvarez-Cáccamo (1998, p. 30) highlights, “three research trends converge[d] in the consolidation of ‘code-switching’ studies: structural phonology, information theory, and research on bilingualism”. Inside the scope of bilingualism, there are branches into the structural approach, focusing on the organisation of language, the psycholinguistic, that investigates the cognitive mechanism, and “the *sociolinguistic* approach [which] attends to the social factors that promote or inhibit CS and views CS as affording insights into social constructs such as power and prestige” (Bullock & Toribio, 2009, p. 14).

An extensive study on code change was required until researchers could produce a manifold definition to CS which was initially categorised as the lack of proficiency in a language. CS was, thus, studied as a problem of bilingualism by scholars such as Haugen (1950 apud Alvarez-Cáccamo, 1998, p. 32), Weinreich, Labov & Herzog (1968). These scholars had the idea that an incomplete bilingualism generated the alternation between languages. It was only in Gumperz’s work (1962 apud Alvarez-Cáccamo, 1998, p. 33) that CS found ground to be revised as a conversational phenomenon of proficient speakers. Therefore, Gumperz has not only restored the speaker’s cognitive ability and the prestige to switch codes, but he has also stressed the need of intertwining social functions and CS study. Such work was continued both by him and many researchers (Alvarez-Cáccamo, 1998; Auer, 1998; and others).

Although it can be argued that language and code are different, for the purpose of this research such a dichotomy will not be made and these notions will

be used interchangeably. Moreover, the distinction between the concepts of CS and *code mixing*<sup>5</sup> is not going to be considered, due to the fact that scholars do not agree when defining both occurrences (Oliveira, R., 2006, p. 37) and also because the contrast will not alter the analysis of the data.

Neither do scholars agree in a precise definition for *borrowing*, since its notion varies from a fully established meaning in another language – such as *sushi*, a Japanese word commonly used by Brazilians and absorbed by their lexis –, to a bilingual momentary use (Bullock & Toribio, 2009, p. 5). In order to keep the coherence of the research, some words will not take part in the data analysis, those are: *listening*, *reading*, *Youtube*, *BBC*, *Discovery Investigation*, *Cambridge* and *Saint Patrick* because (1) they are “single words or short, frozen, idiomatic phrases” and, therefore, are classified as *borrowing* by Gumperz (1982, p. 66), (2) they are institutionalized name and (3), most importantly, people outside the group of teachers use those words for the same purpose as well. As can be noticed, the fact that some words will not be analysed because “outsiders” use them, represents a matter of identity, which will be explained ahead.

### 2.3.2

#### **What is Code-Switching and why does it happen?**

Gumperz (1982) defines CS as a methodical phenomenon which has stylistic and metaphorical motivations. In other words, speakers choose to change the language according to the message they want to convey and if they want to get closer to or distant from their interlocutor. The choices made by the speakers are fast and smooth; therefore, if they change languages, there are “no hesitation pauses, changes in sentence rhythm, pitch level or intonation contour” of any kind (Gumperz, 1982, p. 60). Franceschini (1998, p. 53) is also straight-forward when stating that “CS is characteristically formed in a specific way. It arises in groups sharing common identities”. She was focusing on the role of CS and identity and how they ratify each other, fact that will be further analysed.

In order to engage in any social role, speakers are aware of what language to use and how to use it so they can fit in the social rules. CS is, as noticed before, a decision taken by the speaker and, since decisions are composed by choices, it

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<sup>5</sup> Code mixing is the juxtaposition of two languages in the same sentence. While some scholars classify CS as the juxtaposition of two languages only beyond the sentence, others define both occurrence as CS, distinguishing them as intra-sentential and inter-sentential (see Oliveira, R., 2006 for further explanation).

is necessary to investigate the “contextual clues by which natives arrive at correct interpretations of social meaning” (Blom & Gumperz, 1971, p. 421).

In this regard, Fishman (1965 apud Oliveira, R., 2006, p. 27) highlights three factors that determine the occurrence of CS: *group membership*, *situation* and *topic*. *Group membership* refers to belonging to a community in which at least one factor is common among participants, such as age, ethnicity, religion or profession. *Situation* involves the participants, the physical space and discourse styles. Finally, *topic* is the subject of the conversation. Later, Blom & Gumperz (1971, p. 422) reinforced Fishman’s principles. In spite of their similarity in ideas, they have different nomenclature: *setting* – referring to the environment the speaker is inserted –, *social situation* – the activity a specific group of people is involved in in a specific time and place – and *social event* – possible changes in interaction allowed inside that particular *social situation*.

Grosjean (1982 apud Oliveira, R., 2006, p. 29) amplified the reasons to switch codes given by Fishman (1965 apud Oliveira, R., 2006), Blom & Gumperz (1971). He divided them in four categories: *participants*, *situation*, *content of discourse* and *function of interaction*. The *participants* refer to every social aspect of the speakers, including their language proficiency and linguistic preferences. Grosjean’s *situation* (1982 apud Oliveira, R., 2006, p. 29) resembles Fishman’s *situation* (1965 apud Oliveira, R., 2006), it englobes the setting, the presence of monolinguals, the degree of formality and intimacy. *Content of discourse* is the subject of the conversation and the vocabulary used. Lastly, *function of interaction* describes the social distance, speakers’ maintenance of status, to ask or command, to exclude or include someone.

Nonetheless, Auer (1998) problematized the simple definition given for *situation*. He did not understand it as constraints for the language use, he claimed that it was a cyclical phenomenon. Based on his research, Wei (1998, p. 157) explains that

[...] participants of conversational interaction continuously produced frames for subsequent activities, which in turn created new frames. Every utterance, every turn, therefore, changed some features of the situation and maintained or re-established others.

Thus, social context influences the language used and language also influences the social context, and both of them are connected to the speaker’s identity.

### 2.3.3 Code-Switching and Identity

In one of its study line, CS is analysed through the lenses of bilingualism. In spite of not having the intention to focus on bilingualism itself, the present research does aim in the study of the bilingual speaker as a social construct, as earlier analysed in the subchapter for identity. Bullock & Toribio (2009, p. 7. Emphasis added) share the same view, “a relevant domain of inquiry is to examine the individual, discursive, and *social conditions* under which a bilingual deploys both languages simultaneously”. Hence, examining CS through the perspective of Sociolinguistics is directly connecting language use to the speaker’s identity.

We assume that members will not face any type of struggle to understand the languages inside their group, as it is formed only by proficient speakers. As a matter of fact, this feature designs and limits who belongs to the group because only individuals who understand the languages can be members of the community. Gumperz (1982, p. 39) adopts this idea when he says that “where intelligibility is not in question, language differences serve primarily to mark social identity and are perpetuated in accordance with established norms and traditions”. CS, therefore, shapes both the person’s identity and the community and allows their perpetuation.

It is clear that language, social structure and social identity are intertwined concepts. Auer (2005) states that social identity is the mediator between language and social structure. Although, Auer is not referring to CS when talking about language in his description, it is possible to do so as CS is a linguistic feature inside the larger concept of language, and social identity and social structures are created, negotiated, reinforced and shaped by the use of CS. In the section about identity, we have discussed that identity is negotiated inside the social context through the use of language.

Because the interaction among speakers projects their identities, they are constantly being negotiated and La Page & Tabouret-Keller (1985 apud Oliveira, R., 2006, p. 62) named this negotiating action of the speakers searching for a social role in the group as *identity acts*. Gumperz (1982, p. 131) proposed their study through *contextualization cues*, that is, “the means by which speakers signal and listeners interpret what the activity is, how semantic content is to be understood and *how* each sentence relates to what precedes or follows”. In addition, he stresses the importance of context, suggesting that an analysis of a conversation stretch is impossible if the context is not provided. As it is indicated in the next



chapters, this research has based its work on the analysis of dialogues, all of them in accordance with their context.

The last concept in this section that is important to draw attention to is the distinction in code made by Gumperz. He refers to it as *we code* and *they code*, an aspect briefly mentioned when we analysed Duszak's us and other (2002). In Gumperz's own words:

The tendency is for the ethnically specific, minority language to be regarded as the 'we code' and become associated with in-group and informal activities, and for the majority language to serve as the 'they code' associated with the more formal, stiffer and less personal out-group relations. (1982, p. 66)

That is to say, the *we code* accounts for the language used in communication inside the bilingual group, namely the group of teachers analysed in this monograph, while the *they code* refers to the language used in communication in society, which is here used in its broadest meaning. Gumperz's concept of code (1982) was used to shed light on CS and the social relation in language. However, it possesses a troublesome aspect when applied to real situations.

Sebba & Wootton (1998) find it difficult to distinguish between *we-they codes* for they are employed according to the speaker's desire to change social roles (see also Gardner-Chloros, 2009 for further criticism). Even Gumperz (1982) says this division does not account for real interaction in the majority of the occurrences because interaction among speakers usually requires both types of *codes* and it is not possible to draw a clear distinction on them. Consequently, the dichotomy is possible in theory but it is not a wide representative of reality. Moreover, Auer (1991 apud Sebba & Wootton, 1998, pp. 262-263) heavily criticizes *we-they codes* distinction. In his point of view, the dichotomy is an overgeneralization of language use and it cannot fully comprehend the social characteristics of a bilingual usage. Indeed, in the end of his book, Gumperz (1982, pp. 81-82) himself understands that the *we code* and *they code* dichotomy is outdated when compared to the conversational functions of CS.

The next section deals with the area of the speaker's intentions when they code-switch.

### 2.3.4 Functions of Code-Switching

Taking into account that possible reasons why speakers alter between languages were already presented, we shall investigate the functions of CS. Those are designed to understand the procedures underlying the alternation of languages, because “if members can agree on interpretations of switching in context and on categorizing others on the basis of their switching, there must be some regularities and shared perceptions on which these judgments can be based” (Gumperz, 1982, p. 70). This section will be mostly based on Gumperz’s research, as he was a pioneer in such classification and also because it presents an objective and relevant view of CS motivation.

In his initial studies, Gumperz divides CS in what here will be called as classical functions, namely *metaphorical* CS and *situational* CS. Subsequently, Gumperz develops both functions into *conversational* CS, that is followed and corroborated by other scholars.

#### 2.3.4.1 Classical functions of Code-Switching

When studying CS in Norway for their seminal research on CS functions, Blom & Gumperz (1971, pp. 424-425), noticed that some external factors, as the arrival of a new participant in the conversation or teachers encouraging either students’ participation or students’ silence, were marked by changes in the language. They explained that this external modification is actually the way speakers redefine each other’s rights and obligations; this function of CS was named *situational switching*. The situational switching is highly connected to the *social situation*, one of the contextual clues previously mentioned, that englobes the activity, the group of people, the time and the place.

However, when there is no change in the participants’ rights and obligations but participants change the subject being discussed and therefore the language, the CS is nominated as *metaphorical switching*. Similarly, such CS relates to a contextual clue, namely *social event*. In both types of switching, it is possible to notice their bond to some form of social changes.

Later, Gumperz (1982) criticises his former research and claims that analysing CS by isolating patterns and generalizing the social context is doomed. Thus, he analyses CS through conversational functions.

#### 2.3.4.2

#### Conversational functions of Code-Switching

In conversational CS, the foundation for CS is no longer a modification in the participants or the subject of the dialogue. Conversational CS goes beyond the classical function of CS, since

[...] the items in question form part of the same minimal speech act, and message elements are tied by syntactic and semantic relations equivalent to those that join passages in a single language, the relationship of language usage to social context is much more complex. (Gumperz, 1982, p. 61)

CS is not only used when there is a social change but it is also employed by speakers when there is a change in their discourse strategy. Whenever a speaker code-switches, she or he is trying to send a specific message to the interlocutor. In fact, “switching [...] is a pragmatic or perhaps stylistic phenomenon in which verbal sequences are chunked into contrastable units” (Gumperz, 1982, p. 90). The language contrast by itself shows an underlying intention and therefore the message will have a unique meaning.

Gumperz (1982) analysed interactions and achieved the following functions: *quotations*, *addressee specification*, *interjections*, *reiteration*, *message qualification* and *personalization versus objectivization*. Many of his findings are present in my own data, therefore such categories will be used in my analysis.

*Quotation* as the name says refers to the CS when the speaker changes the language to use the original code of the indirect quotation or reported speech. For instance, Lorena, a teacher participant in this research, speaking in Portuguese quoted her student in English when she received a chocolate as an East present: “*a criança, o adolescente e o adulto veio com todo carinho assim: ‘teacher, your chocolate’*” (the child, the teenager and the adult came to me kindly like this).

*Addressee specification* is the CS when the speaker wants to talk to a specific person, so the language change may assist in that. *Interjections* accounts for CS that marks interjections or sentence filler. In my research, both interjection and formulaic speech will be included in the data analysis, as expressions such as ‘thank you’ is most likely to happen in English even though the conversation is in Portuguese.

*Reiteration* is the message repeated in both codes and Gumperz (1982, p. 78) claims this is due to emphasis. Such CS occurs repeatedly in my data; the surprising fact is that either (1) the person repeats herself or himself or (2) there is a mirror effect and the message is repeated by the hearer in the other language,

for example: (1) when questioned by another teacher about not having her students working in pairs but alone, Milena, a teacher, stated: “*tá vendo como você não divide as coisas? sharing nem sempre é good*” (see as you don’t always share things? sharing isn’t always good), (2) when Lorena said that she was wearing green in Saint Patrick’s day but only by chance, Amanda repeats green but in Portuguese.

*Message qualification* refers to switching languages when adding extra information about the topic. In my research, Cicero mentions a fact in a cartoon: “*Sabe aqueles desenhos... sabe aqueles westerns?*” (do you know those cartoons... do you know those westerns?).

Personalization versus objectivization is

[...] the distinction between talk about action and talk as action, the degree of speaker involvement in, or distance from, a message, whether a statement reflects personal opinion or knowledge, whether it refers to specific instances or has the authority of generally known fact. (Gumperz, 1982, p. 80)

For example: Milena was explaining, in Portuguese, an activity she is going to ask students to colour, but when acting in how to say to the students, she used English: “*têm que colorir, colour yellow*” (they have to colour).

In spite of considering Gumperz’s definition enriching and completing the topic, I would like to highlight one of the functions presented by Grosjean (1982 apud Oliveira, R., 2006) because it was mentioned in the data recording at the Group Interview about CS. Grosjean (1982 apud Oliveira, R., 2006, pp. 69-70) understands there are nine functions for CS. In fact, most of them are either similar or an amplification to Gumperz’s research (1982). The one which is important to observe refers to the fact that speakers may switch languages because they cannot express a certain meaning in the language they are using, so they switch in order to use the word or expression in the other language.

Some of this research data was presented in this chapter. However, in chapter 4, following Auer’s (1998) ideals, a detailed and specific analysis of the data will be made, because

[...] we must not assume that, in any given conversation, speakers switch languages in order to ‘index’ speaker identity, attitudes, power relations, formality, etc.; rather, we must be able to demonstrate how such things as identity, attitude and relationship are presented, understood, accepted or rejected in the process of interaction. (Auer, 1998, p. 162)

The next chapter deals with the methodology used in the data collection, the context and participants in the research.

### 3 Methodology

In order to examine the occurrence of code switching in conversations among Brazilian teachers of English during their break time, audio recordings and field notes were made. The analysis of this data constitutes the core of the research. The present paper is, therefore, inserted in the qualitative research paradigm.

#### 3.1 Qualitative Research

The qualitative research, in contrast to quantitative research, focuses on the social practice and does not base itself in quantities or numbers. The qualitative research objective is to place the research in the world and to connect the researcher to the subject investigated. Indeed, this relationship gives life to the inquiry as it generates questions such as how the social interaction occurs and how it is built (Denzin & Lincoln, 2000, p. 8).

Guba & Lincoln (1994, p. 106) list the greater differences between quantitative and qualitative research, emphasising the latter's breakthrough. Qualitative research gives space to explain the context, the human behaviour, such as personal characteristics of participants and researcher. Further, it allows an emic view, that is, as researchers are included in the investigated context they can give an inside perspective of the society analysed.

This study is included in the ethnographic investigation which is the inquiry of a community by observing its participants (Cameron, 2001, p. 53). Anthropologists usually insert themselves in the culture they are analysing, factor that supports the emic view of the qualitative research. In this research, however, my insertion was not necessary as I already belong to the community.

Silverman (2000, p. 821) states that talking is not "mere talking" for it is the tool that construct social interaction. The present research concentrates in the use of code-switching by the participants and it does "not merely pay attention to *what* people say but to *how* they say it, [as it] gives additional insights into the way people understand things" (Cameron, 2001, p. 14). Therefore, participants' code-

switching constitutes the data collected and the apparent reason they did it is the real analysis.

Lastly, it is necessary to clarify the use of a group interview. Its objective was to complement the recordings and to collect information regarding participants' point of views. Silverman (2000, p. 823) explains that

[...] the open-ended interview apparently offers the opportunity for an authentic gaze into the soul of another, or even for a politically correct dialogue in which researcher and researched offer mutual understanding and support.

Therefore, participants were able to contribute with ideas and experiences. They also completed each other's answers as it can be observed in the data.

In the next session, the research is set in a historical and social perspective, that is, the context in which the research took place is explained.

### **3.2 Context**

The group of Brazilian teachers of English analysed works in a language course in Brazil. The course line of work is teaching English for students of any age group and any level of knowledge of the language. The school is located in five different States in Brazil and it is composed of many schools (or branches) throughout each State. The analysed group of teachers is settled in Rio de Janeiro where there are 31 branches. The research took place in one of the branches in a neighbourhood in the north area of the city.

The school staff is composed of one manager, nine full-time teachers, three part-time teachers, one trainee teacher, three secretaries and three caretakers. It is important to highlight that only the nine full-time teachers, the trainee teacher and the manager – who used to be a teacher – are taking part in the research. This decision was made in view of who belongs to the English-teaching world in that specific school.

In order to start the research, I needed to consult the manager and ask the company for permission. In a private session, I explained to her the aim of the research and the procedures to collect data. After accepting my request, she sent the documents to the Legal Department of the company to have my research authorised. Finally, when the department signed all the paperwork, I talked with the full-time teachers and the trainee teacher, roughly explaining the purpose of the research and how it would be conducted. All of them promptly accepted the invitation and signed the required documentation. To protect myself and each

participant, I asked them to sign an authorization<sup>1</sup>, explaining that they are free to quit the research anytime and they are not forced to take part in this project, as well as they are not going to receive any financial support. Further, I invited the manager, a former teacher of the school, to participate. Therefore, 11 teachers are participating in the research and they are described in the next section.

### 3.3 Participants

In order to describe the participants, I asked them to answer a questionnaire<sup>2</sup>. Thus my profile description is based on the participant's own view. All the names in the research, belonging to any participant or mentioned in any conversation, were modified to protect the person's profile.

Adele is 38 years old. She worked as a teacher for 8 years in this course and now she is the manager. She has graduated in Language: English and Literature and has been working in the field for 18 years.

Amanda has been teaching for 13 years in which seven has been in this school. She is 33 years old. She has graduated in Language both bachelor and teaching degrees in Portuguese and English, and has taken a specialization course in psycho-pedagogy. She watches series and news in English, also, she uses the internet and plays games to keep up-to-date with the language.

Angelina is the trainee teacher of the branch. She is 20 years old. She has been working in the course for less than one year and this is also her entire work experience. She currently studies at university undertaking the Language: Portuguese and English degrees. She practises her language skills through technology as skype and twitter to talk to native speakers; she reads books, watches series and listens to music in English as well.

Cicero is 53 years old in which 34 has been dedicated to teaching. He has been teaching in the course for 9 years. He has taken a post-graduate course in English Language. He practices his English when he travels abroad.

Jacob is 24 years old. He started teaching five years ago as a trainee teacher in the company and after two years of training, he became a teacher. He graduated in Language: English and Literature degrees. He has recently taken a one-month-long English course in New York. He listens to music, watches TV and talks to native speakers to keep contact with the language.

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<sup>1</sup> Available in the Appendix.

<sup>2</sup> Available in the Appendix.

Lara is 44 years old. She has been working as a teacher for 26 years in which nine has been in this school. Apart from being a teacher, she also has the position of mentor, that is, she is responsible for all pedagogic tasks of the branch. She has graduated in Education moreover she has taken a Pedagogic Complementation post-graduate course; she is currently taking a post-graduate course in Education and Technology. She exercises her language skills through trips to the USA, conversations with either native speakers or ESL (English as a Second Language) speakers; she frequently reads books and watches TV.

Lorena is 34 years old; she has graduated in Language: Portuguese, English and Literature both bachelor and teaching degrees. She has been working as a teacher for 13 years in which six has been in this course. In her career experience, she took a course for English teachers in England in 2005. She listens to music, reads and travels to English-speaking countries to keep her language development.

Maria is 24 years old. She has graduated in Language: Portuguese and English. She is currently taking her post-graduate course in English Language. She has been an English teacher for four years in which one has been in this school. She has taken a four-month-long exam preparation course in Australia. She improves her language skills by reading books, articles and newspapers, listening to music, watching films and series, and skyping with friends from other countries.

Milena is 36 years old, she has been a teacher in this course for 12 years, and overall she has been a teacher for 21 years. She is a “trip teacher”, that is, she and other “trip teachers” of the company travel with students during holidays for immersion programmes in English-speaking countries. She has taken a specialization course in Children Education. She is regularly taking courses either in London or New York. She improves her language skills by reading books, articles, newspapers and travelling.

Nicole is 26 years old, she is the Cambridge teacher of the branch, in other words, she is responsible for organizing any event involving and promoting Cambridge exams. She has been teaching for seven years in which four has been in this course. She is graduated in Language: Portuguese and English both bachelor and teaching degrees; moreover, she has taken a specialization course in School Administration and Pedagogical Coordination. She has recently taken a teacher immersion course in London.

Theo is 30 years old. He has been teaching for 11 years, three years being in this course. He is the stand-by of the branch, meaning, he substitutes the manager when she cannot be present, also he is responsible for some of the



administrative work. He has graduated in Language: Portuguese and English. He reads, watches films and series and communicates with international friends to keep his language development.

In the recording, it is possible to notice the presence of more people. Although they are not participating in the research, the manner the participants refer and address to them is important to the data analysis. Thus, they were given a name and their position in the branch is explained.

Tereza and Marta are part-time teachers in the branch, that is, they are teachers from different branches but they have one or two classes in the school. They have one or two groups in the school because there was not a teacher available to be designated to their classes. Therefore, the manager needed to ask other branches to “lend” a teacher for the semester. Lisa and Fabiana are two of the secretaries, and Renata and Ethan are the caretakers. Finally, it is important to notice that in one recording there is a person simply called as Visitor. That happened because I do not possess any information about this person, the only given explanation was that she is from the administrative department and she deals with the immersion programmes to English-speaking countries.

### **3.4 Data Collection**

The recordings were made in my own mobile phone because it had a good recording sound, it was easy to manipulate and teachers would be able to forget about the recording as it is an everyday device. In addition to recording the conversations, I took notes<sup>3</sup> in a diary shortly after the interactions. They are formed by a combination of the day, time and participants, as well as every occurrence of code switching. Further, there are a brief explanation of the context and comments that I considered to be important.

All the recordings made in the teachers’ room were considered eligible to the research as every conversation recorded had at least one use of code-switching. After some recordings, I observed that some patterns were emerging. Indeed, classifying the code-switching was straight forward as the participants used it in fixed situations. Those patterns are presented in the next chapter and the analysis is based on the occurrence of code-switching. It is important to notice that a full transcription of the conversation parts containing code-switching is

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<sup>3</sup> Field notes available in the Appendix.

presented in the Appendix, while in the chapter 4, Categories of Analysis, the transcription focus on the analysed fragment.

Finally, after the recordings of the breaks and the field notes, the main aspects of code switching noticed at that point were taken to a group discussion, namely Group Interview. Although this conversation was likewise recorded, any code-switching that occurred in it was neither investigated nor transcribed as the purpose of the recording was to show and hear participants' ideas about code-switching.

### 3.5 Corpus

The data was generated by recording sixteen breaks and one group interview in the institution. The breaks were two to thirty minutes, in the intervals in between classes in which the teachers usually gathered in the teacher's room. During the period of two months, I recorded sixteen moments of intervals of the group and the participants were notified of the recording. As the breaks occurred in the teachers' room, where there are a conjoined kitchen and a bathroom, all the staff of the school participated in the recording, but only the participants of the research were analysed.

After collecting and analysing the data from the recordings, I proposed a Group Interview to show them some of my early findings and to listen to their own ideas. The 17 recordings are divided as it follows:

R.	Title	Time	Participants	Excerpt
1 <sup>st</sup>	Lorena's mood	12/03/2015 5:19 p.m. 8'57"	Adele, Cicero, Fabiana, Jacob, Lorena, Maria, Nicole, Renata and Tereza	00'43" 01'09" 07'58"
2 <sup>nd</sup>	Informing about the recording	17/03/2015 5:31 p.m. 13'09"	Adele, Cicero, Jacob, Lara, Lorena, Maria, Nicole, Tereza and Theo	03'01" 03'32" 04'00" 04'22" 06'58" 10'54"
3 <sup>rd</sup>	Lorena's birthday	19/03/2015 5:21 p.m. 23'29"	Adele, Angelina, Cicero, Jacob, Lara, Lorena, Maria, Nicole and Tereza	02'40" 08'27" 16'07"

<b>4<sup>th</sup></b>	Cambridge exam	21/03/2015 09:33 a.m. 10'15"	Amanda, Jacob, Lara, Lorena and Maria	02'00" 03'48" 05'49" 07'11" 08'25" 09'16"
<b>5<sup>th</sup></b>	Birthday people of the month	24/03/2015 5:29 p.m. 10'51"	Adele, Angelina, Cicero, Ethan, Fabiana, Jacob, Lara, Lisa, Lorena, Maria and Nicole	01'27" 02'42"
<b>6<sup>th</sup></b>	Clothes, mothers and make-up	25/03/2015 5:23 p.m. 21'49"	Amanda, Jacob, Lorena, Maria, Marta, Milena, Nicole and Tereza	01'00" 03'26" 04'59"
<b>7<sup>th</sup></b>	Children's behaviour	26/03/2015 5:16 p.m. 23'49"	Adele, Angelina, Cicero, Ethan, Jacob, Lara, Lorena, Maria, Nicole, Tereza and Theo	03'39" 12'24" 15'35" 21'18"
<b>8<sup>th</sup></b>	Jacob's participation	31/03/2015 5:42 p.m. 2'54"	Jacob, Lara, Lorena, Maria, Nicole and Theo	01'10" 02'05" 02'42"
<b>9<sup>th</sup></b>	Easter gift	01/04/2015 5:24 p.m. 18'37"	Adele, Amanda, Jacob, Lorena, Maria, Marta, Milena, Nicole and Theo	00'00" 01'04" 01'08" 01'49" 04'24" 04'37" 04'58" 05'40" 07'32"
<b>10<sup>th</sup></b>	Easter celebration	02/04/2015 5:05 p.m. 39'21"	Adele, Amanda, Angelina, Cicero, Fabiana, Jacob, Lorena, Maria, Nicole, Renata, Tereza and Theo	00'14" 00'50" 06'39" 07'07" 07'41" 14'52" 17'07" 20'32" 21'21" 26'51" 30'08" 32'09" 32'25" 36'07" 36'28" 37'49" 38'19"
<b>11<sup>th</sup></b>	Amanda's birthday	06/04/2015 5:21 p.m.	Adele, Amanda, Fabiana, Jacob, Lorena, Maria,	16'42" 18'15"

		20'44"	Marta, Milena, Nicole and Theo	
12 <sup>th</sup>	Improper conversations	07/04/2015 5:34 p.m. 10'22"	Cicero, Jacob, Lara, Lorena, Maria and Nicole	02'28"
13 <sup>th</sup>	Breakfast	08/04/2015 5:31 p.m. 13'59"	Adele, Amanda, Cicero, Jacob, Lorena, Maria, Milena and Nicole	01'15" 09'20" 11'16" 11'45" 12'14"
14 <sup>th</sup>	The visitor	14/04/2015 5:30 p.m. 14'55"	Cicero, Lara, Maria, Nicole, Renata and visitor	02'00" 03'24" 08'00" 12'04"
15 <sup>th</sup>	Spoiled kids	15/04/2015 5:22 p.m. 22'38"	Amanda, Angelina, Jacob, Lorena, Maria, Milena and Nicole	05'57" 08'26" 09'27" 09'36" 12'30" 18'56"
16 <sup>th</sup>	Jacob's analysis	16/04/2015 5:12 p.m. 28'24"	Cicero, Fabiana, Jacob, Lara, Lorena, Maria, Nicole, Tereza and Theo	03'10" 04'36" 04'41" 05'51" 06'57" 08'06" 13'11" 14'59" 18'56" 23'19" 25'52" 26'58"
17 <sup>th</sup>	Group Interview	30/04/2015 5:37 p.m. 10'18"	Cicero, Jacob, Lara, Lorena, Maria, Nicole and Renata	-

In the next chapter, the occurrence of Code-switching is investigated. The analysis is based on the theoretical background reviewed in the previous chapter and a relation between Code-switching and Identity is established.

## **4**

### **Categories of Analysis**

The data analysis is divided into micro and macro views of code-switching. The micro-analysis investigates the detailed production of the language alternation and the immediate linguistic meaning built by code-switching. In the macro-analysis, code-switching is viewed in its broader aspect which is as a linguistic phenomenon that constructs identity. Finally, in the end of this chapter the Group Interview is analysed and the participants' ideas and comments are investigated and linked to my data analysis.

#### **4.1**

##### **Micro-analysis**

While transcribing the recordings, the data showed frequent use of code-switching (CS) made by the participants. The analysis categories are based both on Gumperz's (1982) functions, explained in the theoretical section of the research, and on functions created by me after the investigation of the data.

Gumperz (1982) classified code-switching in six functions, to which five will be used in the analysis: Quotations, Interjections, Reiteration, Message Qualification and Personalization versus Objectivization. However, the data analysed goes beyond his definitions. Therefore, after the data collection and initial investigation, other categories of analysis were created in order to embrace all meanings of the code-switching observed: Research-Help, Jokes, Creativity, Echoing, Correction, Solidarity, Reinforcement, Outsider and Arbitrary. Also, the category named by Gumperz (1982) as Interjections was, in this research, expanded and redesigned as 'Interjections and Formulaic Speech'.

##### **4.1.1**

###### **Research-Help**

In the analysed data, it is possible to find some samples of CS in which participants are clearly trying to be helpful in the data collection. In many conversations, they asked about what I needed to "find" in the research and if there was anything they could do to help me, fact that is explicit in Recording 2. Although

they had a vague idea about the content of my research because of the document they had signed, I did not give them many details and I reinforced the idea that each recording was important whether CS occurred. Although it is impossible to decisively determine whether the participant code-switched only to help me in the data collection, there are some signs to illustrate it.

In R2/E2<sup>1</sup>, Adele not only translated her sentence, but she also moved closer to the recorder and leaned forward when repeating the sentence in English:

Recording2/Excerpt2 - Time: 03'32"			
1	1	Adele	tá preso, pera aí.
2	2	Nicole	tá preso?
3	3	Adele	it's stuck. STUCK ((moving closer to the recorder))
4	4	Nicole	hehehe

Fragment 1

Also in R2, it is also possible to notice Jacob's intention to help in my research as he reminded Adele that the CS must have been in English, when she said a sentence in Spanish: "original, la garantía soy yo".

In R8, I only started recording because Jacob asked me to do it. He tried to perform a typical CS the group does but, by Lara's reaction, it is possible to notice that the CS was not natural.

Recording8/Excerpt1 - Time: 01'10"			
1	1	Nicole	jacob, fala alto
2	2	Lara	HEHEHE vai sair minhas gar- minhas galhadas
3	3	Maria	hehehe ( ) (mas é bom)
4	4	Jacob	vou no banheiro, have people?
5	5	Lara	ai jesus

Fragment 2

Whereas it is sometimes possible to notice the unnatural CS, others it is not. The following CS is only classified as Research-help because Jacob confessed in the Group Interview that he had done it on purpose:

Recording2/Excerpt4 - Time: 04'22"			
27	41	Jacob	é, no conversation gambits ((thinking gesture))

Fragment 3

As stressed by Gumperz (1982) the CS does not possess hesitations or any type of pause from a language to the other, thus it must be a smooth transition. When such features were not met, I considered that the CS was not naturally made and it was crafted in order to help me in the research.

<sup>1</sup> The nomenclature is composed of the Recording number and the Excerpt number and it will be used throughout this section.

In R4E4, Jacob elongated the word previous to the CS and he inverted the order of the expression:

Recording4/Excerpt4 - Time: 07'11"			
8	10 11	Jacob	é bom porque- tem o:: <b>counter line</b> . aí vê o número de palavras

Fragment 4

In R6E2, Milena interrupted the word in Portuguese she was about to use, paused and used an English expression:

Recording6/Excerpt2 - Time: 03'26"			
16	18	Milena	num existe um- pré é:: [um (.) <b>dress code</b>
17	19	Maria	[padrão
18	20	Milena	não existe um <b>dress code</b> . existe?

Fragment 5

In R7E2, Cicero said "pencil case" five times in Portuguese. However, in his last line, he code-switched to English, hesitating before the language change.

Recording7/Excerpt2 - Time: 12'24"			
1	1 2 3 4	Cicero	e assim, <b>estou</b> cai no chão. atenção! (.) quem tem <b>estou</b> . todo mundo com <b>estou</b> em cima da mesa, vão todos fechar o <b>estou</b> . mas eu só gosto do <b>estou</b> aberto! ( ) [o tio perguntou se você gosta?
2	5 6	Lorena	[( ) lápis e borracha em cima da mesa e nada mais
3	7 8 9	Cicero	o tio perguntou se você gosta? não né? o tio disse que você VAI fechar o seu o seu <b>pencil case</b> , vai tirar só o que você vai usar.

Fragment 6

In another sample, Cicero said a part of the expression in Portuguese but, in the middle of it, he code-switched to English.

Recording10/Excerpt10 - Time: 26'51"			
4	6 7	Cicero	é tem ( ) mesmo <b>cidade cosm-</b> <b>cosmopolitan</b> . ° <b>cosmopolitan city</b> °

Fragment 7

Furthermore, after Recording 16, Jacob pointed out he knew the recording had CS because he was paying close attention. In fact, he pointed that Cicero had done it.

Participants showed signs they were fabricating the CS because they were helping in the research rather than performing it naturally. This fact is evident when, in fragment 1, Adele translated her sentence and projected herself closer to the recorder, besides, in fragment 2, Jacob reminded her to code-switch specifically in

English. Additionally, in fragment 3, Jacob admitted he had code-switched on purpose.

Although not as clear as the previous examples, fragments 4 to 7 show signs that the transition between languages was not spontaneous for participants hesitated and stretched the word previous to the code-switching. Fact that highlighted their intention to be helpful in the research data collection.

#### 4.1.2 Quotations

Quotation, as the name suggests, refers to the CS the speaker does to be faithful to the original code of the reported conversation. Most of the occurrences in the data account for a single-word or expression quotation in the original language.

Lara quoted when telling the manager about a conversation she had had with a student. Later, when continuing to explain and report the same conversation, she used the same word in English:

Recording2/Excerpt4 - Time: 04'22"			
3	3 4 5 6	Lara	duas coisas, eu nem tinha reparado a minha aluna falou assim. profe, ela olhou pro cartaz e falou assim, professora não é patty é paDDy. aí eu, [tan tan tan pensando
4	7 8	Adele	gente [ih
5	9 10 11	Lara	really? I don't know. aí nós fomos olhar, aí realmente num aí, e realmente é paddy com dois des e não é dois tes não.
21	31 32 33	Lara	aí eu, a:: really? aham. quem criou o cartaz, nem fomos nós. quem criou o cartaz, tipo foi um lugar especial que fez o cartaz=

Fragment 8

Lorena quoted the original expressions she used with her student when reporting the conversation to the group:

Recording7/Excerpt3 - Time: 15'35"			
6	10 11 12 13 14	Lorena	aí eu passei let's go. aí o garoto aí que droga, mas bem alto. aí eu virei e falei que isso, lucas? time to go, hora da aula, pode saindo do computador, vamo bora. aí que droga, eu falei lucas, olha as palavras. a mãe sentada ali.

Fragment 9

In the next excerpt, Lorena told Jacob how her students gifted her an Easter chocolate:



Recording11/Excerpt1 - Time: 16'42"			
7	10 11 12	Lorena	GAROTO a criança, o adolescente e o adulto veio com todo carinho assim ↑teacher your chocolate↑ foi assim

Fragment 10

Lorena reported to Amanda the sentence she had used with her student's mother:

Recording15/Excerpt1 - Time: 05'57"			
9	10 11	Lorena	eu fico preocupada porque ela tá perdendo homework (que) é tão importante pro rendimento

Fragment 11

Amanda and Angelina told about a question they asked their students in the beginning of each class. As the young learners were learning about emotions, they have to ask how they were feeling:

Recording15/Excerpt2 - Time: 08'26"			
2	2 3	Angelina	hoje já vai ser gustavo sad na sala de novo [todo dia
3	4 5	Amanda	[vai ser o que?
4	6	Angelina	happy ou sad?
5	7	Amanda	[sad
6	8	Angelina	[sad. sem o computador

Fragment 12

The conversation continued with full quotes of conversations Angelina and Amanda had had in class with their students, they even imitated their tone of voices:

Recording15/Excerpt4 - Time: 09'36"			
1	1 2	Angelina	não, engraçado é o único que todo dia [happy ou sad?
2	3	Amanda	[todo dia
3	4	Angelina	todo dia
4	5 6 7	Amanda	how are you? how are you today mari? ↑i'm happy happy::↑ aí fazem vizinhas fazem ê::, aí ele [↓sad↓
5	8	Angelina	[↓sad↓

Fragment 13

Milena discovered that Amanda had been the first teacher of her student and she tried to quote him:

Recording15/Excerpt5 - Time: 12'30"			
8	10	Milena	do kindergarten sei lá de onde ele falou ( )

Fragment 14

Cicero quoted how he usually worked with children. Although he was quoting in English, when he talks to the present group of teachers in order to give contextual information he used Portuguese:

Recording16/Excerpt3 - Time: 04'41"			
1	1 2 3 4	Cicero	e a e a falta de concentração? você pega assim o livro e mostra assim. look, page thirty-two (3) book acho que eles não sabem [page thirty-two

Fragment 15

Cicero reported a classroom episode when a student had yawned and he considered it to be impolite:

Recording16/Excerpt10 - Time: 23'19"			
1	1 2 3	Cicero	chega sempre atrasada com cara de sono, aí entrou e falou assi- fez assim ó ((loud yawn)) aí eu disse assim ó that's rude

Fragment 16

All the above fragments demonstrate how the participants made use of code-switching with the intention of quoting fractions in different lengths of their conversation either with students or student's parents.

### 4.1.3 Interjections and Formulaic Speech

According to Gumperz (1982) the category "Interjections" are composed of expressions made in the second language to the purpose of expressing an emotion and filling a sentence. I will here expand the use of this category by adding Formulaic Speech.

Adele used a common English interjection to express her feelings:

Recording3/Excerpt1 - Time: 02'40"			
3	5	Maria	[é muita coisa.
4	6	Adele	oh god, só de você falar eu já [fico cansada.

Fragment 17

When making a toast, Adele said "cheers" followed by Lorena's answer:

Recording10/Excerpt8 - Time: 20'32"			
1	1	Adele	cheers
2	2	Lorena	cheers

Fragment 18

Throughout the data, there is no occurrence of greetings, such as "good morning or good afternoon", because the recordings were usually made in the

middle of the day when all participants had already seen each other at least once. As I am a member of the group, I know those expressions are frequently used among teacher. The only example of a greeting is when Adele enters in the room:

Recording13/Excerpt1 - Time: 01'15"			
1	1	Adele	hello::
2	2	Milena	hello::
3	3	Amanda	olá

Fragment 19

In the data, the expression "thank you" is most likely to be used in English even though the conversation is in Portuguese. The same occurs with the expression "Happy Easter". Both expressions are met with an answer in English.

Recording9/Excerpt3 - Time: 01'08"			
3	3	Adele	happy easter
4	4	Amanda	for you too

Fragment 20

Recording9/Excerpt5 - Time: 04'24"			
5	7	Lorena	thank you

Fragment 21

Recording10/Excerpt3 - Time: 06'39"			
1	1 2	Adele	°eu botei os nomezinhos° angelina [happy easter.] maria
2	3 4	Angelina	thank you [o::
3	5	Maria	thank you

Fragment 22

Recording10/Excerpt12 - Time: 32'09"			
3	3	Adele	lara happy easte::r
4	4	Lara	thank you
5	5	Adele	theo happy easte::r, tem que comer

Fragment 23

Recording14/Excerpt1 - Time: 02'00"			
1	1	Lara	thank you
2	2	Nicole	(any) time

Fragment 24

The only answer that did not follow the pattern was Cicero's thank in Portuguese:

Recording10/Excerpt9 - Time: 21'21"			
1	1	Adele	cicero happy easter
2	2	Cicero	a:: obrigado muito obrigado
3	3	Adele	tereza happy easter

Fragment 25

The use of code-switching showed in fragments 17 to 25 are to demonstrate feelings such as tiredness, happiness, thankfulness and politeness. They may be a quick reply to an expression like “Happy Easter” and they are expressions used to stress group membership as they rarely occur in an extra-group environment.

#### 4.1.4 Jokes

It is really common to hear jokes in teachers' interactions. However, there is a specific type of joke that is regularly used: jokes that resemble mistakes learners make, either in pronunciation or in grammar.

Those jokes based on mistakes are created for the purpose of jesting. They are made consciously and serve as an inside-group characteristic for only the teachers in the community are able to understand their meaning. Furthermore, I believe they help to create a sense of bonding as the jokes are usually followed by an echoing, which creates a symmetrical relationship between speakers.

Mistakes concerning pronunciation may relate to the elongation of short vowels, as in /'hæp.i:/, and mispronunciation of the /th/:

Recording5/Excerpt2 - 02'42"			
1	1	Adele	lara, você perdeu, o /happy birthday/

Fragment 26

Although, the next joke followed the same pronunciation pattern of the previous fragment, a deeper detail is added to it. Amanda did not address somebody completing ages, she actually meant “congratulation”. However, she did not commit a mistake; in fact, she reinforced the mocking attitude of the whole conversation:

Recording13/Excerpt5 - Time: 12'14"			
11	14	Amanda	ó:: /happy birthday/ ((clapping hands))

Fragment 27

Often times, students pronounce mute consonants, for example the “t” in “don’t” or, as mentioned before, mispronounce the /th/, fact that the participants usually reproduced:

Recording6/Excerpt2 - Time: 03'26"			
5	6	Amanda	°/i don't think so/ ( )°
6	7	Maria	°se você não afunda°
7	8	Amanda	°/i don't think so/°

Fragment 28

Amanda's joke comprised a mistake in pronunciation and in grammar. In fact, learners do make this type of mistake:

Recording6/Excerpt2 - Time: 03'26"			
9	10	Amanda	/i think complicated/

Fragment 29

Although Amanda used the expression correctly, she pronounced a mute /k/, following the same pattern as the previous excerpts:

Recording10/Excerpt13 - Time: 32'25"			
5	5	Adele	/i don't know/

Fragment 30

In the next excerpt, Amanda repeated Milena's word but in English, applying a wrong pronunciation:

Recording9/Excerpt4 - Time: 01'49"			
11	16	Milena	discriminação no dia de bater ↑meta↑
12	17	Amanda	/discrimination/

Fragment 31

Once again, Amanda code-switched another participant's word. Even though the pronunciation is accurate, the word did not have the expected meaning, that is, the same meaning as in Portuguese:

Recording13/Excerpt4 - Time: 11'45"			
1	1	Adele	você emendou então?
2	2	Amanda	emendation

Fragment 32

Learners usually confused the grammatical construction "there is/are" with "have", this mistake is often used by the participants:

Recording10/Excerpt2 - Time: 00'50"			
13	15 16	Angelina	[°num /have coffee/°] num /have coffee/
14	17	Maria	não tem /coffee/ ninguém trabalha

Fragment 33

The "have" joke is so remarkable that there are different combinations to it:

Recording8/Excerpt3 - Time: 02'42"			
1	1	Lara	mas nicole hoje tem tá? é só quinta
2	2	Nicole	/today have/
3	3	Maria	/today have/

Fragment 34

Negative sentences were also a common construction and their acceptance was approved by the repetition of different participants:

Recording10/Excerpt1 - Time: 00'14"			
-------------------------------------	--	--	--

2	2	Lorena	não tem menina /don't have/
3	3	Angelina	[/don't have/?
5	5	Lorena	/don't have/.

Fragment 35

Recording16/Excerpt6 - Time: 06'57"			
1	1	Nicole	uai /don't have/ tá contigo?

Fragment 36

Angelina tried to create new forms using the “have” joke:

Recording10/Excerpt4 - Time: 07'07"			
2	3	Angelina	/not have/ #chocolate#

Fragment 37

Apparently, before I even started working in the school, there had been a student that did not know the word “butter” in English, thus he inserted an English pronunciation in the Portuguese word. This student's creativity was so remarkable that the teachers adopted the new word:

Recording14/Excerpt2 - Time: 03'24"			
1	1	Lorena	o:: eu trouxe outra tá? /menteigue/

Fragment 38

Jokes are English expressions containing mistakes that teachers deliberately make in order to create group membership. It also may serve as a defensive mechanism to protect the teachers from putting themselves at risk when speaking in English in the presence of their peers. It is important to notice that even if the code-switching is an on-purpose error in the grammar structure, it is usually followed by a mistake in the pronunciation as the data revealed. This type of CS raised my curiosity since I joined this community and its remarkable features made me question the different types of CS that could be made in the group.

#### 4.1.5 Creativity

Creativity is the unique occurrence of CS intended to make fun of a situation or to answer a question in jest. The main difference between Creativity and Joke is that Joke is based on student's mistakes that are usually repeated in order to send a message inside the teacher's community whereas Creativity is the accurate and creative use of English to make fun or wittily make a remark.

After informing a mistake in the Saint Patrick poster regarding his nickname, Paddy, Lara classified the mistake:

Recording2/Excerpt4 - Time: 04'22"			
26	39 40	Lara	=é pois é, exato. exatamente. aí eu falei assim, que era um erro, um <b>paddy mistake</b>

Fragment 39

When commenting about a formal expression used as euphemism – “being made redundant” –, Lara adapted a common English expression – “politically correct” – in order to explain how she felt about the formal expression:

Recording4/Excerpt3 - Time: 05'49"			
11	12	Lara	isso é <b>very politically incorrect</b> né? porque assim

Fragment 40

Jacob was questioned about this work-out routine because he was eating some chocolate, he answered that he would no longer go to the gym just to eat that chocolate. He recycled the word “break” to repeat the slogan of a chocolate brand. Besides, Cicero related the slogan said by Jacob to the actual brand of the chocolate in front of them:

Recording10/Excerpt7 - Time: 17'07"			
4	5 6	Jacob	a:: eu dou um <b>break</b> °na academia° (.) <b>have a break</b> <b>have a kitkat</b>
5	7	Cicero	<b>have a</b> cacaushow

Fragment 41

Jacob changed the focus of the conversation, when Lorena was criticising him, by saying that students compliment him:

Recording10/Excerpt14 - Time: 36'07"			
1	1	Adele	te chamam de que jacob?
2	2	Cicero	um rapaz jovem, não tem nem vinte e cinco anos
3	3	Renata	[ele é novo
4	4	Jacob	[na aula? <b>hot</b> ] <b>sexy</b>

Fragment 42

The code-switching in this section was coined as a demonstration of individual identities inside the group. This is supported by the fact that the CS resulting from a process of creative thinking creates prestige among teachers.

#### 4.1.6 Reiteration

Reiteration is the repetition of the same message in both codes. In my data, it is possible to identify two types of Reiteration. Firstly, the speaker duplicates his or her own message; secondly, another participant duplicates the speaker's

message. Again, in order to be Reiteration, the repetition must be in the counterpart language.

The same-speaker Reiteration had fewer occurrences. In the first excerpt, Maria asked a question in English but as she did not receive an answer, she repeats her question in Portuguese:

Recording9/Excerpt1 - Time: 00'00"			
3	3	Maria	[can i? posso [gente?

Fragment 43

Milena was preparing an individual exercise for her students and Nicole thought the students could share the exercise. Later, when talking about chocolate, Milena asked a rhetorical question and in order to both emphasize it and mitigate a possible threat, she repeated the question while code-switched:

Recording9/Excerpt8 - Time: 05'40"			
3	4	Milena	((reaching out for Nicole's chocolate)) tá vendo
	5		como você não divide as coisas? sharing nem
	6		sempre é good tá vendo?

Fragment 44

Amanda expected Lorena to understand her idea. However, as Lorena did not grasp the meaning of the question, Amanda herself said the expression in English:

Recording13/Excerpt3 - Time: 11'16"			
2	3	Amanda	estagiário [não, como que é lorena?
3	4	Lorena	[ralé, não serve pra nada
4	5	Amanda	<&trainee teacher&>=

Fragment 45

Milena helped Amanda, who could not remember a word in Portuguese. Although Milena was helping Amanda, the choice of code is rather controversial. Amanda was trying to remember the word in Portuguese, but she is answered in English. Therefore, I believe that there is asymmetry because Milena positioned herself as the more competent speaker when she assumed Amanda did not know the word. The Reiteration, however, occurs in Milena's repetition of the Portuguese word:

Recording15/Excerpt6 - Time: 18'56"			
5	7	Amanda	então não é batom é::
6	8	Milena	lip balm
7	9	Amanda	é
8	10	Milena	protetor (.) labial

Fragment 46



Cicero used a definition in English which is not very common. To my view, he repeated himself in Portuguese in order to be fully understood:

Recording16/Excerpt8 - Time: 14' 59"			
7	8 9	Cicero	ou o cara tem que ter uma- uma- uma- <b>probe, an</b> <b>oil probe</b> uma sonda de petróleo, complicado

Fragment 47

The multi-speaker Reiteration is more frequent in the recordings. They mostly show a slightly asymmetrical relationship between participants as they stress when participants did not follow the language proposed by the first speaker. In spite of the asymmetry, it is only a slight one for the reiteration is not as emphatic as in a correction.

Adele said a colour in Portuguese, but Lara chose to say the same colour in English throughout the excerpt. Other teachers also used Portuguese.

Recording2/Excerpt5 - Time: 06' 58"			
1	1 2	Adele	a única coisa que eu sei de saint patrick é que tem que usar <b>verdinho</b> e beber muito.
2	3	Nicole	aqui ó ((pointing to her green t-shirt))
3	4	Lara	( ) nem foi de propósito [que eu coloquei <b>green</b> ,
4	5 6	Maria	[eu nem me toquei que tinha que botar <b>verde</b>
5	7	Lara	é:: eu gosto de <b>green</b>
6	8 9	Jacob	eu também ó tô de <b>verde</b> ((pointing to his black t-shirt))
7	10	Lara	é esse é né jacob
8	11	Maria	o que é [ <b>verde</b> aí?
9	12 13	Lara	[ <b>green</b> hehehe é que jacob, o jacob é colour-blind

Fragment 48

Maria said "strike" in English. Although the language was not maintained by the participants, they supported the idea in her message:

Recording10/Excerpt2 - Time: 00' 50"			
10	11 12	Maria	[não apenas] de professor <b>strike</b> tudo tudo um pouco
11	13	Lorena	é, vamos fazer <b>greve</b> maria
12	14	Adele	( ) <b>greve</b> . [sem café não dá

Fragment 49

Nicole reacts to Lorena's worried face and Adele duplicates the message but in English:

Recording13/Excerpt2 - Time: 09' 20"			
1	1	Nicole	<b>que foi?</b>

2	2	Adele	what?
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Fragment 50

In R16E5, Lorena used in Portuguese an expression that is more common in English, to which Cicero promptly uttered it in English:

Recording16/Excerpt5 - Time: 06'57"			
2	2	Lorena	não, tá junto (4) vem na família
3	3	Amanda	°it runs in the family°

Fragment 51

The only sample in which multi-speaker Reiteration did not seem to be asymmetrical is in R4E3. Jacob said an expression in English, he analysed it together with Lara and Maria, who used it in Portuguese. I fail to perceive this code-switching as asymmetrical because they were analysing and laughing of its translated meaning together:

Recording4/Excerpt3 - Time: 05'49"			
4	5	Jacob	[por exemplo a expressão being made redundant=
13	14	Maria	você tá redundante=
14	15	Lara	=redundante exatamente hehehe você tá redundante

Fragment 52

Reiteration can be made by the same speaker or by another speaker, who repeats the exact translation of the word said by the first speaker. Moreover, code-switching while reiterating has two sides: establishing either solidarity or power.

The same-speaker Reiteration was observed in fragments 43 to 47. Although they are similar in the speaker type, their underlying meaning varies. In fragment 43, Maria repeated her question in order to be answered as she did not receive a reply at first. The asymmetrical relationship is established when she needs to repeat herself in other code to be answered. In fragment 44, Milena wanted to stress she was correct. Although her underlying intention might have been to mitigate an accusation, she playfully teased Nicole and by doing that I believe she established a power relation with her CS. In fragment 45, Amanda constructed a solidary relation with Lorena when she perceived she had not been understood.

Fragment 46 has a controversial matter because Milena appeared to be helping Amanda. However, her language use did not align with Amanda's code. Therefore, I have considered this CS to reinforce an asymmetrical and power relationship. On the other hand, in fragment 47, Cicero was totally considerate when he translated his initial language choice to Portuguese. His reiteration showed that the CS had the purpose of making sure he is understood.

The majority of multi-speakers Reiteration contains a power relation. In fragment 48, while only Lara was saying the colour in English, three other teachers were saying the colour in Portuguese. The same happens in fragment 49 in which one speaker said 'strike' in English, while two others use the word in Portuguese. In fragment 50, Adele provided the question in English right after listening to Nicole's question. The same situation can be observed in fragment 51, when Cicero repeated Lorena's sentence but in English. In all of those cases, there is asymmetry.

Even though fragment 52 displays a multi-speaker reiteration, the relationship maintained by speakers is symmetric because they do not use code-switching as a form of establishing an unbalanced power position; rather, they code-switched the English expression to make fun of it in Portuguese.

#### 4.1.7 Echoing

Echoing accounts for the repetition of an English word or expression. It can be made by the same speaker or by another participant. The Echoing made by the same speaker occurred only once in the data whereas the Echoing made by another participant reinforces her or his feeling of belonging to the conversation and therefore to the group.

The only excerpt in which the same speaker repeated himself was when Lorena did not give Cicero the answer he may have expected so he repeated his message:

Recording16/Excerpt9 - Time: 18'56"			
1	1	Cicero	música romântica ó ó <b>she is in love</b>
2	2	Lorena	é daqui ((pointing to Nicole's mobile))
4	4	Cicero	alguém aí tá <b>in love</b>

Fragment 53

The second type of Echoing is the one a participant copies the word or expression of a previous speaker.

Lorena seemed puzzled by Adele's sentence so she repeated it in order to check meaning:

Recording1/Excerpt1 - Time: 00'43"			
3	3	Adele	lorena, <b>[i think you are in love</b>
4	4	Maria	[nada?
5	5	Lorena	<b>in love?</b>

Fragment 54

Adele was surprised by the mistake made by the secretary, so she repeated Lorena's sentence in a questioning intonation:

Recording1/Excerpt3 - Time: 07'58"			
6	6 7	Lorena	você tá no livro um? ainda bem né, não vai mais escrever <b>thanks</b> com apóstrofo
9	10	Adele	[ela escreveu <b>thanks</b> com apóstrofo?

Fragment 55

Once Lara used the word "nickname", Maria repeated it to understand the subject of the conversation:

Recording2/Excerpt4 - Time: 04'22"			
8	14 15	Lara	paddy é o <b>nickname</b> de saint patrick mas não é com dois des [e não com dois tes.
14	21 22	Maria	[eu nem sabia que ele tinha <b>nickname</b> .
15	23	Lara	conversando aí entendeu? o <b>nickname</b> é especial

Fragment 56

Maria used a word that describes the process of thinking before writing an essay, Lara shows she is fully immersed in the conversation by using the same word and adapting it for her own sentence:

Recording4/Excerpt6 - Time: 09'16"			
1	1 2 3	Lara	primeiro que eu nun- eu nunca escrevo de primeira nada [eu mudo de ideia cinquenta milhões de vezes antes de finalizar o meu texto
2	4 5 6	Maria	[ah mas isso. a gente vive falando pros alunos pô <b>brainstorm</b> <b>brainstorm</b> aí chega (cambridge quer que a gente )
3	7	Lara	[mas cara nem <b>brainstorming</b>

Fragment 57

In R7E3, Nicole explained the content of a lesson and Maria repeated it:

Recording7/Excerpt3 - Time: 15'35"			
1	1 2 3	Nicole	ele era super tranquilo em sala, ele só falava, segunda aula falando pro pai que não entendia nada a:: gente, <b>[boy and girl]</b>
2	4 5	Lorena	[meu aluno aqui, eles ficam aqui de manhã, só tem a minha [turma
3	6	Maria	<b>[boy and]</b> <b>[girl]</b> hehehe
4	7 8	Nicole	[pô, era só isso que a gente [tinha aprendido
5	9	Maria	<b>[boy and girl]</b>

Fragment 58

In R10E7, Maria resumed the topic of the conversation by repeating Jacob's word:

Recording10/Excerpt7 - Time: 17'07"			
4	5 6	Jacob	a:: eu dou um <b>break</b> °na academia° (.) have a break have a kitkat
6	8	Maria	você deu um <b>break</b> na academia desde o ano passado

Fragment 59

In R10E14 Jacob pointed out that students had considered him to be hot and sexy and, in R10E15, Adele joined the teasing and repeated his words:

Recording10/Excerpt14 - Time: 36'07"			
1	1	Adele	te chamam de que jacob?
2	2	Cicero	um rapaz jovem, não tem nem vinte e cinco anos
3	3	Renata	[ele é novo
4	4	Jacob	[na aula? <b>hot</b> ] <b>sexy</b>
5	5	Renata	ui HEHEHE

Fragment 60

Recording10/Excerpt15 - Time: 36'28"			
1	1 2	Adele	eu vou observar suas aulas pra ver que tá acontecendo porque <b>hot</b> & <b>sexy</b> &
2	3	Jacob	eu eu eu que tô atraindo as alunas

Fragment 61

Jacob quietly stated his health plan, Cicero appeared to be checking his understanding of Jacob's message:

Recording12/Excerpt1 - Time: 02'28"			
1	1	Jacob	°essa semana eu comecei a ficar <b>fit</b> °
2	2	Cicero	começou a ficar <b>fit</b> ?

Fragment 62

In this excerpt, Lorena had not understood Amanda's question but once she did, she repeated Amanda's expression:

Recording13/Excerpt3 - Time: 11'16"			
4	5	Amanda	<& <b>trainee teacher</b> &>=
5	6	Lorena	=é ↑& <b>trainee teacher</b> &↑

Fragment 63

Echoing is the use of code-switching as a repetition mechanism to accomplish some functions, for example: check or show understanding of a message. In fragment 53, the same speaker repeated himself as his listener did not seem to have understood his message; thus the use of CS is to clarify the message.

Fragments 54, 55 and 61 show an echo by a second speaker and it is produced in order to check the understanding of the initial message. In fragment 56, Maria echoed the word to demonstrate she is fully inserted in the community

even though she was not sure of conversation theme. In fragment 57, Maria repeated herself to emphasise her message, while Lara's repetition of Maria's word is due equality between speakers. Fragment 58 and 62 display the understanding of speakers by echoing the other teacher's code-switching. Finally, in fragment 58 and 59, echoing was used by the second speaker to restore a chosen conversation topic.

There is a similar characteristic to all the fragments presented: the speakers who echoed were seeking recognition in the community and there seems to be a teasing element as well, because they were expecting to be ratified by the other teachers.

#### 4.1.8 Message Qualification

Message Qualification is the extra information added to an initial message. In the data, there are several types: extra information either in Portuguese or in English and the same speaker or another speaker giving the extra information. Message Qualification differs from Reiteration as the Qualification may be any word or expression to explain, illustrate or emphasise the original message. While the Reiteration is the exactly same copy of an expression or word in the counterpart language.

The same person Message Qualification is executed all by Cicero. Cicero qualified his concept of plot:

Recording3/Excerpt3 - Time: 16' 07"			
6	7 8	Cicero	[mas as as novelas da globo são sempre iguais. é sempre o mesmo <b>plot</b> . é sempre a mesma <b>ideia</b> .

Fragment 64

Cicero defined the cartoon and then explained the type of plant he was referring to:

Recording7/Excerpt1 - Time: 03' 39"			
13	13	Cicero	é, sabe aqueles <b>desenho-</b>
16	16 17 18	Cicero	sabe aqueles <b>western</b> que você via aquele <b>tumbleweed</b> [aquela plantinha assim rolando? ((hand gesture))

Fragment 65

In R16E12, Cicero first told Nicole to leave any message in the voice thread, then he gave her an example:

Recording16/Excerpt12 - Time: 26' 58"			
---------------------------------------	--	--	--

2	3 4	Cicero	o que é importante para eles é você entrar e dizer (.) [alguma coisa yes I agree I disagree
---	--------	--------	---

Fragment 66

The multi-speaker Qualification is also mostly made by Cicero. However, one example came from Amanda.

Lorena said she was in the gossip topic of the moment and Cicero quietly referred to her as being the focus of attention:

Recording1/Excerpt2 - Time: 01'09"			
4	5	Lorena	o assunto do momento.
5	6	Cicero	°é... you're on the [spotlight°

Fragment 67

In R14, the teachers used a transitive verb in Portuguese but they, initially, did not add an object to complete its meaning as their purpose was to make fun of the topic discussed. However, Lorena asked for examples of complements. Maria said some possible objects to complement the verb to which Cicero classified as "collocations" and gave further examples:

Recording14/Excerpt4 - Time: 12'04"			
3	3	Maria	dar carinho amor ( )
4	4 5	Cicero	collocations dar um pontapé dar adeus dar um tchauzinho dar uma olhada

Fragment 68

The conversation went around an imaginary situation with students in class. Nicole reached the moment she would explain to students it was only a joke and Amanda used a common expression in English:

Recording13/Excerpt5 - Time: 12'14"			
8	10 11	Nicole	aí é só falar assim, tava testando vocês [queridos
9	12	Amanda	[é just kidding

Fragment 69

In the sample, Jacob and Lorena remark that Maria had left the mobile in the room because she wanted to, Cicero said that it was a premeditated action:

Recording16/Excerpt7 - Time: 13'11"			
1	1	Jacob	ela não esqueceu aí ela deixou aí=
2	2	Lorena	=é ela deixou aí
3	3	Cicero	she did that on purpose

Fragment 70

Nicole partially forgets the name of the tool so she gives a description to which Cicero gives the name:

Recording16/Excerpt11 - Time: 25'52"			
1	1 2 3	Nicole	deixa eu te perguntar uma coisa, quando você fez o curso também tinha que participar daquele:: negócio de gravar áudio?
4	6	Cicero	tinha, voice thread

Fragment 71

Message Qualification is not the exact translation or repetition of a word; it accounts for the extra information given to the original message. In the data, Cicero is the only speaker who used CS to qualify his own messages, fact that can be observed in fragments 63, 64 and 65. His intentions when doing the CS seems to be to clarify himself; in fragment 63, Cicero is emphasising his initial message; in fragment 64, he is explaining whereas, in fragment 65, he is illustrating. However, it is not possible to determine if he is establishing solidarity or power when he code-switched.

In fragments 66 to 70. the Message Qualification is done by a different speaker from the initial message. In fragments 66, 68 and 69, the CS is used to give an extra information to the other speaker's idea. Fragment 66 and 68 show emphasis while fragment 69 has an explanation. In fragment 67, Cicero is explaining and illustrating while establishing group identity as he used a teaching term. Finally, in fragment 70, Cicero helped Nicole by providing the word she could not remember. Again, the underlying meaning of the CS is not clear as it can either establish power or solidarity. Although it is not possible to be decisive, I believe the CS imposed power as Nicole's initial message was in Portuguese.

#### 4.1.9

##### Personalization versus Objectivization

Personalization versus Objectivization is the difference when one talks about something and when one acts in how to talk about something. The CS usually happens to differentiate those two forms of talking.

Milena first explained the activity to the participants, then she acted in how to talk to the students:

Recording9/Excerpt6 - Time: 04'37"			
2	2 3	Milena	não, eles vão pintar (cada um de uma cor) tem que colorir colour yellow [colour] ( )

Fragment 72



Adele explained the situation to the group which is about an origami exercise; after that, she acted on how Milena, the teacher she had referred to, would say goodbye to the students:

Recording9/Excerpt7 - Time: 04'58"			
1	1 2 3	Adele	a PROFESSORA demorou quarenta minutos, com as crianças vai ser uma hora, aí eles terminam [de dobrar ok happy easter

Fragment 73

Adele acted in how Jacob would teach colours to the children:

Recording10/Excerpt16 - Time: 37'49"			
5	6	Adele	[red repeat [red

Fragment 74

In the same recording, R10, Adele first explained it was a game, then she acted in how Jacob would play the game with the children:

Recording10/Excerpt17 - Time: 38'19"			
1	1 2 3	Adele	mas fazer brincadeira touch green aí num aí qualquer coisa vale. °tá servindo° ((door opens and she is interrupted))

Fragment 75

Personalization versus Objectivization, in the data, is a well-defined use of CS as teachers, in all occurrences, used this CS to talk about classroom practices. Moreover, they used the CS when demonstrating how they would talk with students whereas the Portuguese, if used, is to explain to other teachers about the activity in class.

#### 4.1.10 Correction

Correction is the completely asymmetrical relation created when CS is the tool to reinforce superiority. It is perceived as a threat because the language is corrected by a peer and it is seen as invasive for the speaker did not give anybody the right to correct her or him. Although the correction was obvious, participants did not comment on it. Also, whoever was corrected acted as if nothing had happened. All the corrections found in the data concerned pronunciation of words that belong to both Portuguese and English lexis.

Nicole said a word that has been included in the Brazilian Portuguese dictionary, her pronunciation was as a Portuguese speaker. After three turns, Lorena repeated the same word but in an English pronunciation:

Recording2/Excerpt1 - Time: 03'01"			
6	6	Nicole	[aí ela vai o que? usar para te denunciar contra #bullying#.
7	7	Adele	e eu não posso né? ela vai falar que é::[abuso de
8	8 9	Nicole	sei-que-la moral, assédio moral [é::]
9	10	Adele	é:: assédio moral.
10	11	Lorena	é &bullying&!

Fragment 76

Maria asked some questions to Cicero about an activity he had done with his class. Again, the word belongs to both Portuguese and English lexicon. Maria repeated the word twice as he did not understand at first; when he finally understood it, he pronounced it in English:

Recording2/Excerpt6 - Time: 10'54"			
1	1	Maria	quanto tempo você demorou para fazer o #quiz#?
2	2	Cicero	o o que (as respostas)?
3	3	Maria	o #quiz#
4	4	Cicero	a:: o &quiz& eu eu dei eu dei quinze minutos

Fragment 77

Amanda and Lorena had repeated the expression "trainee teacher" a couple of times. Apparently they were making fun of someone, but Adele did not join them in the English pronunciation. In the next turn, Lorena repeated the expression using the English variety:

Recording13/Excerpt3 - Time: 11'16"			
6	7	Adele	você ficou quanto tempo como #trainee#
7	8	Lorena	ele nem foi ↑&trainee teacher&↑

Fragment 78

As it can be observed, corrections are not common in this group for corrections create a profound asymmetrical relationship. The corrections observed were in the field of pronunciation, specifically of words belonging to both Portuguese and English vocabulary. Correction can be viewed in two perspectives. On one hand, the person correcting is displaying a sense of superiority in relation to the person being corrected. On the other hand, the person correcting may be doing so to preserve the group identity.

### 4.1.11 Solidarity

Whereas Correction meant the asymmetrical relationship between participants, Solidarity is quite the opposite. Solidarity is the use of CS to help a peer teacher. This category was only found in R4 for it was a conversation dealing with Jacob's preparation to take an international exam, in which Lara and Maria gave some pieces of advice.

Lara used CS to explain to Jacob and Maria an expression she has recently fully understood the meaning. She said the expression in English and she used an example to illustrate it:

Recording4/Excerpt2 - Time: 03'48"			
1	12	Lara	você vai ver como certas estruturas ó vou te dar um exemplo de uma estrutura, que eu ensinei várias vezes mas eu nunca me sentia confortável ( ) processar <b>talk about</b> qualquer coisa. <b>talk about being depressed</b> sei lá. cansei de ensinar ( ) e eu mesmo, eu sabia o que significava, sabia o que-quando era pra ser usado mas aquilo não fazia sentido para mim. aí, eu era fã de um seriado passei pa- ↓eu era fã de um seriado e achei um message board de pessoas que discutiam sobre o seriado, era só sobre aquilo e ↑ eu virei membro daquele board. então pessoal discutia tudo e eram pessoas muito, assim boas entendeu? Não não é discussão que fala qualquer porcaria texto mal escrito não muito pelo contrário as pessoas eram entendeu? educated e e e sabiam argumentar e as pessoas usavam- quando elas discu- descreviam o que tinha acontecido naquele episódio elas usavam isso direto <b>talk about</b> não-sei-que, então aquilo-como eu tinha visto o episódio e eu li o que elas o que elas comentavam depois daquilo a- sabe quando dá aquele ((snapping fingers)) plim acende aquela luz
2	24	Jacob	uhum
3	25 26 27	Lara	nossa mas ficou tão claro o que significa aquilo pra mim entendeu? e a situação que eu usaria aquilo [e é uma coisa tão boba
4	28	Maria	[mas como assim? <b>talk about</b>
5	29	Lara	é assim
6	30	Maria	usar isso
7	31	Lara	como se você dissesse assim em português é::
8	32	Maria	falando sobre isso
9	33 34 35 36 37 38	Lara	é, não é falando não é <b>speaking of</b> não é igual a <b>speaking of</b> é um negócio assim pô vai ser não-sei-que-lá em tal lugar então assim, por exemplo você achou que a pessoa foi grosseira pô vai ser grosseira assim não sei <b>talk about being rude</b> entendeu?

10	39	Maria	a:: ok
11	40	Lara	quando você usaria o talk about being rude
12	41	Maria	a:: agora entendi

Fragment 79

Jacob was talking about the new vocabulary he had learnt in his course, as he was not sure about the meaning, Lara provided a definition to the expression:

Recording4/Excerpt3 - Time: 05'49"			
4	5	Jacob	[por exemplo a expressão being made redundant=
6	7	Jacob	quando você é quando você
9	10	Lara	quando a empresa te dá um pé na bunda

Fragment 80

Lara also helped Jacob in the correct pronunciation of a word:

Recording4/Excerpt6 - Time: 09'16"			
6	12 13	Jacob	[essa palavra aqui eu nunca tinha visto °ubiquitous°
7	14	Lara	↓ubiquitous↓ [ubiquitous
8	15 16	Jacob	[uma coisa que é bem- ubiquitous ((correcting pronunciation))

Fragment 81

Solidarity is the code-switched made in order to help a peer teacher. There is an explicit sense of Community of Practice in R4 which is better explained in the macro-analysis.

#### 4.1.12 Reinforcement

Reinforcement concerns every CS made to the only purpose of maintaining and reinforcing the group identity. This CS is not only related to group membership but it is deeply connected to the teacher identity.

The word “teacher” is commonly used when the participants supposedly quote a sentence from a student or their own sentence. I consider it as “supposedly” because it is hard to imagine somebody talking about her or himself in the third person. Furthermore, there is a statement in which a secretary corrected a teacher saying that the student did not call him “teacher”. Said that, the occurrence of “teacher” is a procedure to reinforce identity.

In the beginning of R10E5, Angelina used the first person of the singular in the verb. However, when she called herself teacher, she needed to use the third person to talk about herself.

Recording10/Excerpt5 - Time: 07'41"			
1	1 2 3 4	Angelina	não eu tô andando assim e meu braço nem assim, e essa parte não meche ( ) assim, falei pros alunos tô parecendo um robô falei pra garota, não liga tô parecendo um robô
2	5	Adele	hehehe
3	6	Angelina	a teacher vai dar aula assim (2) só que-

Fragment 82

Likewise, Jacob referred to himself as if he was another person:

Recording10/Excerpt6 - Time: 14'52"			
2	3	Jacob	ge::nte presta atenção no teacher aí (eles ficam-)

Fragment 83

Amanda is reporting a situation when Jacob was the assistant teacher and the children wanted his participation in the class exercise. There is no reason to say the use of “teacher” is unrealistic as in the samples above. However, reinforcing the identity seems a much more important function:

Recording13/Excerpt5 - Time: 12'14"			
1	1	Jacob	a:: eu ficava quietinho
2	2	Amanda	é aí as crianças o teacher jacob não foi

Fragment 84

Again, the use of “teacher” seems realistic, but the identity factor is more evident. Maria quotes the funny sentence the children usually tell her concerning her short height:

Recording14/Excerpt3 - Time: 08'00"			
1	1	Lorena	tu não sabe quem é o professor e quem é o aluno
2	2 3 4	Maria	engraçado são as crianças que (são menores) aí eles ficam assim, teacher sou quase sou do seu tamanho ((hand gesture to measure height))

Fragment 85

Maria told Lorena a sentence her student had used. The use of CS only for that specific word sound suspicious as most students know how to say “today” and “tired” in English:

Recording15/Excerpt3 - Time: 09'27"			
3	3 4	Maria	eu tô cansado hoje teacher, não é você não, eu tô cansado

Fragment 86

In this conversation, Jacob identified himself as “teacher”, as if the student had called him by the title. However, the secretary corrected him, saying that the child used Portuguese:

Recording16/Excerpt1 - Time: 03'10"			
1	1 2 3	Jacob	aquela menina, sempre assim, vou explicar alguma coisa aí ela levanta ô:: teacher, SENTA depois eu falo com você
2	4	Fabiana	ela te chama de tio, ô ti::o.

Fragment 87

The use of “coffee” is perceived as an identity marker because the drink is always found among teachers and it may be considered a standard characteristic of the teacher environment:

Recording2/Excerpt3 - Time: 04'00"			
1	1	Adele	eu chego pro lado de cá, lara senta aqui
2	2	Lara	calma aí, deixa eu pegar um coffee

Fragment 88

Recording10/Excerpt1 - Time: 00'14"			
1	1	Angelina	°quero um coffee°

Fragment 89

Nicole asked a question in Portuguese but her pronunciation of “pub” is in English; fact that can be both because “pub” is typically pronounced in English or because she wanted to preserve her identity. Adele decided to answer this question in English to keep her identity, especially because “pub” was pronounced in English:

Recording3/Excerpt2 - Time: 08'27"			
1	1	Nicole	você vai na &pub&?
2	2	Adele	ye::s=

Fragment 90

In R8E2, an exclamation in English was used to confirm the understanding of an explanation:

Recording8/Excerpt2 - Time: 02'05"			
1	1 2 3 4 5	Lara	eu não tinha me tocado que a prova dos adolescentes era antes, então eu vou fazer e mando por email o link da pastinha, pra quem tiver já vai ser tudo ne? então quando o básico fizer prova já vai embora.
2	6	Theo	all right ((leaves the room))

Fragment 91

Lara used a name in the English pronunciation. It could have been pronounced in Portuguese as it is a Brazilian name. Her decision shows she wanted to build and maintain her identity:

Recording2/Excerpt4 - Time: 04'22"			
------------------------------------	--	--	--

19	27 28 29	Lara	paddy? não. aparece assim a explicação, patty com dois tes é de &patricia& , entendeu? o dele é com é com dois des.
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Fragment 92

Although other participants were saying dollar in a Portuguese pronunciation, Maria used an English pronunciation to reinforce her identity. This CS is no classified as Correction because nobody used dollar in a Portuguese pronunciation right before Maria's turn, thus it does not sound as a correction to somebody:

Recording6/Excerpt3 - Time: 04'59"			
4	7 8	Maria	[comprou em &dollar&

Fragment 93

Adele also adopted an English pronunciation to reinforce her identity:

Recording11/Excerpt2 - Time: 18'15"			
1	1 2 3	Adele	e aí vocês viajaram? (2) ai só trânsito né? alguém postou no &facebook& [(que de três até nove horas tinha trânsito)

Fragment 94

Milena conde-switched the word "charm" because the object is commercialised with the English name and to preserve her identity:

Recording9/Excerpt9 - Time: 07'32"			
4	6 7 8 9 10 11	Milena	>aí eu falei então eu quero mais um &charms& tá falando pra completar minha pulseira quatro de cada lado quero quatro agora e quatro de dia dos namorados eu quero um &charm& da pandora< aí ele ovo de páscoa ovo de páscoa qual você quiser ovo de páscoa!

Fragment 95

Nicole, to show that she was fully participating in the group conversation, gave her own example of mistakes in posters:

Recording2/Excerpt4 - Time: 04'22"			
25	37 38	Nicole	mas vocês lembram que veio aquele cartaz com &sorry, i don't understand=&

Fragment 96

Milena, as a way of showing the other teachers her student's excellent sentence, broke her silence and focus on the test correction to read out loud the sentence and to comment:

Recording6/Excerpt1 - Time: 01'00"			
1	1	Milena	((gasping air)) &i have much experience.& (3)
2	2	Amanda	ua::u ele escreveu isso?

3	3	Milena	first student who hasn't used the-
4	4	Amanda	uma coisa diferente e::
5	5	Milena	ye::h hehehe

Fragment 97

Reinforcement is a category directly connected to teacher identity. All the observed use of CS was in order to preserve and reinforce the identity of the teacher inside the group. In fragments 81 and 82, the participants' will to reinforce their identities is so evident that speakers did not realise they were talking about themselves in the third person. Even though, in fragments 83, 84 and 85, the speakers use the word "teacher" in a feasible way, their sense of preserving identity is much more clear. In fragment 86 Jacob was exposed by the secretary when he adapted the word his student used to talk to him. As the secretary did not belong to the community, she was not aware of the unbalanced relationship she created when exposing the teacher.

Coffee, in fragments 87 and 88, were used as a characteristically beverage in the teachers' room. In fragments 89 and 90, teachers used an affirmative expression in English to reinforce their identity. In fragments 91, 92 and 93 the English pronunciation is favoured in detriment of a Portuguese pronunciation because it is an identity marker. Although, in fragments 94, 95 and 96, teachers are reading – or remembering something they have read – they use English to, once more, preserve and reinforce their identity.

#### 4.1.13 Outsider

Outsider is any person that does not belong to the analysed community of English teachers, those are, the participants of the research. Outsider also defines the CS made with people who do not belong to the community.

Although corrections among teachers have been analysed, none of them exposed the person being corrected. Outside the community, Lorena sharply corrected the secretary and, by doing so, created an asymmetrical relationship that showed the power of the teachers in relation to the secretary:

Recording1/Excerpt3 - Time: 07'58"			
6	6 7	Lorena	você tá no livro um? ainda bem né, não vai mais escrever thanks com apóstrofo
7	8	Fabiana	(não)
8	9	Lorena	[(ela veio me perguntar) se tava certo
9	10	Adele	[ela escreveu thanks com apóstrofo?

Fragment 98



Maria and Lorena were puzzled by the fact that the secretary was in Jacob's classroom. They solicited an explanation to which he used a typical teacher expression. Although Jacob was talking to teachers, he referred to the secretary as peer, fact that was unusual:

Recording16/Excerpt2 - Time: 04'36"			
1	1	Maria	e por que você tava assistindo?
2	2	Lorena	↑é↑
3	3	Fabiana	am?
4	4	Maria	por que você tava assistindo?
5	5	Fabiana	[não
6	6	Jacob	[peer observation
7	7	Fabiana	eu fui buscar eles na sala

Fragment 99

As previously analysed, "thank you" and "Happy Easter" are formulaic speech used inside the group that helped to maintain a sense of membership. However, Adele used them outside the community. Adele was a former teacher who became a manager, she did not teach anymore. Therefore, she may be losing her identity as a teacher:

Recording5/Excerpt1 - Time: 01'27"			
1	1	Lisa	((hands Adele a glass of soda))
2	2	Adele	thank you

Fragment 100

Recording10/Excerpt12 - Time: 32'09"			
1	1	Adele	fabiana happy easte::r
2	2	Fabiana	ai que lindo

Fragment 101

Code-switching is the marker of group membership and community. Is it made among the analysed teachers to reinforce identity or to establish a symmetrical or asymmetrical relationship. However, when CS is used when talking to a person outside the community, it shows a singular break in the speaker identity as she or he can not differentiate who belongs to their social group or not.

#### 4.1.14 Arbitrary

After classifying the code-switching events, I realised that some CS did not fit in any of my categories. Grosjean (1982) stated that there is the possibility of speakers code-switching because they are not able to express themselves in the language they are initially using. In the Group Interview, Cicero suggested that CS

may occur because he cannot remember the word in the language he is using, Portuguese.

Taking into account all the analysed data, the following CS were arbitrary, either because the speaker remembered the word in the other language first, or because the CS simply occurred.

In R2, Lara addressed Jacob's sight problem:

Recording2/Excerpt5 - Time: 06'58"			
9	12 13	Lara	[green hehehe é que jacob, o jacob é colour-blind

Fragment 102

Cicero code-switched in the end of his explanation about the quiz:

Recording2/Excerpt6 - Time: 10'54"			
6	6 7 8	Cicero	quinze minutos, tendo terminado ou não. e acabou, quem conseguiu responder o maior número de questões esse é o winner.

Fragment 103

Lara talked about strategies to improve listening skill:

Recording4/Excerpt1 - Time: 02'00"			
6	9 10 11	Lara	então assim vê:: os noticiários da #bbc#, mesmo que você não tenha a tv eles tem muitos spots [no no no

Fragment 104

When helping Jacob and Maria, Lara used some words in English:

Recording4/Excerpt2 - Time: 03'48"			
1	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23	Lara	você vai ver como certas estruturas ó vou te dar um exemplo de uma estrutura, que eu ensinei várias vezes mas eu nunca me sentia confortável ( ) processar talk about qualquer coisa. talk about being depressed sei lá. cansei de ensinar ( ) e eu mesmo, eu sabia o que significava, sabia o que- quando era pra ser usado mas aquilo não fazia sentido para mim. aí, eu era fã de um seriado passei pa- ↓eu era fã de um seriado e achei um message board de pessoas que discutiam sobre o seriado, era só sobre aquilo e ↑ eu virei membro daquele board. então pessoal discutia tudo e eram pessoas muito, assim boas entendeu? Não não é discussão que fala qualquer porcaria texto mal escrito não muito pelo contrário as pessoas eram entendeu? educated e e e sabiam argumentar e as pessoas usavam- quando elas discu- descreviam o que tinha acontecido naquele episódio elas usavam isso direto talk about não-sei-que, então aquilo- como eu tinha visto o episódio e eu li o que elas o que elas comentavam depois daquilo a- sabe quando dá aquele ((snapping fingers)) plim acende aquela luz

Fragment 105

Lara and Maria code-switched only in one word:

Recording4/Excerpt5 - Time: 08'25"			
11	11	Lara	isso é um <b>handicap</b> pros outros=
16	18	Maria	sem nada, sem o corretor sem <b>time</b> sem nada

Fragment 106

Cicero code-switched when talking about his belonging:

Recording7/Excerpt4 - Time: 21'18"			
6	9 10	Cicero	posso copiar na minha <b>flashdrive</b> e trago para você

Fragment 107

Maria started recording with an English question:

Recording9/Excerpt1 - Time: 00'00"			
1	1	Maria	( <b>can i</b> ) record?

Fragment 108

Jacob code-switched to show a present from a student:

Recording9/Excerpt2 - Time: 01'04"			
1	1	Jacob	olha gente o que um aluno deu para mim
2	2	Nicole	hehehe
3	3	Jacob	<b>so sweet::t</b>
4	4	Nicole	o jacob é muito palhaço
5	5	Jacob	<b>such a sweet act</b>

Fragment 109

Milena asked a question about a folder, I do not have any information whether the CS comprises the name of the folder itself:

Recording9/Excerpt7 - Time: 04'58"			
3	6 7	Milena	existe uma pasta <b>stealing goods something like that</b> não tinha uma coisa assim?

Fragment 110

Adele was about to take a picture when Lara arrived in the room and rushed to position herself for the picture:

Recording10/Excerpt11 - Time: 30'08"			
2	2 3 4	Lara	<b>between</b> ((referring to her position)). o:: meu Deus tá grudento aqui ((resting her hand on the table)) eu tô saindo nessa foto? não né?

Fragment 111

Lorena was talking about people's bad smell and Cicero used the English expression:

Recording16/Excerpt4 - Time: 05'51"			
-------------------------------------	--	--	--

1	1	Jacob	o que °(o que é trê difficille)°?
2	2	Cicero	b o b o body odor, armpit b o

Fragment 112

Arbitrary is the category of code-switching that is not directly related to any categorization from this chapter. It is possible to say that the motivation leading to the use of this type of CS may be two. It is either because the speakers recalled the word in English first or because speakers do not have that specific expression in Portuguese therefore they used the existent English variant. Lastly, even if the before-mentioned reasons are true, there is also the identity factor. It permeated all the categories of analysis and it is naturally taken into account when teachers code-switch without any apparent reason.

Although some occurrences of code-switching appear to belong to more than one category of analysis, I have chosen to separate them according to the most striking feature. Furthermore, as it is shown in the analysis, some participants may seem to prefer certain types of CS thus they recurrently use it, such as Cicero's preference for Reiteration and Message Qualification or Amanda's preference for Jokes. However, other categories, as Quotations, Interjections and Reinforcement, are used by more teachers.

Because all the participants code-switched at least once, the social identity factor to do CS cannot be jeopardised. The next section focusses on a macro-analysis of the reasons to code-switch.

## 4.2

### Macro-analysis

A wider examination of code-switching is grounded on the theoretical backgrounds exposed in the previous chapter. The categories here divided are based on the concepts of Systemic-Functional Linguistics (SFL), Us and Other, Social and Collective Identity, Linguistic Community, Indexicality and Community of Practice.

### 4.2.1

#### Functionality

Supported by the concepts of Systemic-Functional Linguistics (Halliday & Hasan, 1989), every language, and therefore linguist factor, must be studied (1) in

a real context of communication, (2) language must be studied through meaning rather than form and (3) speakers' choice are not arbitrary, in fact they are conscious decisions. The micro-analysis encompassed all SFL features as (1) the communication presented were real exchanges recorded in the teachers' room of a language school, and, even though participants were aware of the recordings, they showed signs of spontaneous talk and they maintained real conversation interactions; (2) code-switching was investigated, in the micro-analysis, focusing on its meaning and fourteen categories were found; (3) in none of the categories, CS was taken for a coincidence. Actually, CS was done to display group membership, identity, prestige, solidarity, superiority or power.

Furthermore, the CS can be investigated as proposed by SFL functions. The *ideational function* which is subdivided in experiential and logical perceives CS as a shared knowledge of language among the participants (experiential function) that is composed semantically in a form that is only available for proficient speakers (logical function). The *interpersonal function* stresses the social interaction between speakers. The constant use of CS creates more than conversation or information sharing, it creates a bond in the group and a strong sense of social identity which will be subsequently investigated. Finally, the *textual function* regards the choices to arrange a message. This might be one of the most important functions of SLF when studying CS, because the speaker chooses to alter from a language to the other and, although it may seem an unconscious decision, we have already discussed that it is a completely conscious choice.

#### **4.2.2 Social Interactional Process**

Code-switching needs to be understood in face of a socio-interactional process. More exactly, it needs to be investigated in face of the social group this research is inserted.

Moita Lopes (2003), Bucholtz & Hall (2005) and Bezerra (2007) emphasise the need of studying *identity* through discourse. Indeed, the entire micro-analysis was composed by a real language use showing that CS is the result of an identity process. It is evident that CS is a linguistic factor that belongs to the social group of ESL teachers, since only teachers do it. Also, CS is not supposed to be made outside the group for when teachers exceptionally code-switched with 'outsiders', the result was broken messages.

Calvet (2002) shows how language can be used to form identity specially group identity, namely *linguistic community*. Not only does he propose a research focus change as, in his ideas, language should be analysed first and then the definition of a group could be achieved, but he also asks participants some questions. To answer Calvet's inquiries: in the linguistic community investigated, all participants have the same first language, Portuguese, and all of them fluently speak English. However, some of them can also speak other languages as Spanish and French in different levels of expertise. Finally, participants have never commented about their wish to participate in the community. Although they have never talked about this issue and as they are all employees of the school, it can be understood that they do want to be part of the group. Moreover, teachers' willingness to be in the group can be observed by their own use of CS.

Whether the analysis starts in the language, as proposed by Calvet (2002), or in the social identity, as supported by Moita Lopes (2003), Bucholtz & Hall (2005) and Bezerra (2007), I believe both concepts are totally intertwined and cannot be studied as two independent and autonomous theories, since they lose their real meaning if studied separately.

As code-switching was extensively investigated in the previous section, let us focus on identity. First of all, *social identity* is constructed when there is a feeling of belonging or rejection (Moita Lopes, 2003; Auer, 2005). This feeling is strengthened by the use of CS and also by the institutionalized function of each person in the company. While the participants of the group are *teachers*, the other positions are administrative, such as secretaries and caretakers. As a matter of fact, such duality presents a challenge for the manager of the group. As mentioned before, she was a teacher who now is part of the administrative body of the company. Her identity may be put into question since she code-switched with both teachers and secretaries. Code-switching may be one of the bond-creator strategies she has learned to use in the teacher community but she misemployed that mechanism since she used CS in the secretary group.

According to Snow (2001), the interactional process generates a *collective identity*, that embraces the sense of we-ness, that is, the shared attributes, common interests and actions to form the community. The studied group has as main shared attribute which is the profession: teachers. Also, even if in different levels, they have similar interests, such as English and education. Finally, the most important action they perform to form a community is the act of code-switching.

Following Snow's (2001) we-ness concept, Duszak (2002) elaborates the idea of *us and others* which is explained in the next section.

### 4.2.3 We versus They

Duszak (2002) explains that we create group identity by comparing ourselves to others and the result of the comparison is either an alignment or a non-alignment. When one aligns to others, the use of the first person plural is more recurrent whereas, when there is non-alignment, the use of third person plural is more common. In the collected data, there is no occurrence of either *we*, *us* or *they*, *them* in English, but there are many conversations in which those pronouns can be seen in Portuguese.

In order to provide a real example of language use, below some samples of the distinctive use of *we* and *they*, respectively:

Lara said “us/we” in Portuguese to refer, firstly, to the school and, secondly, the group of teachers:

Recording2/Excerpt4 - Time: 04'22"			
21	31 32 33	Lara	aí eu, a:: really? aham. quem criou o cartaz, nem fomos nós. quem criou o cartaz, tipo foi um lugar especial que fez o cartaz=
23	35	Lara	mas a gente não fala [nada, para o aluno não

Fragment 113

Cicero and Maria used “they” in Portuguese to refer to the students:

Recording16/Excerpt3 - Time: 04'41"			
1	1 2 3 4	Cicero	e a e a falta de concentração? você pega assim o livro e mostra assim. look, page thirty-two (3) book acho que eles não sabem [page thirty-two
2	5 6	Maria	[tem que (ter no) quadro, [mas mesmo assim eles perguntam

Fragment 114

In fact, the alignments and non-alignments are dynamic and they may change in each interaction. Taking fragment 112 as an example, in the first moment Lara used “us” meaning the school or institution and, after, she said “we” as the group of teachers.

A much more evident “we versus they” that can be perceived in the data is Gumperz’s (1982) concepts of *we code* and *they code*. He explains that the language used in-group is the *we code* whereas the language use out-group is the *they code*. In my research, the language used as *they code* is Portuguese, the national language, and the language used as *we code* is either English or the combination of Portuguese and English, that is, code-switching.

#### 4.2.4 Indexicality

Bucholtz & Hall (2005) created five principles to analyse social identity. The principles are: *emergence*, *positionality*, *indexicality*, *relationality* and *partialness*.

*Emergency* stresses that identity is totally dependant on interaction in order to be composed. Although the analysed group is formed by teachers, their identity is established when they talk to each other about their classroom stories, their issues with students or even when they do small talk. Noticeably, code-switching plays a part in the construction of the ESL teacher identity. This principle could also relate to the fact that every teacher, at some point and to some extent, has already code-switched.

*Positionality* accounts for both the context this teacher group is inserted in: an English language teaching school in a North neighbourhood of Rio de Janeiro, and for roles in the group. Although the main role in the group is “teacher”, each participant also adopts smaller and variable roles as: a story-teller, a helper, an informant or a funny person. For example, Lorena is usually telling stories while Jacob is frequently making jokes. The roles may also change when they make use of CS to create different levels of relationship. For example, when teachers corrected their peer, that created a momentary level of superiority and power as they aligned themselves as the most competent speaker in the community. The symmetric or asymmetric relationship created by the use of CS is indicated in each category of the micro-analysis.

*Indexicality* is the public mentioning of identity categories, such declaration can be found in the data either in Portuguese or in English. In the micro-analysis the category called Reinforcement explained the use of “teacher” while code-switching.

*Relationality* is constructed through opposing systems. First, *adequation/distinction* is how similar or different individual can be in order to belong to the group. The studied group are formed by teacher, each of them have their individual identity. Although they are unique individuals, they are not as different as to prevent them from forming a community. The basic similarity between all of them is their profession and they also share the knowledge of a second language, English. Moreover, they are able to alter between the two languages, creating the code-switching.

Second, *authenticity/denaturalization*, in the research, most of the CS can be considered as authentic language production. Even though the category



“Research-help” in the micro-analysis shows samples of artificial language, teachers did not put their identity at risk or in question when they were trying to help me to collect data. That is so, because both my and the participant’s group membership were reinforced by their aligning attitude of helping. Third, *authorization/illegitimation*, our institutionalised identity is “teacher”, even if there was little interaction among the group or no occurrence of CS, we would still be teachers. In spite of the job title that we possess, the identity of a teacher cannot be regulated by an institution as it is formed in each and every interaction we have among each other, our students and any other professional or person at the school.

*Partialness* is the level of intentionality for constructing an identity. Our identity is constructed by our profession, but the varying level of CS one’s use can mean prestige inside the community. Also the use of CS can be discussed as real or premeditated. As we have analysed in “Research-help”, the occurrence of CS was intentional, fact that leaves a question is in the air: how many occurrences of code-switching were intentional but impossible to detect? As a matter of fact, I believe all occurrences of CS are intentional, even though they may not be conscious. They are intentional because they serve to the purpose of constructing, destroying, contrasting, comparing and reinforcing social identities.

#### **4.2.5 Community of Practice**

Community of Practice (CoP) is based on the principle of learning in through social exchanges (Wenger, 1998). They are grounded in four premises: (1) people are social beings, a characteristic that has been constantly repeated in this research; (2) and (3) say that knowledge is a skill and it must be practised. The Longman Dictionary of Contemporary English<sup>2</sup> defines skill as “the ability to do something well, especially because you have learned and practised it”, this explanation gives the word “knowledge” a new meaning since it emphasises the aspect of learning and improving. Premise (4) says that learning results in a meaningful life experience.

The description of CoP is exactly what one can find in the community I have studied. They are (1) social beings, who have (2) knowledge of English and teaching and they are always (3) practising this knowledge when they interact in group. Thus, (4) the result of their shared knowledge are better professionals and deeper rooted identities.

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<sup>2</sup> England: Person Education Limited, 1978, 2009. 15<sup>th</sup> Edition.

Every time the teachers interact they are forming a CoP, because their interaction are always generating knowledge. However, an explicit example of CoP can be seen in Recording 4 when Lara and Maria gave Jacob some advice regarding best ways of studying for the exam he was going to take. They also helped him in the comprehension of new vocabulary.

The broader investigation of CS through the grounds of Systemic-Functional Linguistics, the contrasting positioning of We and They, Social and Collective Identity, Linguistic Community, Indexicality and Community of Practice indicates that Identity and Code-switching are interwoven concepts and in order to analyse a Brazilian ESL teaching community both theories need to be adopted.

### 4.3

#### **Understanding the Group Interview**

The Group Interview allowed me to understand the teachers' view of the code-switching phenomena. Although my data analysis was not yet finished, the initial findings were similar to the teachers' perception of the recurrent use of CS in the community. Nicole was sure teachers altered codes to make jokes and she mentioned one example "menteigue". However, Nicole and Lara asked me to stress that those mistakes were on purpose. Cicero understood his CS as an inner-aid whenever he could not remember the word in Portuguese. Besides, Nicole said that when she was a student, she did not believe her teacher could remember a word in English first but now that she is the teacher, she knew that is true. Furthermore, Cicero was able to see an identity marker in the use of the language alternation.

Moreover, all the teachers participating in the Group Interview were aware CS was made inside the group because we are able to understand each other. Lorena reinforced this idea by saying that she would never use an English expression or pronunciation in her other workplace because she would be categorised as snobbish. Jacob supported this line of thought by confessing that when he wanted people to consider him superior he used English pronunciation and vocabulary.

The group failed to see their help in the research. They were not even capable of discussing the matter when I showed them the examples. As my objective was not to create an uncomfortable atmosphere, I did not insist in the question. There are three possible understanding to their action. First, they did not

want to confess that they were aware of their help. Unlike Jacob that in seeing his sentence said he used it on purpose. Second, although they helped, they were not able to understand it as an aid or they were not conscious of their actions. Third, they saw me, the researcher, as a part of the community and, in order to preserve the unit and harmony of the community, they altered the language to help me but they thought they could not admit their premeditated action.

Lastly, the group was able to see CS as a typical characteristic of an English teaching community. Cicero, Nicole and Lara stated that they have always used and heard CS in every place they had worked as teachers. Further, they pointed out that it only occurs among teachers and again Cicero mentioned the identity construction through CS.

The micro-analysis focused on each CS recorded and categorised them according to their intended message meanings. The macro-analysis sought to understand the co-construction of identity and code-switching and how those two concepts were connected to each other. The Group Interview helped me to perceive the in-group view of CS and to understand their motivations to change the language. In the next chapter, the final conclusions are discussed as well as the contributions and limitations of this research.

## 5 Conclusion

The objective of this research was to analyse how the identity of Brazilian ESL teachers was constructed by the use of code-switching. In order to have data for analysis, conversations during the intervals between classes at the teachers' room were recorded. The data was composed by sixteen conversation recordings and one group interview recording.

The investigation of the data was based on the theoretical background of Systemic-Functional Linguistics (Halliday & Hasan, 1989), Social and Collective Identity (Auer, 1998; Sebba & Wootton, 1998; Snow, 2001; Duszak, 2002; Gardner-Chloros, 2009), Linguistic Community (Calvet, 2002), Indexicality (Bucholtz & Hall, 2005), Community of Practice (Wenger, 1998; Wenger-Trayner & Wenger-Trayner, 2015) and Code-switching (Gumperz, 1982; Alvarez-Cáccamo, 1998).

After the data collection and the examination of the theory, the analysis of the data was produced and it was divided in micro and macro examinations. The micro focused on the linguistic aspects of code-switching, in which functions created by Gumperz (1982) were used. However, the data was very rich and provided occurrences of code-switching that went beyond Gumperz's work (1982). Therefore, I designed my own categories while I was scrutinising the recorded material.

The macro examination focused on the concepts of identity and how intertwined code-switching was to the definitions of social identity, collective identity, linguistic community and community of practice. In the end of the analysis, I presented the findings of the group interview.

My original research objective was to understand if and how code-switching constructed the teachers' identity. I can now stress that code-switching constructs identity and identity constructs code-switching. The interaction between these two concepts are so linked that it may be perceived as a cyclical movement. In fact, I am not able to differentiate which phenomenon comes first. Actually, this movement was an unpredicted finding I only understood in the end of my studies.

Furthermore, I believe that the group interview raised teacher's awareness to their view of code-switching and identity. Also, because they knew they were subjects of investigation, they become more conscious of their language use.

The relevance of this study concerns mainly my own community view of themselves. Moreover, as I mentioned before, the teachers' awareness of their linguistic decisions is of major importance for me. In addition, I would like to include a factor that I only became aware of when I concluded my research: the teacher identity is so solid that we have a unique linguistic mechanism to show it. I am not referring to the technical terms of teaching or grammar, rather I am talking about the use of code-switching in my Brazilian ESL teacher community. The last relevance of this research is my contribution in the analysis of code-switching with the categories I have created: Research-Help, Interjections and Formulaic Speech, Jokes, Creativity, Echoing, Correction, Solidarity, Reinforcement, Outsider and Arbitrary.

The limitation of my study concerns mostly my lack of expertise in the area of both code-switching and identity. Such insufficiency of knowledge meant I spent long hours exploring the field, seeking authors and thoroughly reading the theories. Also, the transcription of the conversation parts presented an enormous challenge to me. As time was an issue, I could not study about discourse and conversation analysis as deeply as I wished.

The topic of code-switching has always been of my interest. Therefore, I intend to continue studying this phenomenon by focusing on characteristics that were not mentioned in this research, such as the meaning conveyed by teachers when choosing to speak in Portuguese in the teachers' room or the power relation in code-switching to English.

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## **7**

### **Appendix**

In this section, the authorization that the teachers signed to allow their participation in the research, the questionnaire in which the participants gave information about themselves are presented as well as the transcription used for the discussion in the Group Interview. It is important to explain that for a better understanding of the participants in the group discussion, their real names were kept when the samples were presented to them. However, due to the confidentiality of the research, the document here was modified and the fictional names were inserted.

Moreover, the research log made during the data collection is presented in detail. The research log is composed of a brief explanation of the context underlying the recorded conversation and of the conversation transcription of the parts presenting code-switching. Notice that some sentences before and after the code alternation are transcribed to give a better understanding of the moment of the phenomenon.

## 7.1 Authorization

### **TERMO DE CONSENTIMENTO LIVRE E ESCLARECIDO**

Convido a Sra \_\_\_\_\_ para participar da Pesquisa *Code Switching in the teachers' room: na analysis in a Brazilian ESL teaching context*, sob a responsabilidade da pesquisadora Marcela Ribeiro Antunes, orientada pela Professora Doutora Adriana Nogueira A. Nóbrega, a qual pretende analisar a ocorrência da troca de Língua Portuguesa para Língua Inglesa em conversas de professores Brasileiros de Língua Inglesa fora da sala de aula.

Sua participação é voluntária e anônima, e se dará por meio da análise de conversas gravadas na sala dos professores durante intervalos e de entrevista para esclarecer o uso da alternância de código linguístico, caso ocorra.

Se depois de consentir em sua participação a Sra desistir de continuar participando, tem o direito e a liberdade de retirar seu consentimento em qualquer fase da pesquisa, seja antes ou depois da coleta dos dados, independente do motivo e sem nenhum prejuízo a sua pessoa.

A Sra não terá nenhuma despesa e também não receberá nenhuma remuneração.

Os resultados da pesquisa serão analisados e publicados tanto na mencionada pesquisa quanto em futuras publicações, mas sua identidade não será divulgada, sendo guardada em sigilo.

Para qualquer outra informação, a Sra poderá entrar em contato com a pesquisadora no endereço de e-mail marcelavribeiro@gmail.com e pelo telefone (21) 98848-1901.

### **Consentimento Pós-Informação**

Eu, \_\_\_\_\_, fui informada sobre o que a pesquisadora quer fazer e porque precisa da minha colaboração, e entendi a explicação. Por isso, eu concordo em participar do projeto, sabendo que não obterei nenhum tipo de remuneração e que poderei me desligar da pesquisa quando quiser. Este documento é emitido em duas vias que serão ambas assinadas por mim e pela pesquisadora, ficando uma via com cada uma de nós.

Rio de Janeiro, \_\_\_\_\_

\_\_\_\_\_  
Assinatura do participante

\_\_\_\_\_  
Assinatura da pesquisadora responsável

## 7.2 Questionnaire

### Dados dos Participantes

Nome:

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Idade:

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Tempo de experiência em docência:

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Tempo que trabalha na empresa:

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Cargo na empresa:

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Formação acadêmica:

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Como você se descreveria como profissional:

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Já fez algum curso fora do Brasil? Qual? Onde? Quando? Por quanto tempo?

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Além de ensinar a Língua Inglesa, mantem contato com a língua de alguma outra forma?

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## 7.3

## Samples for Group Interview

## • Transcription 1

	<b>Recording2/Excerpt4 – Time: 04'22"</b>
Lara	a:: tem um outro negócio também.
Adele	o que mais?
Lara	duas coisas, eu nem tinha reparado a minha aluna falou assim. profe, ela olhou pro cartaz e falou assim, professora não é patty é <u>paddy</u> . aí eu, [tan tan tan pensando
Adele	[ih gente
Lara	<u>really? I don't know</u> . aí nós fomos olhar, aí realmente num aí, e realmente é paddy com dois des e não é dois tes não.
Maria	mas o que é isso?
Jacob	paddy?
Lara	paddy é o <u>nickname</u> de saint patrick mas não é com dois des [e não com dois tes.
Maria	[a:: com dois des=
Jacob	=com dois des? é?
Lara	é::
Jacob	eu nem sabia que patrick-
Adele	ih mas será que não tem [com dois tes não?
Maria	[eu nem sabia que ele tinha <u>nickname</u> .
Lara	conversando aí entendeu? o <u>nickname</u> é especial
Adele	será que não tem, Lara? com dois tes?
Lara	ham?
Adele	será que não tem?
Lara	paddy? não. aparece assim a explicação, patty com dois tes é de & <u>patricia</u> & , entendeu? o dele é com é com dois des.
Maria	por que é menino?
Lara	aí eu, a:: <u>really?</u> aham. quem criou o cartaz, nem fomos nós. quem criou o cartaz, tipo foi um lugar especial que fez o cartaz=
Adele	=vou avisar para a professora lá do centro
Lara	mas a gente não fala [nada, para o aluno não
Adele	[mas vou avisar] a:: não
Nicole	mas vocês lembram que veio aquele cartaz com <u>sorry, I don't understand</u> =
Lara	=é pois é, exato. exatamente. aí eu falei assim, que era um erro, um <u>paddy mistake</u>
Jacob	é, no <u>conversation gambits</u> ((thinking gesture))

- Transcription 2

	<b>Recording2/Excerpt1 – Time: 03'01"</b>
Lorena	eu quero que ela grave eu falando ↑oi gente↑
Adele	hehehe
Nicole	hehehe
Adele	↑oi gente, boa tarde↑
Cicero	[essa é a lorena imitando a maria.
Nicole	[aí ela vai o que? usar para te denunciar contra #bullying#.
Adele	e eu não posso né? ela vai falar que é::[abuso de
Nicole	moral [é:: sei-que-la moral, assédio
Adele	é:: assédio moral.
Lorena	é &bullying&!

- Transcription 3

	<b>Recording2/Excerpt2 – Time: 03'32"</b>
Adele	tá preso, pera aí.
Nicole	tá preso?
Adele	it's stuck. STUCK ((moving closer to the recorder))
Nicole	Hehehe

- Transcription 4

	<b>Recording7/Excerpt3 – Time: 15'35"</b>
Nicole	ele era super tranquilo em sala, ele só falava, segunda aula falando pro pai que não entendia nada a:: gente, [boy and girl
Lorena	[meu aluno aqui, eles ficam aqui de manhã, só tem a minha [turma ( )
Maria	[boy and [girl hehehe
Nicole	[pô, era só isso que a gente [tinha aprendido
Maria	[boy and girl
Lorena	aí eu passei let's go. aí o garoto aí que droga, mas bem alto. aí eu virei e falei que isso, lucas? time to go, hora da aula, pode saindo do computador, vamo bora. ai que droga, eu falei lucas, olha as palavras. a mãe sentada ali.

## 7.4

### Research Log

1 <sup>st</sup> Recording	
Title: Lorena's mood	Day: 12/03/2015
Starting time: 5:19 p.m.	Duration: 8'57"
Participants: Adele, Cicero, Fabiana, Jacob, Lorena, Maria, Nicole, Renata and Tereza	

Lorena, Cicero, Jacob, Maria, Nicole, Adele, Renata and Tereza are in the room when I decide to record. I do not warn them.

Tereza asks Renata for a mug in order to heat some milk in the microwave oven. Lorena jokes saying that Renata has some kind of disease in her mouth so Tereza has better reconsider her request. Everybody laughs about the joke and makes comments. Lorena seems to be in such a good mood that we start wondering what is happening.

Recording1/Excerpt1 - Time: 00'43"			
1	1	Cicero	o que você andou fazendo, lorena?
2	2	Lorena	nada
3	3	Adele	lorena, [i think you are in love
4	4	Maria	[nada?
5	5	Lorena	in love?
6	6	Adele	é. não tá, maria?
7	7	Lorena	i:: gente

She justifies saying that the reason she is happy is that she ran 12km the day before. We disagree and insist that there may be another reason for her good mood.

Recording1/Excerpt2 - Time: 01'09"			
1	1 2	Adele	é sim, eu até te elogiei. você tava com um vestido cinza=
2	3	Maria	=com um sapatinho alto também
3	4	Adele	tava é
4	5	Lorena	o assunto do momento.
5	6	Cicero	°é... you're on the [spotlight°
6	7	Adele	[a Lorena ela tá toda toda toda

Lorena also says that Renata does not treat her as well as in the beginning and that Tereza should not get used to, because it all will change. Renata contra-arguments, but Lorena says that she does not even fill her water bottle anymore. As Lorena seems so resentful with Renata, Adele elaborates that Lorena is angry because she ran and not the other way around. Cicero and Maria agree with Adele's idea.

Nicole, who is not participating in the main conversation, is talking with Tereza about some slide presentation in the background. Jacob is also only listening. Renata asks Adele to transfer her for another branch. This is a common inside joke of hers, and Adele joins the scene.

Cicero tells Adele that he has a VIP student in another branch. She asks him about the time limit he can work. Tereza asks Adele about remedial classes, Adele, Cicero and Maria explain the procedure to her. At the same time, Cicero asks Tereza what snack she is planning to bring on Saturday. Lorena and Adele comment on her options.

Maria asks Tereza whether she is available to substitute on Saturday. Nicole asks Adele a question regarding her time bank. Renata says farewell and leaves the room.

Fabiana enters the room to inform Adele about an enrolment. She also says there are two more students to enrol shortly, including herself. Lorena congratulates her and remarks that she will not make the mistake of writing "thank's" again.

Recording1/Excerpt3 - Time: 07'58"			
1	1	Fabiana	agora tem mais duas o::
2	2	Adele	agora [você tem amiguinhos
3	3	Fabiana	[uma (vai vir certeza)
4	4	Adele	você vai estudar né?
5	5	Fabiana	aham
6	6 7	Lorena	você tá no livro um? ainda bem né, não vai mais escrever <b>thanks</b> com apóstrofo
7	8	Fabiana	(não)
8	9	Lorena	[(ela veio me perguntar) se tava certo
9	10	Adele	[ela escreveu <b>thanks</b> com apóstrofo?
10	11	Fabiana	não. é que.

Maria asks Jacob about who he had already asked availability to substitute on a Saturday. It is time to give classes, Maria leaves the room with other teachers.

2 <sup>nd</sup> Recording	
Title: Informing about the recording	Day: 17/03/2015
Starting time: 5:31 p.m.	Duration: 13'09"
Participants: Adele, Cicero, Jacob, Lara, Lorena, Maria, Nicole, Tereza and Theo	

Lorena, Cicero, Jacob, Adele are in the room, so I tell them that I have talked with my adviser and she asked me to always inform when I am recording. Also, I ask them if I could use the previous week recording in which I did not ask for permission to record. They allow me to use that particular recording. Nicole enters the room and I let her know that I am recording. The group says that alerting them will not be as fun as not knowing about the recording. They ask me questions about what they have to say and I assure them that they can carry on the conversation as they usually do.

Recording2/Excerpt1 - Time: 03'01"			
1	1	Lorena	eu quero que ela grave eu falando ↑oi gente↑
2	2	Adele	hehehe
3	3	Nicole	hehehe
4	4	Adele	↑oi gente, boa tarde↑
5	5	Cicero	[essa é a lorena imitando a maria.
6	6	Nicole	[aí ela vai o que? usar para te denunciar contra #bullying#.
7	7	Adele	e eu não posso né? ela vai falar que é::[abuso de
8	8 9	Nicole	[é::] sei-que-la moral, assédio moral
9	10	Adele	é:: assédio moral.
10	11	Lorena	é &bullying&!

Lorena and Cicero are talking about Lorena's earrings and Adele asks if it is a real jewellery. Adele says a sentence in Spanish "original, la garantía soy yo" and Jacob reminds her that the target language is English. Adele tries to get some objects that are inside a box behind the table but she is not able to do it.

Recording2/Excerpt2 - Time: 03'32"			
1	1	Adele	tá preso, pera aí.
2	2	Nicole	tá preso?
3	3	Adele	it's stuck. STUCK ((moving closer to the recorder))
4	4	Nicole	hehehe



They ask me if there is anything they could say to help because they are actually willing to force themselves to use English in order to help me. When Nicole enters the room she discovers that I am recording, so she says that it would be more interesting if I did not inform them. The conversation goes around my research and they ask me some questions and speculate about the topic. Lara enters the room and Adele fixes a place for her.

Recording2/Excerpt3 - Time: 04'00"			
1	1	Adele	eu chego pro lado de cá, lara senta aqui
2	2	Lara	calma aí, deixa eu pegar um coffee
3	3	Nicole	ih deixa eu falar, tem um-

Lara brings the topic of the mistake on Saint Patrick poster. Notice that all the names are said with a strong English pronunciation, even Patricia, an existent Brazilian name, is enunciated as if being said in English.

Recording2/Excerpt4 - Time: 04'22"			
1	1	Lara	a:: tem um outro negócio também.
2	2	Adele	o que mais?
3	3 4 5 6	Lara	duas coisas, eu nem tinha reparado a minha aluna falou assim. profe, ela olhou pro cartaz e falou assim, professora não é patty é paDDy. aí eu, [tan tan tan pensando
4	7 8	Adele	gente [ih
5	9 10 11	Lara	really? I don't know. aí nós fomos olhar, aí realmente num aí, e realmente é paddy com dois des e não é dois tes não.
6	12	Maria	mas o que é isso?
7	13	Jacob	paddy?
8	14 15	Lara	paddy é o nickname de saint patrick mas não é com dois des [e não com dois tes.
9	16	Maria	[a:: com dois des=
10	17	Jacob	=com dois des? é?
11	18	Lara	é::
12	19	Jacob	eu nem sabia que patrick-
13	20	Adele	ih mas será que não tem [com dois tes não?
14	21 22	Maria	[eu nem sabia que ele tinha nickname.
15	23	Lara	conversando aí entendeu? o nickname é especial
16	24	Adele	será que não tem, lara? com dois tes?
17	25	Lara	ham?
18	26	Adele	será que não tem?

19	27 28 29	Lara	paddy? não. aparece assim a explicação, patty com dois tes é de &patricia& , entendeu? o dele é com é com dois des.
20	30	Maria	por que é menino?
21	31 32 33	Lara	aí eu, a:: really? aham. quem criou o cartaz, nem fomos nós. quem criou o cartaz, tipo foi um lugar especial que fez o cartaz=
22	34	Adele	=vou avisar para a professora lá do centro
23	35	Lara	mas a gente não fala [nada, para o aluno não
24	36	Adele	[mas vou avisar] a:: não
25	37 38	Nicole	mas vocês lembram que veio aquele cartaz com <u>sorry, i don't understand</u> =
26	39 40	Lara	=é pois é, exato. exatamente. aí eu falei assim, que era um erro, um paddy mistake
27	41	Jacob	é, no conversation gambits ((thinking gesture))

They continue talking about Saint Patrick and about the quiz we had to do with our classes to promote the date. Notice that Jacob says 'conversation gambits' as a way to help in my research. Nicole and Lara also observed the mistake in the order of numbers in Saint Patrick quiz. Every time the word 'quiz' is pronounced, they do it in an English accent, even though it is also a Brazilian word. The conversation goes over mistakes in different places, such as in the course material and in leaflets in building elevators.

Recording2/Excerpt5 - Time: 06'58"			
1	1 2	Adele	a única coisa que eu sei de saint patrick é que tem que usar verdinho e beber muito.
2	3	Nicole	aqui ó ((pointing to her green t-shirt))
3	4	Lara	( ) nem foi de propósito [que eu coloquei green,
4	5 6	Maria	[eu nem me toquei que tinha que botar verde
5	7	Lara	é:: eu gosto de green
6	8 9	Jacob	eu também ô tô de verde ((pointing to his black t-shirt))
7	10	Lara	é esse é né jacob
8	11	Maria	o que é [verde aí?
9	12 13	Lara	[green hehehe é que jacob, o jacob é colour-blind

Theo and Tereza enter the room and they join in an incomprehensible background conversation, Maria asks Tereza about the key to a classroom. Then, the conversation shifts to the peer observation we have to undergo every semester.

Cicero says that he has already done the Saint Patrick quiz with his groups, Maria asks him about it.

Recording2/Excerpt6 - Time: 10'54"			
1	1	Maria	quanto tempo você demorou para fazer o #quiz#?
2	2	Cicero	o o que (as respostas)?
3	3	Maria	o #quiz#
4	4	Cicero	a:: o &quiz& eu eu dei eu dei quinze minutos
5	5	Maria	tá.
6	6 7 8	Cicero	quinze minutos, tendo terminado ou não. e acabou, quem conseguiu responder o maior número de questões esse é o winner.

After, Cicero, Jacob, Lorena and Maria talk about the pin some of them received for the number of years working in the company. Jacob laughs so loud that everybody pays attention. The conversation then finishes.

3 <sup>rd</sup> Recording	
Title: Lorena's birthday	Day: 19/03/2015
Starting time: 5:21 p.m.	Duration: 23'29"
Participants: Adele, Angelina, Cicero, Jacob, Lara, Lorena, Maria, Nicole and Tereza	

The conversation starts with me asking if the group allows me to record, Jacob says that I should not alert them. Lorena, Adele, Jacob, Nicole, Tereza and Maria are in the room. Lorena asks Jacob if he is going to her birthday lunch, because she is going to take a special desert. Nicole and Adele speculates if it is fruit salad with much condensed milk. Nicole starts talking about her running record of the day and Lorena says that her record is much superior. Adele asks Lorena some questions about running and jogging.

Recording3/Excerpt1 - Time: 02'40"			
1	1 2 3	Lorena	a:: aí eu treino o tiro, a última corrida de dez quilômetros baixei dois minutos, dois minutos é MUITA [coisa.
2	4	Adele	[é muita coisa.
3	5	Maria	[é muita coisa.
4	6	Adele	oh god, só de você falar eu já [fico cansada.
5	7 8 9	Lorena	[eu já fiz em uma hora e nove, dez quilômetros, em uma hora e nove, em uma hora e sete. domingo em uma hora e cinco.

Maria asks Lorena about the race happening in their district, Méier. She does not have much information about it, but she is firm to say that she completely rejects the idea of participating in a race there.

Cicero enters the room and wishes Lorena happy birthday in French, because he studies French and is always using some expression with us. He gives her a present and she thanks in French. Lorena finishes the Méier race topic while opening her gift, an Eiffel Tower miniature. She then talks about her day, that she has been to church. Cicero does not refrain himself from making a joke about her being so evil that it is odd she could enter in churches. Everyone laughs. Cicero spills some coffee on the table and cleans it.

Adele talks about the enrolment target rates and the number of students necessary to hit it. Adele asks if the cake on the table is the one Fabiana brought, Jacob tries to trick her saying he brought it. In fact, every time there is food in the room, he says that he prepared and brought it just for us.

Tereza, Cicero and Lorena are still talking about Lorena's day; next Jacob asks Lorena some questions about her day as well. Lorena continues the narrative.

Nicole asks Adele if she is going to the pub event, created to celebrate Saint Patrick's Day with students.

Recording3/Excerpt2 - Time: 08'27"			
1	1	Nicole	você vai na &pub&?
2	2	Adele	ye::s=
3	3	Nicole	=aham
4	4	Adele	beber todas
5	5	Nicole	hehehe
6	6	Adele	hehehe

Again, the conversation goes back to Lorena's birthday lunch in the following Saturday.

Lara enters the room and Jacob tells her he discovered the reason there was a long queue in the shopping mall in a certain day; it was due to a famous priest giving autographs in his new book in the mall. Cicero says that this priest is asking Christians not to watch the nine-o'clock soap opera as there is a homosexual couple and a character who killed the lover. Adele, Nicole and Lara comments about the Catholic Church scandals.

Angelina enters the room. Nicole gives her opinion about the soap opera. Cicero talks about the financial investment any company wants to reach. Jacob says that parents should be present in order to access whether their children can watch certain TV programmes. Cicero also discusses about the similarities among such soap operas.

Recording3/Excerpt3 - Time: 16'07"			
1	1	Cicero	e as novelas da globo são sempre iguais
2	2	Nicole	[é::
3	3	Maria	[é sempre [iguais
4	4 5	Cicero	[não tem nada de- só a maquiagem que é diferente
5	6	Maria	[às vezes os atores
6	7 8	Cicero	[mas as as novelas da globo são sempre iguais. é sempre o mesmo plot. é sempre a mesma ideia.
7	9 10	Jacob	eu eu gostava muito de assistir novela, mas de um tempo para cá ((shaking his head)).

Jacob gives his contrary opinion and there is some debate. The subject of deceiving people to one's benefit follows and most of them give an example of people trying to convince them to do something wrong in order to pay less for a product or service. The conversation finishes.

4 <sup>th</sup> Recording	
Title: Cambridge exam	Day: 21/03/2015
Starting time: 09:33 a.m.	Duration: 10'15"
Participants: Amanda, Jacob, Lara, Lorena and Maria	

The conversation starts with participants' questions about the unnecessary need of warning them about the recording. They say I should record them secretly, otherwise they may become biased. I guarantee them that they eventually forget about being recorded most of the times.

Lara and Jacob were talking about his study strategies to prepare himself to take the CPE – a Cambridge certificate exam for proficient speakers. Lara proceeds to give Jacob some pieces of advice regarding the listening part of the exam.

Recording4/Excerpt1 - Time: 02'00"			
1	1	Lorena	são coisas que fogem da sua realidade [sua ( )
2	2 3 4	Lara	[é, mas o listening além de ter a dificuldade do vocabulário ainda tem a dificuldade de [sotaque
3	5	Jacob	[é::
4	6 7	Lara	então pelo menos alguma coisa você tem que tentar [amenizar
5	8	Jacob	[é verdade
6	9 10 11	Lara	então assim vê:: os noticiários da #bbc#, mesmo que você não tenha a tv eles tem muitos spots [no no no
7	12 13	Maria	assina no- [até
8	14	Lara	&youtube& você pode assistir as reportagens

Lara and Maria continue talking about different English accents, especially the New Zealand variant. Lorena mentions that the reading exam is sometimes trick because it may be about subjects that are not part of our routine. Jacob tells them a classroom experience in which all his peers thought the reading mock test was easy but each of them had a different answer.

Lara is having a snack while she is talking about her experience with an expression that she was only able to use meaningfully after participating in online discussions. There are some voices in the background, but they are incomprehensible as the recorder is far from them.

Recording4/Excerpt2 - Time: 03'48"			
1	12	Lara	você vai ver como certas estruturas ó vou te dar um exemplo de uma estrutura, que eu ensinei várias vezes mas eu nunca me sentia confortável ( ) processar <b>talk about</b> qualquer coisa. <b>talk about being depressed</b> sei lá. cansei de ensinar ( ) e eu mesmo, eu sabia o que significava, sabia o que- quando era pra ser usado mas aquilo não fazia sentido para mim. aí, eu era fã de um seriado passei pa- ↓eu era fã de um seriado e achei um <b>message board</b> de pessoas que discutiam sobre o seriado, era só sobre aquilo e ↑ eu virei membro daquele <b>board</b> . então pessoal discutia tudo e eram pessoas muito, assim boas entendeu? Não não é discussão que fala qualquer porcaria texto mal escrito não muito pelo contrário as pessoas eram entendeu? <b>educated</b> e e e sabiam argumentar e as pessoas usavam- quando elas discu- descreviam o que tinha acontecido naquele episódio elas usavam isso direto <b>talk about</b> não-sei-que, então aquilo- como eu tinha visto o episódio e eu li o que elas o que elas comentavam depois daquilo a- sabe quando dá aquele ((snapping fingers)) plim acende aquela luz
2	24	Jacob	uhum
3	25 26 27	Lara	nossa mas ficou tão claro o que significa aquilo pra mim entendeu? e a situação que eu usaria aquilo [e é uma coisa tão boba
4	28	Maria	[mas como assim? <b>talk about</b>
5	29	Lara	é assim
6	30	Maria	usar isso
7	31	Lara	como se você dissesse assim em português é::
8	32	Maria	falando sobre isso
9	33 34 35 36 37 38	Lara	é, não é falando não é <b>speaking of</b> não é igual a <b>speaking of</b> é um negócio assim pô vai ser não- sei-que-lá em tal lugar então assim, por exemplo você achou que a pessoa foi grosseira pô vai ser grosseira assim não sei <b>talk about being rude</b> entendeu?
10	39	Maria	a:: ok
11	40	Lara	quando você usaria o <b>talk about being rude</b>
12	41	Maria	a:: agora entendi

After understanding Lara's point, Jacob mentions an expression he has recently learnt.

Recording4/Excerpt3 - Time: 05'49"			
1	1 2	Lara	então assim, faz diferença para caramba quando você se expõem a a língua [nesse nesse nível
2	3	Jacob	[é
3	4	Lara	[essa parte ( )



4	5	Jacob	[por exemplo a expressão <b>being made redundant</b> =
5	6	Lara	=uhum
6	7	Jacob	quando você é quando você
7	8	Maria	( )
8	9	Jacob	( )
9	10	Lara	quando a empresa te dá um pé na bunda
10	11	Jacob	uhum ( )
11	12	Lara	isso é <b>very politically incorrect</b> né? porque assim
12	13	Jacob	é
13	14	Maria	você tá redundante=
14	15	Lara	=redundante exatamente hehehe você tá redundante

Following, Jacob says he prefers teaching advanced levels as it gives him confidence, and he is able to vary his language use. Maria agrees to that. The conversation switches back to the exam Jacob is going to take in the end of the year. Lara and Maria tell him he is going to be fine. Then, they talk about the advantages and disadvantages of having a computer-based test.

Recording4/Excerpt4 - Time: 07'11"			
1	1	Jacob	quando eu fiz acho que- du hum que demorava é::
2	2	Maria	[um mês um mês e pouquinho
3	3 4	Jacob	[um mês, é] então, eu fiz computer-based do #fce# e saiu uma se- duas uma semana ou duas semanas.
4	5	Maria	a:: que bom cara porque assim, [a tensão
5	6 7	Lara	[mas até a composição você escreve no computador?
6	8	Jacob	sim
7	9	Lara	hum legal
8	10 11	Jacob	é bom porque- tem o:: <b>counter line</b> . aí vê o número de palavras

The conversation about computer-based exams continues and some drawbacks of this exam type are brought to attention.

Recording4/Excerpt5 - Time: 08'25"			
1	1	Lara	[hum::
2	2	Amanda	[hehehe
3	3	Maria	e aí eles fizeram a prova com corretor=
4	4	Amanda	=[que beleza
5	5	Lara	[pô mas aí=
6	6	Maria	=não é [culpa deles
7	7	Lara	[sacanagem né

8	8	Maria	assim=
9	9	Lara	mas assim e e e
10	10	Jacob	meu Deus
11	11	Lara	isso é um <b>handicap</b> pros outros=
12	12	Maria	=é
13	13	Lara	saíram na vantagem
14	14 15 16	Maria	sim sim sim. e:: teve uma outra vez que desligou o computador assim, o laboratório, apagou tudo, a prova reiniciou (.) aí o (pessoal)-
15	17	Lara	sem o corretor
16	18	Maria	sem nada, sem o corretor sem <b>time</b> sem nada
17	19	Lara	hehehe

Even though there have been problems with computer-based exams, Maria and Lara prefer them. In the end, they talk about strategies to write an essay and Jacob remembers another new word from his preparatory course.

Recording4/Excerpt6 - Time: 09'16"			
1	1 2 3	Lara	primeiro que eu nun- eu nunca escrevo de primeira nada [eu mudo de ideia cinquenta milhões de vezes antes de finalizar o meu texto
2	4 5 6	Maria	[ah mas isso. a gente vive falando pros alunos pô <b>brainstorm</b> <b>brainstorm</b> aí chega (cambridge quer que a gente )
3	7	Lara	[mas cara nem <b>brainstorming</b>
4	8	Maria	[não dá tempo [mas não dá tempo
5	9 10 11	Lara	[eu sou muito (°eu usei essa frase mas não tá claro [eu usei essa palavra mas não tá boa°)
6	12 13	Jacob	[essa palavra aqui eu nunca tinha visto ° <b>ubiquitous</b> °
7	14	Lara	↓ <b>ubiquitous</b> ↓ [ <b>ubiquitous</b>
8	15 16	Jacob	[uma coisa que é bem- <b>ubiquitous</b> ((correcting pronunciation))
9	17	Lara	hehehe essa tava nas palavras de ontem?
10	18	Jacob	eu nunca tinha visto essa palavra

Jacob talks about his strategies to learn vocabulary and Lara gives some suggestions. The conversation finishes.

5 <sup>th</sup> Recording	
Title: Birthday people of the month	Day: 24/03/2015
Starting time: 5:29 p.m.	Duration: 10'51"
Participants: Adele, Angelina, Cicero, Ethan, Fabiana, Jacob, Lara, Lisa, Lorena, Maria and Nicole	

It is Ethan and Fabiana's birthday so she is slicing and distributing the pieces of cake for the group. Maria apologises for forgetting her birthday. Then, Adele inquires the flavour of the cake. Lorena is inviting Cicero to her birthday party. Maria asks if anybody knows a good dentist. Lisa is distributing glasses of soda.

Recording5/Excerpt1 - Time: 01'27"			
1	1	Lisa	((hands Adele a glass of soda))
2	2	Adele	thank you

Cicero says a word and it reminds Lorena of a story about her students so she tells the story for the whole group. Adele proves she is conscious about the recording when Cicero says a bad word and she reminds him of the recording. Lara arrives in the room.

Recording5/Excerpt2 - 02'42"			
1	1	Adele	lara, você perdeu, o /happy birthday/
2	2	Lara	o::↓

Adele asks Lisa and Fabiana about a person that is taking an enrolment test and they also talk about enrolment rates. In the background, Lorena talks to Cicero about her party. The conversation goes on about food, specially birthday cake and how they mysteriously disappear between a break and the other. Angelina arrives and Maria asks if she was in the room I usually use, but I say the wrong number and Nicole and she say I am getting crazy. Angelina and Lorena talk about the class of a specific student. Lara likes my trousers and comments about them. People are talking about to whom they have to save a piece of cake. I have to leave the room.

6 <sup>th</sup> Recording	
Title: Clothes, mothers and make-up	Day: 25/03/2015
Starting time: 5:23 p.m.	Duration: 21'49"
Participants: Amanda, Jacob, Lorena, Maria, Marta, Milena, Nicole and Tereza	

I ask if I am allowed to record and Milena remembers that she has not signed the document for participation yet. The room is silent when suddenly Milena gasp air and comments about some essays and tests she is correcting. After, this group goes back to silence.

Recording6/Excerpt1 - Time: 01'00"			
1	1	Milena	((gasping air)) i have much experience. (3)
2	2	Amanda	ua::u ele escreveu isso?
3	3	Milena	first student who hasn't used the-
4	4	Amanda	uma coisa diferente e::
5	5	Milena	ye::h hehehe

The conversation shifts to the trend topic of the band One Direction and the surprising news of a member leaving. They talk about the teenagers, including some of their students, reaction to the news. Lorena talks to Marta about a class observation activity which is going to be held in the following months, and how it has been organized. While explaining, Lorena reads some words in English (teacher and observer) from the cork board. Secretly, Amanda comments to Maria and Milena about the shorts Marta is wearing, they do not consider it appropriate attire for work.

Recording6/Excerpt2 - Time: 03'26"			
1	1	Amanda	° ( ) °
2	2	Maria	°direto°
3	3	Amanda	°uhum acho maneiro°
4	4 5	Maria	°eu também, vamos fazer protesto, todo mundo vem hehehe°
5	6	Amanda	°/i don't think so/ ( ) °
6	7	Maria	°se você não afunda°
7	8	Amanda	°/i don't think so/°
8	9	Maria	você não afunda nessa?
9	10	Amanda	/i think complicated/
10	11	Maria	não, mas assim, a política da empresa nu::m=
11	12	Milena	=interfere=

12	13	Maria	=é
13	14	Milena	[num interfere
14	15 16	Maria	[ninguém nunca vai falar nada. podem até assim, tipo, te olhar de cara feia ma::s
15	17	Amanda	é
16	18	Milena	num existe um- pré é:: [um (.) dress code
17	19	Maria	[padrão
18	20	Milena	não existe um dress code. existe?
19	21	Maria	bom senso.

Jacob enters the room and I comment about the price tag in his mug. As he bought it abroad I say that he just wants to show off.

Recording6/Excerpt3 - Time: 04'59"			
1	1 2	Milena	hoje custou trinta reais essa garrafa [na sua época custou vinte e dois reais
2	3 4	Marta	[ele quer mostrar] quer mostrar pra todo mundo hehehe
3	5 6	Milena	na sua época- ( ) na época que tu viajou [custou vinte e dois reais
4	7 8	Maria	[comprou em &dollar&
5	9	Marta	é hehehe
6	10	Milena	o #dólar# tava dois e vinte
7	11	Jacob	comprou em #dólar#. desculpa

Milena talks about her trip when the dollar was almost R\$ 4,00. Jacob, Milena and Lorena start joking among themselves, Amanda and Maria say that they will not make jokes about anybody. Nicole enters the room and talks about the behaviour of a mother who is distributing cake in the course, because the class sang happy birthday to her daughter but the cake was not eaten completely. Amanda also comments about her own mother behaviour. They continue talking about their families.

The group subdivides in smaller groups and they talk about different topics. Later, the women start talking about nail polish. Milena leaves the room to talk to her daughter. The group talk about the small children and the conversation is over.

7 <sup>th</sup> Recording	
Title: Children's behaviour	Day: 26/03/2015
Starting time: 5:16 p.m.	Duration: 23'49"
Participants: Adele, Angelina, Cicero, Ethan, Jacob, Lara, Lorena, Maria, Nicole, Tereza and Theo	

The conversation starts with Nicole talking about her participation in my research. Then, it moves on to the high prices of the light bill. Cicero asks us if we are going to have classes on Thursday, the day before the Easter holiday. Lorena angrily talks about her class in the public school, and her expectation to have a holiday. Ethan warns Tereza that her umbrella is somewhere in the room. She asks if we have seen the umbrella.

Recording7/Excerpt1 - Time: 03'39"			
1	1	Cicero	um guarda-chuva?
2	2	Tereza	é::
3	3	Lorena	um [azul?
4	4	Tereza	[°tava aqui::isso°
5	5	Maria	tem aqui no chão
6	6	Lorena	i:: eu vi rolando por aí
7	7	Maria	°aqui no chão°
8	8	Tereza	a:: obrigada
9	9	Cicero	hehehe eu vi [rolando por aí
10	10	Tereza	[(adoro) imagina ele rolando?
11	11	Cicero	↑i:: rolando↑
12	12	Tereza	pela filial? hehehe
13	13	Cicero	é, sabe aqueles desenho-
14	14	Lorena	eu vi por aí rolando
15	15	Tereza	poxa vida, cadê meu guarda-chuva? hehehe
16	16	Cicero	sabe aqueles <b>western</b> que você via aquele
17	17		<b>tumbleweed</b> [aquela plantinha assim rolando?
18	18		((hand gesture))
17	19	Tereza	[aham] (depois) é meu guarda-chuva=
18	20	Cicero	=é seu guarda-chuva

Lorena asks Cicero if he is going to watch her and his wife running on Sunday, he answers saying that he will most likely be sleeping. Lorena speaks some words incorrectly in Portuguese and Cicero and Maria tease her. Later, Lorena goes back to the story about her students in the public school. Maria and Cicero comment that Lorena was rude with the students. Lorena says it is normal

to have this kind of behaviour in that class; Maria says that she does not guts to teach in the public school, Cicero e Nicole agree. Cicero tells us about a situation with an impolite student.

Recording7/Excerpt2 - Time: 12'24"			
1	1 2 3 4	Cicero	e assim, estou cai no chão. atenção! (.) quem tem estojo. todo mundo com estojo em cima da mesa, vão todos fechar o estojo. mas eu só gosto do estojo aberto! ( ) [o tio perguntou se você gosta?
2	5 6	Lorena	[( ) lápis e borracha em cima da mesa e nada mais
3	7 8 9	Cicero	o tio perguntou se você gosta? não né? o tio disse que você VAI fechar o seu o seu pencil case, vai tirar só o que você vai usar.

Cicero continues the topic saying this student reaction when he spoke to his mother. He also talks about a student's over-sexualised behaviour and another student who uses words that are not appropriate for the age. Further, Nicole talks about a student of hers that the parents gave too much power, and so the student asked the father to cancel the enrolment in the English course and the father obeyed him.

Recording7/Excerpt3 - Time: 15'35"			
1	1 2 3	Nicole	ele era super tranquilo em sala, ele só falava, segunda aula falando pro pai que não entendia nada a:: gente, [boy and girl
2	4 5	Lorena	[meu aluno aqui, eles ficam aqui de manhã, só tem a minha [turma
3	6	Maria	[boy and [girl hehehe
4	7 8	Nicole	[pô, era só isso que a gente [tinha aprendido
5	9	Maria	[boy and girl
6	10 11 12 13 14	Lorena	aí eu passei let's go. aí o garoto aí que droga, mas bem alto. aí eu virei e falei que isso, lucas? time to go, hora da aula, pode saindo do computador, vamo bora. aí que droga, eu falei lucas, olha as palavras. a mãe sentada ali.

Cicero says that in his time it was different, and they comment about the permissive behaviour of the parents. Cicero explains that he did not have children and he is happy for his decision. Later, the topic changes to the teachers' knowledge and how some teachers are not qualified to teach. Cicero illustrates this thought with the story about a science teacher in his nephew's school.

Jacob asks Cicero if he has in his folder a document to use with the students.

Recording7/Excerpt4 - Time: 21'18"			
1	1 2	Jacob	o:: cicero. você tem aquele, seu contrato que você fez com os alunos?
2	3	Cicero	te::nho
3	4 5	Jacob	tem no seu flip? °pra eu ter uma ideia [(de como fazer)°
4	6 7	Cicero	[eu tenho lá em jacarepaguá mas posso trazer
5	8	Jacob	a::
6	9 10	Cicero	posso copiar na minha flashdrive e trago para você
7	11	Jacob	é que eu queria ( )

Jacob asks for tips of activities he can do to make his class pay more attention. The last topic is about Cambridge exams and then the conversation is over.



8 <sup>th</sup> Recording	
Title: Jacob's participation	Day: 31/03/2015
Starting time: 5:42 p.m.	Duration: 2'54"
Participants: Jacob, Lara, Lorena, Maria, Nicole and Theo	

Jacob asks me to record the conversation because he wants to fully participate in it. Encouraged by the other teachers, I start recording even though it is left only 3 minutes to finish the break. Nicole and Lara asks me about the quantity of recording I need. Nicole says that she would not have patience to listen to all the recording at home. Jacob was to assure his participation in my research so he says a sentence commonly repeated in the group.

Recording8/Excerpt1 - Time: 01'10"			
1	1	Nicole	jacob, fala alto
2	2	Lara	HEHEHE vai sair minhas gar- minhas galhadas
3	3	Maria	hehehe ( ) (mas é bom)
4	4	Jacob	vou no banheiro, have people?
5	5	Lara	ai jesus

Lara is happy because she was able to sign the month sheet without making mistakes. Maria realizes it is the last day of the month, so she must sign it. We talk about the parents meeting and Lara reminds us that the teenagers are having tests before the children's groups. Theo listens to her directions and leaves the room.

Recording8/Excerpt2 - Time: 02'05"			
1	1 2 3 4 5	Lara	eu não tinha me tocado que a prova dos adolescentes era antes, então eu vou fazer e mando por email o link da pastinha, pra quem tiver já vai ser tudo ne? então quando o básico fizer prova já vai embora.
2	6	Theo	all right ((leaves the room))

Lara and Nicole forget they are being recorded and use an inside joke, incorrect English. After saying the sentence, they remember about the recording and comment that they said something wrong. It was all in a joking mood.

Recording8/Excerpt3 - Time: 02'42"			
1	1	Lara	mas nicole hoje tem tá? é só quinta

2	2	Nicole	/today have/
3	3	Maria	/today have/
4	4	Nicole	ui hehehe
5	5	Lara	ainda saiu essas essas (tudo) errado hehehe
6	6	Maria	isso faz parte
7	7 8	Nicole	você não tá analisando o nosso nível de inglês aí não [né?
8	9	Maria	[não
9	10	Nicole	assim espero

The conversation is over.

9 <sup>th</sup> Recording	
Title: Easter gift	Day: 01/04/2015
Starting time: 5:24 p.m.	Duration: 18'37"
Participants: Adele, Amanda, Jacob, Lorena, Maria, Marta, Milena, Nicole and Theo	

The recording starts with Maria asking for permission to record. Amanda jokes about my presence but allows me to record. The transaction occurs in both English and Portuguese.

Recording9/Excerpt1 - Time: 00'00"			
1	1	Maria	(can i) record?
2	2	Amanda	i:: gente lá vem ela [(.) lá vem ela
3	3	Maria	[can i? posso [gente?
4	4	Amanda	[pode

Nicole and Marta are talking about Cambridge exam. Nicole gives Marta instructions in how to train students to do the test. Also, they talk about some students and their problems to meet the enrolment deadline. As Jacob enters the room, he shows a gift he received from a student, but he is actually talking about a chocolate Nicole had given him. His intention was to jokingly show off the gift to the other teachers.

Recording9/Excerpt2 - Time: 01'04"			
1	1	Jacob	olha gente o que um aluno deu para mim
2	2	Nicole	hehehe
3	3	Jacob	so swee::t
4	4	Nicole	o jacob é muito palhaço
5	5	Jacob	such a sweet act

Adele enters in the room and gives a chocolate treat to some teachers, she explains that the Easter party is going to be held in the following day, but the teachers who do not work in the branch in the day of the celebration are receiving the treat. While she is distributing the chocolate, those teachers thank her and Jacob asks for some.

Recording9/Excerpt3 - Time: 01'08"			
1	1	Adele	ama::nda ((hands her chocolate))

2	2	Amanda	oi? oi amor? obrigada
3	3	Adele	happy easter
4	4	Amanda	for you too

After giving Amanda and Milena the gift, Adele jokes saying that only the snobbish teachers would receive it that day. Actually, they are receiving that day because they do not work in the course in the day of the celebration. Milena also jokes saying that if there was a company evaluation, she would give Adele a bad grade.

Recording9/Excerpt4 - Time: 01'49"			
1	1	Amanda	°é com a gente (.) é com a gente tá?°
2	2 3	Milena	você tá sabendo que vai ter auto avaliação [de novo
3	4 5	Amanda	[°é com a gente°
4	6 7 8	Milena	que vai ter uma ava- a auto avaliação (.) né? que a gente costumava fazer, vai ter agora gerentes? avaliar os [gerentes?] sabia disso?
5	9	Adele	[avaliar o gerente?]=
6	10	Milena	=sabia disso?=-
7	11	Adele	=tô ferrada
8	12	Amanda	[i::
9	13 14	Milena	[você sabe que a primeira coisa que vou fazer é [discriminação]
10	15	Amanda	[falar do chocolate né?] discriminação ( )
11	16	Milena	discriminação no dia de bater ↑meta↑
12	17	Amanda	/discrimination/
13	18 19	Milena	porque primeiro queriam matricular meu marido minha filha de novo ( )

Jacob tries to use one of the computers but he cannot, thus he says out loud to the group that there is a problem in it. One of the secretaries enters in the room and hands a document to Lorena, they talk quietly about how to fill it in. Lorena thanks the secretary in Portuguese. Then, Lorena fills in the document in order to receive bus ticket, she seems to forget a certain number she needs to write down. As Nicole is next to her bag, Lorena asks her to get it. This time, she says thank in English.

Recording9/Excerpt5 - Time: 04'24"			
1	1	Lorena	caraca
2	2	Nicole	o que? hehehe

3	3 4 5	Lorena	essa pergunta é a pergunta::, qual o número do seu rio card. pior que minha bolsa tá lá:: você consegue pegar?
4	6	Nicole	((hands her bag))
5	7	Lorena	thank you

At the same time, Milena is trying to learn how to fold an origami to teach her group and Adele helps her. They talk about the possibility of a poorly executed activity and about the time students will spend doing the origami.

Recording9/Excerpt6 - Time: 04'37"			
1	1	Adele	pega um papel coloridi::nho boniti::nho
2	2 3	Milena	não, eles vão pintar (cada um de uma cor) tem que colorir colour yellow [colour ( )
3	4 5	Adele	[no::ssa vai conseguir fazer isso numa aula só?

Milena is being criticised for her activity: Adele says she will not have time and Nicole seems intrigued by the fact that each student will receive their own sheet of paper to prepare the origami.

Recording9/Excerpt7 - Time: 04'58"			
1	1 2 3	Adele	a PROFESSORA demorou quarenta minutos, com as crianças vai ser uma hora, aí eles terminam [de dobrar ok happy easter
2	4 5	Nicole	[cada um vai fazer um?
3	6 7	Milena	existe uma pasta stealing goods something like that não tinha uma coisa assim?
4	8	Amanda	tinha.

Nicole insists on asking about the fact that each children is receiving their own sheet of paper. Instead of using words to answer her, Milena tries to reach for the chocolate in Nicole's hand. Nicole, however, reacts fast and leans back. using such example, Milena has demonstrated her theory that not everything is supposed to be shared. She also says that the students will be happier to take home their own origami.

Recording9/Excerpt8 - Time: 05'40"			
1	1 2	Milena	ein deixa eu falar, cada criança vai fazer um? (6) ( )

2	3	Amanda	esta é a proposta do livro
3	4 5 6	Milena	((reaching out for Nicole's chocolate)) tá vendo como você não divide as coisas? <b>sharing</b> nem sempre é <b>good</b> tá vendo?
4	7	Nicole	hehehe

Marta and Lorena talk about the document Lorena is filling, Nicole also assist them on that matter. The conversation switches to Easter eggs and their prices. Milena talks about the Easter egg she asked for her husband.

Recording9/Excerpt9 - Time: 07'32"			
1	1 2	Milena	eu pedi pro breno, amorzinho que que você vai me dar de páscoa? [aí falei hã::
2	3 4	Amanda	[aí que fofo] o meu que não se atreva a falar isso
3	5	Milena	hehehe
4	6 7 8 9 10 11	Milena	>aí eu falei então eu quero mais um <b>charms</b> tá falando pra completar minha pulseira quatro de cada lado quero quatro agora e quatro de dia dos namorados eu quero um <b>charm</b> da pandora< aí ele  ovo de páscoa ovo de páscoa qual você quiser ovo de páscoa

They continue talking about the Copenhagen egg that comes with a charm from Pandora. Amanda asks when the Easter guessing jar game result is going to be revealed, Adele says that some teacher have not given an answer yet. Lorena texts a teacher that has not given an answer and she tell us the number he is guessing. The last teacher to give an answer is Theo, he arrives and gives his guess. Finally, Adele checks the numbers and a secretary wins it. We all get together to take a picture. The conversation is over.

10 <sup>th</sup> Recording	
Title: Easter celebration	Day: 02/04/2015
Starting time: 5:05 p.m.	Duration: 39'21"
Participants: Adele, Amanda, Angelina, Cicero, Fabiana, Jacob, Lorena, Maria, Nicole, Renata, Tereza and Theo	

The recording starts with some ongoing conversation, Maria offers her snack and Lorena states that there is no coffee.

Recording10/Excerpt1 - Time: 00'14"			
1	1	Angelina	°quero um <b>coffee</b> °
2	2	Lorena	não tem menina / <b>don't have</b> /
3	3	Angelina	[/ <b>don't have</b> /?
4	4	Nicole	tá fazendo um coffee
5	5	Lorena	/ <b>don't have</b> /.

The teachers are so eager to drink coffee that the conversation goes around this topic.

Recording10/Excerpt2 - Time: 00'50"			
1	1	Lorena	renata, professor não vive sem café
2	2	Renata	eu sei meu amor
3	3 4	Adele	olha, com a contenção de despesas, a gente vai passar a fazer café uma vez por semana ( )
4	5	Lorena	[que isso
5	6	Maria	[no::ssa
6	7	Angelina	[que legal isso
7	8	Maria	vai ter vai te-
8	9	Lorena	vai ter evasão de aluno
9	10	Adele	[ou de professor né?
10	11 12	Maria	[não apenas] de professor <b>strike</b> tudo tudo um pouco
11	13	Lorena	é, vamos fazer greve maria
12	14	Adele	( ) greve. [sem café não dá
13	15 16	Angelina	[°num / <b>have coffee</b> /°] num / <b>have coffee</b> /
14	17	Maria	não tem / <b>coffee</b> / ninguém trabalha

Maria suggests that the quantity of coffee made be reduced but they have already been doing that. Lorena suggests that each person who drinks coffee could contribute to buy it, similarly to the other school she works at. Adele explains that there was a mistake in the previous year, therefore the current year's budget was

reduced. While talking, Adele is finishing the preparation of the Easter chocolate to the staff.

Recording10/Excerpt3 - Time: 06'39"			
1	1 2	Adele	°eu botei os nomezinhos° angelina [happy easter.] maria
2	3 4	Angelina	[o:: thank you
3	5	Maria	thank you
4	6	Angelina	que bonitinho

Due to the fact that Lorena runs and is usually on a diet, Adele and Renata playfully say that she will not receive the chocolate.

Recording10/Excerpt4 - Time: 07'07"			
1	1 2	Renata	você está de dieta, você não pode comer ((to Lorena)). obrigada ((to Adele))
2	3	Angelina	/not have/ #chocolate#
3	4	Milena	você não pode comer, eu como por você

Adele asks whether we going to travel. Lorena and Angelina say that she will be in their grandparents' house. Since Angelina mentions her grandmother's knee problem, Adele comments on Angelina's shoulder situation.

Recording10/Excerpt5 - Time: 07'41"			
1	1 2 3 4	Angelina	não eu tô andando assim e meu braço nem assim, e essa parte não meche ( ) assim, falei pros alunos tô parecendo um robô falei pra garota, não liga tô parecendo um robô
2	5	Adele	hehehe
3	6	Angelina	a teacher vai dar aula assim (2) só que-
4	7	Adele	e quando tem que escrever lá em cima?

Renata and Lorena are still talking about chocolate, but this time the type they prefer the most. Renata says that she eats all chocolate she wants because later she can wear a shaper girdle. Adele says she also wear one of those, but it is difficult to put it on. Lorena starts to tell us a story about when she was in the auto repair shop and a woman was asking her the secret to keep fit. Moreover, Lorena talks about her weight loss and how she had to change her wardrobe. Adele and Renata talk about plus size shops but Adele does not like them. Lorena continues to talk about her weight loss, specially her shoe size.



Fabiana asks the time the teachers finish their classes; Jacob enters the room and Adele asks him if he received any Easter gift, because he has been talking about how much he wanted to receive a present. He says that he is very patient, thus he deserves to receive some chocolate. Fabiana says that Jacob and Maria are funny with the children.

Recording10/Excerpt6 - Time: 14'52"			
1	1 2	Maria	↑eu por quê?↑ tô nem reclamando de chocolate, ganhei chocolate
2	3	Jacob	ge::nte presta atenção no teacher aí (eles ficam-)

Adele says that people are not as friendly as they used to be and that it would not be that expensive to students to buy a bar o chocolate to their teachers. As we are anxious to eat the cake, we start singing happy birthday in Portuguese.

The theme of the conversation changes to the enrolment target that was met. Jacob is getting a bar of chocolate from the box on the table nut he does not realise that each one has a name. Adele, as a joke, says that she did not include him, because he is focused on going to the gym.

Recording10/Excerpt7 - Time: 17'07"			
1	1 2	Adele	o seu eu não botei não porque você disse que ia entrar na academia
2	3	Jacob	ham?
3	4	Milena	você disse que entrou na academia
4	5 6	Jacob	a:: eu dou um break °na academia° (.) have a break have a kitkat
5	7	Cicero	have a cacaushow
6	8	Maria	você deu um break na academia desde o ano passado
7	9	Jacob	(eu voltei eu voltei)

There is much background noise as the room is crowded. After the misplaced happy-birthday song, Fabiana gives a word on behalf of the secretaries. Adele asks for photos of the group and we take several photos of the celebration. Now, the big question is who will slice the cake, Maria volunteers to do it, as nobody seems willing. After everybody has their own glasses, there is a toast in English with the soda.

Recording10/Excerpt8 - Time: 20'32"			
1	1	Adele	cheers
2	2	Lorena	cheers

3	3	Jacob	uhu::l
4	4	Lorena	ê::

People are eating and drinking and Adele resumes distributing the Easter treat.

Recording10/Excerpt9 - Time: 21'21"			
1	1	Adele	cicero happy easter
2	2	Cicero	a:: obrigado muito obrigado
3	3	Adele	tereza happy easter

Adele makes one of her typical jokes: she says that she prepared herself the cake and ask for people's opinion. Lorena says that after eating all that cake she will need to run more than usual. Cicero and Adele, who do not fancy exercising, make fun of Lorena and say they will also run. Lorena says that Cicero will run a marathon in France, he agrees and starts speaking in French. Nicole and Theo arrive and Maria offers a piece of cake. The group comment that the cake is delicious and Cicero and Tereza say delicious in French; in order to tease them, Lorena only says "beaucoup", which means very.

Adele is not happy with the flavour of a finger food, Jacob jokes about it and Cicero says happy Easter in French. Lorena, as always, say "beaucoup", Adele says "chauffer" and Jacob says "carrefour". They discuss about the pronunciation of some French words.

Recording10/Excerpt10 - Time: 26'51"			
1	1 2 3	Tereza	a:: mas o português o francês de paris é como o português do rio né? (.) na França eles acham que é o poluído corrompido né?
2	4	Cicero	é
3	5	Tereza	mas é o metropolitano ( ) prestígio
4	6 7	Cicero	é tem ( ) mesmo cidade cosm- cosmopolitan. °cosmopolitan city°

Cicero comments that good morning in French sounds nice but the German variety is harsh to the ears. This latter language brings into topic a school in Rio that students can study German. Lara arrives in the room and Adele wants to take more pictures.

Recording10/Excerpt11 - Time: 30'08"			
1	1	Adele	junte-se a um grupo ((to Fabiana))

2	2 3 4	Lara	between ((referring to her position)). o:: meu Deus tá grudento aqui ((resting her hand on the table)) eu tô saindo nessa foto? não né?
3	5	Adele	tá tá sorria

Adele takes more pictures. As people are eating, there are recurrent moments of silence. Adele asks if the attendance is lower than usual, since it is the day before a holiday, most of the teachers say that their attendance was the same. However, they suggesting closing the branch because it is almost Easter. Renata says it is time for her to go. Adele distributes some more Easter chocolate.

Recording10/Excerpt12 - Time: 32'09"			
1	1	Adele	fabiana happy easte::r
2	2	Fabiana	ai que lindo
3	3	Adele	lara happy easte::r
4	4	Lara	thank you
5	5	Adele	theo happy easte::r, tem que comer

Renata asks if Lorena knows where she lives and Lorena does. To make fun of the place, Lorena creates a name for the citizen of that district. There are different conversations going on at the same time, so some parts are difficult to understand.

Recording10/Excerpt13 - Time: 32'25"			
1	1	Adele	eduarda e ethan não vieram
2	2	Nicole	ethan disse que vem depois (comer)
3	3	Adele	mas ele tava aqui
4	4	Fabiana	( )
5	5	Adele	/i don't know/

Lorena asks when we are seeing Renata again, as she works for scale. She says she is having two Saturdays off, so Cicero, Jacob and Lorena say they also want to work by schedule. Adele joins the teasing and says they are all free in the following days – it is the Easter holiday.

For some reason, Cicero, Lorena, Adele, Renata and Jacob start talking about slangs. Cicero says he is totally out of context, while Jacob tries to teach him some slangs. They talk about old slangs to refer to handsome man.

Recording10/Excerpt14 - Time: 36'07"			
1	1	Adele	te chamam de que jacob?
2	2	Cicero	um rapaz jovem, não tem nem vinte e cinco anos

3	3	Renata	[ele é novo
4	4	Jacob	[na aula? hot] sexy
5	5	Renata	ui HEHEHE

Cicero and Adele repeat the words Jacob said – hot and sexy. However, because of the laughs is it impossible to transcribe this segment.

Recording10/Excerpt15 – Time: 36'28"			
1	1 2	Adele	eu vou observar suas aulas pra ver que tá acontecendo porque hot & sexy&
2	3	Jacob	eu eu eu que tô atraindo as alunas

The environment is very relaxed as everybody is laughing and having fun. Lara, however, is aware of the recording as she asks if I am recording this part of the conversation. Everybody burst in laugh since they realise they are all being recorded. After minutes laughing and considering installing a camera in Jacob's classroom, Lorena, Adele and Cicero start talking about issues that annoy Jacob, such as dwarf and his colour-blindness.

Recording10/Excerpt16 – Time: 37'49"			
1	1 2	Lorena	ainda é daltônico eu não sei como ele ensina as cores
2	3	Renata	HEHEHE ele é daltôni-
3	4	Adele	ele ensina pras criancinhas
4	5	Jacob	[a:: mas ama-
5	6	Adele	[red repeat [red
6	7 8	Jacob	[mas na mas na amanda quando eu ajudava a amanda com as criancinhas ( )

They continue teasing Jacob for his colour-related sight problem.

Recording10/Excerpt17 – Time: 38'19"			
1	1 2 3	Adele	mas fazer brincadeira touch green aí num aí qualquer coisa vale. °tá servindo° ((door opens and she is interrupted))

Angelina enters the room and gives Adele a message. Jacob explains that his problem is related to yellow and some shades of green. Then, Lorena adds the fact that to drive those colours are necessary. Renata asks if there is any kind of treatment, Nicole answers her. The conversation is over.

11 <sup>th</sup> Recording	
Title: Amanda's birthday	Day: 06/04/2015
Starting time: 5:21 p.m.	Duration: 20'44"
Participants: Adele, Amanda, Fabiana, Jacob, Lorena, Maria, Marta, Milena, Nicole and Theo	

Maria informs that she is recording and, similarly to a previous conversation, Amanda jokes that Maria is always recording, even in her birthday. Amanda then resumes to answering messages on a social media. Milena is noticed about the low prices of flights and she shares the information with everybody in the room. We soon sing happy birthday for Amanda and it is decided that the birthday person is supposed to slice the cake. Nicole asks Adele if she received her email and after she comments about Maria's picture in which she was hiking.

After slicing the cake, Amanda is adamant that she will not give a special first piece of cake because the not-chosen people get frustrated. While eating, some people express a negative opinion about the cake flavour, prunes. Milena says she has been avoiding eating gluten. However, she is having making an exception for that cake. There is a discussion about the real effects of gluten in one's health. Maria leaves the room

Nicole is upset because her husband is not answering the mobile. After, Adele and she talk about a money-exchange company. Right after, Nicole and Milena talk about a picture and a caricature. At the same time, Amanda and Adele are talking about a student who joined a class after two months that the classes had started.

Milena mentions again the cheap flights. Jacob asks some questions about those flights. Nicole asks Marta to get a book for her. There is some background information between Adele and Marta. Jacob mentions Maria's photo in which she was exercising and Milena mentions Maria's picture in a library. In the background, Adele, Angelina and Lorena talk about some students facing difficulty to learn and to adapt to their classes, while Milena and Maria talk about books and the Easter gift. All the group join in the conversation about Easter.

Recording11/Excerpt1 - Time: 16'42"			
1	1 2	Jacob	de aluno? nenhum aluno, não ganhei nem uma barra de chocolate
2	3 4	Lorena	eu ganhei de todas as turmas até dos adultos menos a de sábado porque sábado não teve aula né?
3	5	Adele	(então vem) agora °esse sábado°=

4	6	Lorena	=vamos aguardar
5	7 8	Jacob	boto- eles botaram nome lorena? que as vezes eles (trocaram) né?
6	9	Milena	hehehe
7	10 11 12	Lorena	GAROTO a criança, o adolescente e o adulto veio com todo carinho assim ↑teacher your chocolate↑ foi assim
8	13	Jacob	°não entendi devem ter tro- deve- confundiram°

Lorena teases Jacob saying that he is fat, the others in the room defends him saying he is not. He says that he is going to the gym after class. The mood and conversation change to where some people travelled to in the holiday.

Recording11/Excerpt2 - Time: 18'15"			
1	1 2 3	Adele	e aí vocês viajaram? (2) ai só trânsito né? alguém postou no &facebook& [(que de três até nove horas tinha trânsito)
2	4 5	Jacob	[ai não, viajar nesse feriado sem ser de avião não

Nicole comments about the place she went, Adele says she loves that place because the beach sand does not stick. The conversation then switches to the weather change and the clothes people are wearing. The conversation ends.

12 <sup>th</sup> Recording	
Title: Improper conversations	Day: 07/04/2015
Starting time: 5:34 p.m.	Duration: 10'22"
Participants: Cicero, Jacob, Lara, Lorena, Maria and Nicole	

Lorena and Cicero are gossiping when Jacob wants to know the matter as well. Jacob is cutting some sheets of paper to his students, Maria, Lorena and Lara say that their students usually throw any sheet of paper out, so they usually just show the exercise on the board.

Jacob opens a cereal bar.

Recording12/Excerpt1 - Time: 02'28"			
1	1	Jacob	°essa semana eu comecei a ficar <b>fit</b> °
2	2	Cicero	começou a ficar <b>fit</b> ?
3	3	Lorena	pô escuto isso a anos, continua gordo guloso

Jacob defends himself saying that he is changing some habits slowly. This sentence makes Lorena talk about her coordinator in her other work, because that woman also said she is going on a diet due to a party she is throwing.

Nicole enters in the room and talk to Lara about some work in the background. Jacob continues talking about his working-out habits and the classes he has in the gym but Lorena is sceptic about Jacob's return to the gym. Jacob informs that he received some chocolate as Easter presents and Nicole and Cicero comment about the students' posture in giving teachers present. Nicole talks about a student who used Google translator to do her essay. The conversation is over.

13 <sup>th</sup> Recording	
Title: Breakfast	Day: 08/04/2015
Starting time: 5:31 p.m.	Duration: 13'59"
Participants: Adele, Amanda, Cicero, Jacob, Lorena, Maria, Milena and Nicole	

Nicole tells Milena that I was just waiting for her to start my recording. Actually it was a coincidence that I started recording as she entered the room. Maria comments on Milena's bag, which in fact is her five-year-old daughter. Milena says that her daughter is starting to write and to calculate. Amanda and Lorena comment on her fast pace learning. Adele enters the room.

Recording13/Excerpt1 - Time: 01'15"			
1	1	Adele	hello::
2	2	Milena	hello::
3	3	Amanda	olá

Milena talks about Adele's dress and everybody compliments her. Nicole tell us the story of a student that gave her an Easter egg but she initially thought it was a trick. There is some incomprehensible conversation in the background between Lorena and Adele, while Amanda, Nicole and Milena talk about a group they all had and the behaviour of the students in this class.

Amanda tells Adele that the teachers decided that they do not want to participate in the Saturday breakfast anymore. The Saturday breakfast is a moment that each person in the branch brings a chosen element of a typical breakfast. However, the secretaries were not bringing their share, fact that was making the teachers sad, so they decided not to participate in the breakfast any longer. Milena, who is not in the school on Saturday, suggests we should have a breakfast once a month but the teachers do not appreciate that idea.

Milena makes a strange face while looking to her mobile and Nicole and Adele ask her about it.

Recording13/Excerpt2 - Time: 09'20"			
1	1	Nicole	que foi?
2	2	Adele	what?

Milena talks about the pin teachers receive when completing years working in the company. Each teacher says the years working in the company.



Recording13/Excerpt3 - Time: 11'16"			
1	1 2	Jacob	o meu já era de cinco né? só que num- num conta como estagiário °(estagiário num conta)°
2	3	Amanda	estagiário [não, como que é lorena?
3	4	Lorena	[ralé, não serve pra nada
4	5	Amanda	<&trainee teacher&>=
5	6	Lorena	=é ↑&trainee teacher&↑
6	7	Adele	você ficou quanto tempo como #&trainee&#
7	8	Lorena	ele nem foi ↑&trainee teacher&↑

Adele seems curious about the career path Jacob has followed as she asks him more questions.

Recording13/Excerpt4 - Time: 11'45"			
1	1	Adele	você emendou então?
2	2	Amanda	emendation

As usual, the teachers draw attention to Jacob's colour-blindness.

Recording13/Excerpt5 - Time: 12'14"			
1	1	Jacob	a:: eu ficava quietinho
2	2	Amanda	é aí as crianças o teacher jacob não foi
3	3	Lorena	ele não pode ele não sabe
4	4	Adele	hehehe
5	5 6	Amanda	aí ele olhava assim pra mim esse aqui é verde esse aqui pe azul?
6	7 8	Lorena	eu ia falar errado [(só pra aquele negocinho fazer) PÊ::
7	9	Amanda	[hehehe
8	10 11	Nicole	aí é só falar assim, tava testando vocês [queridos
9	12	Amanda	[é just kidding
10	13	Nicole	cês tão atentos ↑ein↑
11	14	Amanda	ó:: /happy birthday/ ((clapping hands))

Since there is going to be a parents' meeting for new students, Adele asks if the teachers have anything special they would like her to say. Maria asks her to talk about the box the children are supposed to take to class. Other teachers talk about how there should be a meeting for old students in the school as well. The conversation finishes.

14 <sup>th</sup> Recording	
Title: the visitor	Day: 02/04/2015
Starting time: 5:05 p.m.	Duration: 14'55"
Participants: Cicero, Lara, Maria, Nicole, Renata and visitor	

There is a visitor in the room, she is from the academic department and she is in the branch to observe some classes, in order to stablish and reinforce the pattern every branch needs to follow.

I tell the group that I am recording but that I would need to leave the room. However, before I leave, Renata asks me if I solved a problem in my classroom. The visitor talks about an app in which people record themselves pretending to be singing or talking a punchline. Cicero does not know this app but Lorena does, she says she has seen some of her friends' recordings. Then, the visitor asks Cicero about his plans for the holidays, she knows he loves to go to Paris. Lara asks Nicole to get a paper clip for her.

Recording14/Excerpt1 - Time: 02'00"			
1	1	Lara	thank you
2	2	Nicole	(any) time

Cicero and the visitor continues to talk about how cold it is in Europe in January. Renata says goodbye to the people in the room. Lorena let Cicero know that she brought a new tub of butter.

Recording14/Excerpt2 - Time: 03'24"			
1	1	Lorena	o:: eu trouxe outra tá? /menteigue/
2	2	Cicero	a:: tá bom

Apparently the visitor travels with students in interchanges, so she says that when they have to do long walks in the winter in Europe, the students usually ask to stop to have a warm drink. Cicero asks Lorena about the coming public holiday and whether there is going to have a bridge. Lorena is not sure yet as the mayor did not release an official decision. The visitor discretely comments to Cicero about Maria's height, then she decides to ask Maria her height. Lorena says that it is funny to see the children around Maria, because she looks like a student. Lorena also comments about a student who is really tall.

Recording14/Excerpt3 - Time: 08'00"			
1	1	Lorena	tu não sabe quem é o professor e quem é o aluno
2	2	Maria	engraçado são as crianças que (são menores) aí eles
	3		ficam assim, teacher sou quase sou do seu tamanho
	4		((hand gesture to measure height))

Cicero asks Lorena who gave her the necklace on her neck. In fact, he gave her that chain as a souvenir from a trip but he likes to make this joke. After, the visitor asks some questions to Cicero about the other branch he works on. Cicero says that he needs to work hard because he wants to travel in order to celebrate his twenty-fifth anniversary. The visitor is impressed by Cicero's marriage age and she asks tips on how to endure in a relationship. Lorena talks about a colleague who got married after two months dating a person she met on the internet.

Recording14/Excerpt4 - Time: 12'04"			
1	1	Lorena	°não entendi°
2	2	Cicero	dar o que? a:: sei lá dar, olha só
3	3	Maria	dar carinho amor ( )
4	4 5	Cicero	collocations dar um pontapé dar adeus dar um tchauzinho dar uma olhada

The visitor is sceptic about Lorena's friend's marriage, also she tells the story about a friend of hers. The general conclusion is that the feeling is not love but passion. The conversation is over.

15 <sup>th</sup> Recording	
Title: Spoiled kids	Day: 15/04/2015
Starting time: 5:22 p.m.	Duration: 22'38"
Participants: Amanda, Angelina, Jacob, Lorena, Maria, Milena and Nicole	

The conversation starts with Lorena saying that the public schools will probably be allowed to do a bridge in the holiday in the following week. Amanda, Angelina, Lorena and Maria talk about the Wi-Fi connection. First, Amanda is not sure whether it is a problem in the internet connection or in the app she is using, then Maria also has a problem with the internet connection.

The teachers talk about the need to correct the tests as it was test week and how tiresome it is to do the report card. In the report card, together with the grades, the teachers have to select some pre-established comments about student's development. However, most often than not, there are problems in the system and errors in the report card occur. Lorena and Amanda, then, talk about the need to have some sentences specific for children's behaviour in the report card options, for example: for the children who usually run when leaving the classroom. Amanda, Lorena and Maria share the strategies they use with such children.

Lorena talks again about the boy who was impolite next to his mother – Recording 7. Milena enters in the room and Maria comments about her daughter's bag. Amanda also tell them about some students of hers who were frequently late. After, Lorena tell us a dialogue she had with the mother of her student.

Recording15/Excerpt1 - Time: 05'57"			
1	1	Amanda	como?
2	2	Lorena	ô dona coisa=
3	3	Amanda	porra dona coisa
4	4	Lorena	a nívvia tem chegado atrasada
5	5	Maria	ô mãe=
6	6	Amanda	=mãe
7	7 8	Lorena	a nívvia te, chegado um pouquinho atrasada, eu tô ↑muito↑ preocupada
8	9	Amanda	(se entupindo)
9	10 11	Lorena	eu fico preocupada porque ela tá perdendo homework (que) é tão importante pro rendimento
10	12	Amanda	nossa senhora, pro desenvolvimento né?

Lorena tell us the mother explanation for being late, and we were surprised because the mother said she cannot make her daughter sleep early. Angelina talks about her personal examples. Amanda gives her opinion saying that for somethings a child can make their own decision but for others, they have to follow their parents' will. Milena totally agrees to that.

While Lorena tells Maria about a child's behaviour, from her morning group, last week, Amanda and Angelina tell Milena how is a boy's behaviour in a young learners group they have.

Recording15/Excerpt2 - Time: 08'26"			
1	1	Amanda	certas frescuras não tem-
2	2 3	Angelina	hoje já vai ser gustavo <b>sad</b> na sala de novo [todo dia
3	4 5	Amanda	[vai ser o que?
4	6	Angelina	<b>happy</b> ou <b>sad</b> ?
5	7	Amanda	[ <b>sad</b>
6	8	Angelina	[ <b>sad</b> . sem o computador
7	9 10	Amanda	ô angelina, foi o que eu te falei, a gente não vai educar o gustavo

In the background, Lorena and Maria talk about polite children from their classes.

Recording15/Excerpt3 - Time: 09'27"			
1	1	Maria	eu também tenho alunos que fazem isso
2	2	Lorena	muito fofo
3	3 4	Maria	eu tô cansado hoje <b>teacher</b> , não é você não, eu tô cansado

Amanda and Angelina compare the boy's behaviour to a girl's from the same class.

Recording15/Excerpt4 - Time: 09'36"			
1	1 2	Angelina	não, engraçado é o único que todo dia [ <b>happy</b> ou <b>sad</b> ?
2	3	Amanda	[todo dia
3	4	Angelina	todo dia
4	5 6 7	Amanda	how are you? how are you today mari? ↑ <b>i'm happy</b> happy::↑ aí fazem vizinhas fazem ê::, aí ele [↓ <b>sad</b> ↓
5	8	Angelina	[↓ <b>sad</b> ↓

Milena says that this boy's mother seems sad and regretful. Jacob enters in the room then Maria and Lorena talk with him about class observation. Lorena mentions that Jacob's class is a weak group, Amanda sees the bright side and comforts Lorena saying that at least she will have to give a substitution class only. Milena compliments a group of Lorena that she observed a class, she also compliments her own class but remarks that they Portuguese for small-talk.

Recording15/Excerpt5 - Time: 12'30"			
1	1	Amanda	não é a turma do jeremias?
2	2	Milena	é
3	3	Amanda	cara eu dei aula pro <jeremias>
4	4	Milena	na escola ele falou
5	5	Amanda	deste tamanho
6	6 7	Milena	você foi >a primeira profe<- a amanda foi [minha primeira professora
7	8 9	Amanda	[fui a primeira professora de inglês da vida dele
8	10	Milena	do <b>kindergarten</b> sei lá de onde ele falou ( )

They continue to talk about this group, saying that this boy dates a girl from this class. Milena was surprised because she has always thought he was homosexual. Lorena says that he is not but another student from a different group of hers is. Amanda says that some children show signs since an early age. Lorena goes back to talking about her student.

Recording15/Excerpt6 - Time: 18'56"			
1	1	Milena	eu tô achando que é o jeito, dele falar
2	2	Lorena	↑nã::o [ele passou↑
3	3 4	Amanda	[gente] os homens estão pintando unha [passando bato::m (tá moderno)
4	5 6	Lorena	[aí alguém falou assim você tá passando bato::m? aí ele, meus lábios estão ressecados
5	7	Amanda	então não é batom é::
6	8	Milena	<b>lip balm</b>
7	9	Amanda	é
8	10	Milena	protetor (.) labial
9	11	Amanda	é

Amanda talks about a situation she saw a couple in the bus and the girls was removing the nail polish of the boyfriend. Amanda says she is shocked to see

how the world is changing. They reach the conclusion that any man can take care of his appearance and they start talking about gorgeous men they know.

Nicole enters in the room almost in the end of the conversation, she was surprised to hear Amanda considers one specific student handsome. The conversation is over.

16 <sup>th</sup> Recording	
Title: Jacob's analysis	Day: 16/04/2015
Starting time: 5:12 p.m.	Duration: 28'24"
Participants: Cicero, Fabiana, Jacob, Lara, Lorena, Maria, Nicole, Tereza and Theo	

The conversation starts with Lorena asking me if the recordings are being useful for my research. Tereza, Jacob and Lara are talking about some students and Tereza remarks how funny must be see Jacob teaching teenagers. Cicero writes some sentences in French and Lorena tries to read it. Lorena states that all the crazy things they say are going to be in my recordings. Apparently, Tereza and Lara talk about income tax.

As all of them are sitting, they fix a place to Maria. Fabiana, the secretary, helped Jacob with some students' test and they are commenting on it.

Recording16/Excerpt1 - Time: 03'10"			
1	1 2 3	Jacob	aquela menina, sempre assim, vou explicar alguma coisa aí ela levanta ô:: teacher, SENTA depois eu falo com você
2	4	Fabiana	ela te chama de tio, ô ti::o.

In the background, Lorena is telling Cicero about her new set of exercises in the gym. Fabiana laughs out loud and talks again about the day she helped Jacob. According to her, Jacob is really funny around young learners and she wants to tell that to the group.

Recording16/Excerpt2 - Time: 04'36"			
1	1	Maria	e por que você tava assistindo?
2	2	Lorena	↑é↑
3	3	Fabiana	am?
4	4	Maria	por que você tava assistindo?
5	5	Fabiana	[não
6	6	Jacob	[peer observation
7	7	Fabiana	eu fui buscar eles na sala

Giving classes to young learners is not a favourite for Cicero and Jacob. Therefore, they comment and joke about the typical behaviour and misunderstandings children have in the classroom.



Recording16/Excerpt3 - Time: 04'41"			
1	1 2 3 4	Cicero	e a e a falta de concentração? você pega assim o livro e mostra assim. look, page thirty-two (3) book acho que eles não sabem [page thirty-two
2	5 6	Maria	[tem que (ter no) quadro, [mas mesmo assim eles perguntam
3	7	Cicero	[qual a página?] qual a página?

There is a fly in the room and Lorena asks Fabiana to kill it. Cicero jokes saying that it is Lorena's pet, Lorena joys the joke by saying that she has not taken a shower. Maria reminds Lorena that as she jokes about everything and everybody, she cannot complain when people make jokes about her. Lorena says that the fly belongs to a person all the participants know, to which Cicero says it is a difficult situation, he then translates to French.

Recording16/Excerpt4 - Time: 05'51"			
1	1	Jacob	o que °(o que é trê difficile)°?
2	2	Cicero	b o b o body odor, armpit b o
3	3	Jacob	não, e::m
4	4	Cicero	a:: não sei, em francês eu não sei

Lorena and Cicero talk about people they know who smell bad. Nicole arrives. Lorena stresses the bad smell a student has.

Recording16/Excerpt5 - Time: 06'57"			
1	1	Milena	os pais não percebem não?
2	2	Lorena	não, tá junto (4) vem na família
3	3	Amanda	°it runs in the family°

There is a long moment of silence in the room which is broken when Cicero sees Nicole with a pile of tests and says that he has already corrected everything. Lorena comments saying she has too. Nicole gets a folder with the test answer key.

Recording16/Excerpt6 - Time: 08'06"			
1	1	Nicole	uai /don't have/ tá contigo?
2	2	Jacob	tá comigo não

Cicero and Lorena say that they have a copy and they can lend her. In fact, Lorena stands and says she will go in her room to get it after the break. Maria

silently leaves the room with Nicole without any warning. Lorena reads a piece of news in the internet for the people in the room and Cicero and Jacob make comments about it. There is again a long moment of silence. Cicero breaks the silence to say how difficult it is to eat crackers when having teeth braces. Lorena notices that Maria left her mobile in the room and that it is recording. Jacob corrects her saying that Maria did not forget but left the mobile on purpose.

Recording16/Excerpt7 - Time: 13'11"			
1	1	Jacob	ela não esqueceu aí ela deixou aí=
2	2	Lorena	=é ela deixou aí
3	3	Cicero	she did that on purpose

Again, another pause in the conversation is made. Lorena comments about an acquaintance's health, Cicero says that she is always gossiping about people. They criticised people who do not care about their health and put on weight. Further, they also talked about problems overweight people face in having sex.

Recording16/Excerpt8 - Time: 14'59"			
1	1	Jacob	é mas ela de noite ó
2	2	Cicero	a:: acho que não chega mais não
3	3	Lorena	pô
4	4	Jacob	hehehe
5	5 6	Cicero	cara, não dá, chega como? não dá para chegar não
6	7	Lorena	é horrível ( )
7	8 9	Cicero	ou o cara tem que ter uma- uma- uma- probe, an oil probe uma sonda de petróleo, complicado
8	10	Lorena	hehehe

Maria comes back to the room and says that she had forgotten her mobile. She, in fact, notices that it was recording. Nicole comments that Maria always starts recording when she is around. Lorena says very softly that all the things they said were recorded. Nicole's mobile starts ringing.

Recording16/Excerpt9 - Time: 18'56"			
1	1	Cicero	música romântica ó ó she is in love
2	2	Lorena	é daqui ((pointing to Nicole's mobile))
3	3	Nicole	é ela?
4	4	Cicero	alguém aí tá in love
5	5	Lorena	não sou eu

Nicole answers the call and she got mad because somebody gave her number to a service she is not interested in and to which she did not allow to call her. Maria and Cicero mention times when the same happened to them. Nicole starts talking about the previous doorman in her building and how he was not able to give the accurate information about a visitor. Lorena and Cicero talk about their doorman as well. Theo enters in the room and says hi in a way that Lorena thinks he wants to talk to the whole group.

Jacob asks Theo if a student's problem has been solved. Apparently the student did not go well in the test so he decided to say he was not informed about it. Cicero gets upset about student's behaviour and say they will never be prepared to joy the work force. All teachers agree. Cicero talks about a student of his.

Recording16/Excerpt10 - Time: 23'19"			
1	1 2 3	Cicero	chega sempre atrasada com cara de sono, aí entrou e falou assi- fez assim ó ((loud yawn)) aí eu disse assim ó <b>that's rude</b>
2	4	Jacob	HEHEHE

He continues to talk about the way he dealt with that student. Then, he mentions again the boy from Recording 7, who said he did not want to play any games in class and that he would have an angry face through the whole class. Nicole looks again the folder of test answer key, Lorena comments about the disorganization in the folder and tells Theo about it. Nicole asks Cicero if he had to do the company course to be promoted, as he answered positively she asks him some questions.

Recording16/Excerpt11 - Time: 25'52"			
1	1 2 3	Nicole	deixa eu te perguntar uma coisa, quando você fez o curso também tinha que participar daquele:: negócio de gravar áudio?
2	4	Cicero	((head nod))
3	5	Nicole	pro que as pessoas são tão sem noção?
4	6	Cicero	tinha, <b>voice thread</b>
5	7	Nicole	é::

She talks about a teacher who participated in the course but her audio had the background of the soap opera and in other audio she started it by coughing. Cicero says that it is important to enter and briefly give your opinion about the topic.

Recording16/Excerpt12 - Time: 26'58"			
1	1 2	Nicole	hehehe aí eu assim gente cadê bom senso nesse mundo?
2	3 4	Cicero	o que é importante para eles é você entrar e dizer (.) [alguma coisa yes I agree I disagree
3	5	Nicole	[qualquer coisa

Nicole says that she recorded a six-minute audio but it did not upload, she was annoyed by how people are not coherent in their audios and participation. Cicero asks her some questions about the group she is in in the company course. The conversation is over

*After recording, Jacob told me that this particular conversation had code-switching because he was paying attention, he even quoted a code alternation Cicero did.*

17 <sup>th</sup> Recording	
Title: Group Interview	Day: 30/04/2015
Starting time: 5:37 p.m.	Duration: 10'18"
Participants: Cicero, Jacob, Lara, Lorena, Maria, Nicole and Renata	

The conversation starts with me saying that I found some important data in my recording in a preliminary analysis. However, I did not have the opportunity to transcribe everything yet. Jacob and Nicole ask me if now they are allowed to know what my research is about. Nicole and Cicero joke that if they do know it, they will get influenced.

I ask the present group some questions. Firstly, *do we use code-switching?* Cicero answers with a solid yes, Nicole thinks that we used code-switching to make jokes, she uses an example: "menteigue". Lara agrees, Cicero says that he mostly uses when he does not remember the word and they know the group will understand him. Lara and Jacob agree with Cicero. Cicero points out that he uses as a way of scaffolding, to which he classifies as a form of filling a gap in the language. Further, Nicole states that when she was a student, she did not believe her teacher could remember first a word in English.

Secondly, *is it exclusive in our group?* Cicero says that every professional working with a second language will code-switch in that language. Although Jacob asks if I am referring to our group or a group of English teachers, I do not give him a strict answer because I want to hear their opinions. Cicero highlights that every place he worked, the code-switching occurs and Nicole says that it is usually made as a joke.

Third, *why does it happen among teacher of a language?* Jacob says that it is to make fun, while Cicero sees a deeper meaning. Cicero states that it is a matter of identity.

Four, *did you have the need to help in the research?* Lara asks if I mean to do code-switching on purpose and says that she did not have this need. Cicero reacts in the same way; he also says that he often forgot about being recorded. Lorena and Nicole say the same. Nicole highlights that the group did not know what the research was about; indeed, they had a brief idea of my study but they did not know it exactly.

Next, I give them the four samples of transcription. They are quite surprised to see what they said and used. The first sample is about the mistakes as a joke; Lara asks me to stress that they are on purpose. Cicero repeats that the mistakes are identity. The second sample concerns the correction they made regarding

pronunciation of a word – bullying, quiz and dollar. In spite of not using the word correction when showing them the data, I want to know if they have the need to use a more English-like pronunciation to words that were imported to Portuguese. Lorena answers me saying that it will depend on the place she is, because if she is in the public school, she will never talk in a more English-like pronunciation. Lara, Nicole and Cicero agree. Jacob says that if he wants to impress, he will surely use a more English-like pronunciation.

For the third sample, I go back to the fact that they said they did not think about helping me. Although I show them examples of their help, they do not acknowledge it. Curiously, I change from Portuguese to English to say “background” and after finishing my sentence, Nicole exclaims that I have just code-switched. After reading the conversation sample, Jacob confesses that he did the code-switch on purpose. While they are reading and commenting about the third sample, I distribute the last sample. In this sample, it is possible to see how we use code-switching to quote what other people said.

There is a problem in my mobile and it stops recording but I am also taking notes. Lara says it is natural to code-switch. Nicole comments that she does not understand why Maria repeated what she said in the conversation. Although I do not have an explanation for the fact, I tell her that this occurred in other recordings and I was still looking into it.

The Group Interview took place in a break in-between classes and it was time to go back to the classroom.