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THE ROLE OF EXPLICIT AND IMPLICIT INSTRUCTION IN THE ACQUISITION OF THE PRESENT PERFECT BY BRAZILIAN LEARNERS

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RESUMO

Este trabalho tem como objetivo geral investigar o papel da instrução na aquisição do tempo verbal *Present Perfect*, do inglês, por aprendizes brasileiros. O trabalho tem como objetivos específicos a) analisar o papel desempenhado pelos dois tipos de instrução, explícita – baseada na hipótese da interface fraca (R. Ellis, 1993) e na hipótese do *Noticing* (Schmidt, 1990, 2001) –, e da instrução implícita na conversão de conhecimento explícito em conhecimento implícito; b) investigar o grau de dificuldade ao comparar as três possíveis interpretações de sentenças contendo o *Present Perfect* quando traduzido para o português brasileiro; c) verificar em qual tipo de tempo verbal a instrução é mais eficaz no entendimento de tal interpretação. Para isso, um grupo de aprendizes brasileiros de inglês alunos em um curso livre da cidade de Porto Alegre foi testado. Os participantes foram divididos em dois níveis de proficiência três turmas de nível 1 (básico) e três turmas de nível 9 (avançado). Ambos os grupos foram subdivididos em dois grupos experimentais (instrução implícita e explícita) e um de controle. Os resultados obtidos através da análise de dados mostraram que depois das instruções implícita e explícita os grupos que receberam instrução tiveram suas médias de acertos aumentadas. Também foi comprovado que a média do número de acertos dos grupos que receberam instrução explícita foi maior do que a média do número de acertos dos grupos que receberam instrução implícita. Além disso, foi possível perceber que há um grau de dificuldade por parte dos alunos em dividir o significado do *Present Perfect* nas três possíveis interpretações que o mesmo pode ter em português, sendo o Presente Simples o mais difícil de ser interpretado através do *Present Perfect*.

Palavras-chave: Intruções Explícita e Implícita. Conhecimento Explícito e Implícito. *Noticing*. *Present Perfect*. Aquisição de Segunda Língua.

ABSTRACT

This research has as a goal to investigate the role of explicit and implicit instructions in the acquisition of the Present Perfect tense in English, in relation to its three possible interpretation when translated into Brazilian Portuguese. It aims to observe the role of explicit instruction, based on the Weak Interface Hypothesis (R. Ellis, 1993), and on the Noticing Hypothesis (Schmidt, 1990, 2001), as well as the role of implicit instruction when transforming explicit knowledge into implicit knowledge. In order to make such study possible, six groups from a free course in the city of Porto Alegre were tested, being three of them from the level 1 (the basic level of the course), and three of them from level 9 (the advanced level of the course). In the first week, the six groups were tested by the pre-test, in the second week four groups have received the two types of instruction, being two groups of each level. The other two groups have not received any type of instruction, having, then, a week break between the pre-test and the post-test stages. In the third week, all the six groups were tested again by the post-test. The results obtained from the data analysis show that, after explicit and implicit instruction, the groups that received the two types of instruction have raised their score average. It was also possible to observe that the score of the groups that received explicit instruction were higher than the groups that have received the implicit instruction after the post-test. It was also possible to notice a degree of difficulty, by the students, in dividing the meaning of the Present Perfect tense into the three possible interpretations it can present in Brazilian Portuguese.

Keywords: Explicit and Implicit Instruction. Explicit and Implicit Knowledge. Noticing. Present Perfect. Second Language Acquisition.

SUMMARY

1 INTRODUCTION

During my whole *Letras* course I have been in contact with several study fields inside Applied Linguistics that are involved with second language teaching and second language acquisition. Based mainly on my experience, first as a second language student, later as a second language teacher, I have noticed how difficult it can be when students are learning some structures which convey different meanings, which demand more attention and focus from them. Because of such reason, I have decided to conduct an experiment within an approach that could relate notions that have appeared in Second Language Acquisition (hereinafter called SLA), but also connect with my practice inside a classroom, through the analysis of a structure of the English language which intrigues me the most: the Present Perfect tense.

A lot has been discussed and written by SLA professionals around the world. And it is important that we, Brazilian researchers, not just conduct research in the SLA field but also put into practice everything that has been discussed and developed by us and by all scholars who are involved in searching and studying the acquisition of a foreign language. By researching and bringing to o*ur* reality such studies, it could bring to our students, which are one of my biggest concerns, ways of learning how to use a second language and, by using it, produce meaning and knowledge.

During meetings in our research group, we decided to investigate the acquisition of the Present Perfect tense because of its importance and the difficulty such verb tense presents to our language learners. This choice was also based on my own experience as a second language learner and on how difficult it was for me to learn and grasp the different meanings of the Present Perfect. Thus, the study that gave origin to the investigation conducted here was developed last year and its results helped me notice that teachers, sometimes, do not know how to approach the Present Perfect Tense in class. Because of such a reason, it is relevant to continue studying the acquisition of this verb tense, for the purpose of solving some of my doubts when teaching this topic.

First of all, it is important to notice that the Present Perfect tense presents three possible translations into Brazilian Portuguese, which means that the Present Perfect tense can be represented by three different meanings when thinking about its equivalence in Brazilian

Portuguese. The Present Perfect notion can be represented by the *Presente Simples*, *Pretérito Perfeito Simples* and the *Pretérito Composto*, all Portuguese verb tenses. In other words, this means that there is not a unique structure in Brazilian Portuguese that could carry the intrinsic meaning of the English Present Perfect tense. It is necessary, in this case, to study this particular verb tense, especially how its uses can be learned and how the differences between the two languages, Portuguese and English, can be noticed by Brazilian English learners.

As a means of building a study that could provide such discussion about the differences of Portuguese and English, I decided to research the role of implicit and explicit kinds of knowledge when learning such difficult structure. One of our motivations for studying the Present Perfect was the way teachers normally dealt with such topic in the classes I attended as a student and the difficulty I had understanding how to use it appropriately. In addition to that, I was also very intrigued by the results presented by students in the data collection made last year. Therefore, this investigation is focused on analyzing the extent to which implicit and explicit teaching may help learners acquire the means to use Present Perfect more accurately.

Thus, this essay aims at reporting the experimental research that was conducted in order to test the role of implicit and explicit instruction when teaching the Present Perfect tense, concerning the three possible ways to convey its meaning in Brazilian Portuguese. To do that, we conducted a study involving 49 participants, divided into 2 major groups, according to their level of proficiency in English, being level 1 the basic level, and level 9 the advanced level. These two different groups were further divided into 3 groups. Two experimental groups (one basic and one advanced) were exposed to explicit instruction, two others (one basic and one advanced) were exposed to implicit instruction, and two groups (again, both levels of proficiency) were considered the control groups, which only took the pre-test and the post-test, but did not receive any instruction.

This essay is presented in the following fashion. In the second chapter, the theoretical framework will be presented and discussed. In the third chapter, the study will be described, presenting details regarding the participants of the study, the methods used and the materials created and selected for the data collection. In the fourth chapter, the results will be presented and a discussion will be raised. Finally, a conclusion will be provided, and further questions about the topic, which is complex and full of possibilities of research, will be introduced.

2 THEORETICAL FRAMEWORK

2.1 IMPLICIT AND EXPLICIT KNOWLEDGE

In the past years, a lot has been discussed in the SLA field about the role of the implicit and explicit types of knowledge and the extent to which they are related and interact with each other. After the first part of my research, which was developed last year, as mentioned before, I was intrigued by the role of both kinds of knowledge and how English teachers could use them when teaching English as a second language to Brazilian students. In this chapter, the two types of knowledge will be discussed.

Defining Implicit and Explicit knowledge is a challenging issue. The differences between the two concepts are related to awareness, that is, to the degree of awareness that one has of the regularities of a language and if this person is capable or not of verbalizing these regularities (Anderson & Lebiere, 1998; Bialystok, 1982; R. Ellis, 2004). Implicit Knowledge is related to knowing how to do things in an almost instinctive mode. For example, when a baby is learning to speak his or her first language, this process of acquiring the language is automatic, instinctive, and unconscious. The baby is exposed to input and, in a natural context, learns to communicate. This knowledge that has been acquired can not be explained, because it is a natural and unconscious process. The person will know how the use the language, but may not be able to express how the language functions, or the set of rules this particular language follows. Explicit knowledge, on the other hand, is related to being able to explain, verbalize the content of what you know, that is, knowing how things work in such a level that it is possible to verbalize this information by using metalanguage, explaining each step of this knowledge. According to R. Ellis, explicit knowledge is:

> The conscious awareness of what a language or languages in general consists of and of the roles that it plays in human life. To put it more simply, explicit knowledge is knowledge about language and about the uses to which language can be put. (2003, p. 227)

In other words, explicit knowledge is the awareness, the consciousness of regularities of a certain language system. We can also define explicit knowledge as the understanding of a second language, the capacity of verbalizing what you have learned.

According to Segalowitz (2003) and Segalowitz and Hulstijn (2005), implicit knowledge is an automatic process whereas explicit knowledge is an effortful one. Dekeyser (2003) defines them as being procedural and declarative respectively, which means that certain knowledge will be declarative when a person can explicitly declare or verbalize it.

After this brief discussion, a question arises: to what extent do these two types of knowledge interact during the process of language acquisition? In other words, can explicit knowledge be converted into implicit knowledge? Possible answers to this questions that have been provided by a number of researchers will be presented in the next section.

2.2 IMPLICIT AND EXPLICIT KNOWLEDGE: THREE TYPES OF INTERACTION

In the SLA field, the discussion about the types of interaction and possibilities of interface between implicit and explicit knowledge is well known. There are three major views, known in the literature as the No Interface Hypothesis, the Strong Interface Hypothesis and the Weak Interface Hypothesis. Each one of them will be discussed in the following.

Stephen Krashen (1981) was the first author to analyze the interaction between these two kinds of knowledge, using a different terminology. According to the author, there are two very distinct processes, 'acquisition' and 'learning', and when certain knowledge is learned consciously, it does not convert into acquired, unconscious knowledge, which means to say that explicit knowledge would never convert into implicit knowledge. In addition, acquired knowledge and learned knowledge are located in different parts of the brain and involve mental processes of different nature, being separate and incommunicable. Krashen's position is thus consistent with the No Interface Hypothesis. In 1994, Paradis, drawing on the same assumptions and using the current terminology argued that there are two distinct types of learning, known as 'linguistic competence' and 'metalinguistic knowledge'. Linguistic competence is acquired incidentally, used in an automatic way, being subsidized by the procedural memory. This competence would be kept in an implicit mode, once the speakers of the language do not consciously know the computational procedures that produce the sentences and structures they use to establish communication. Metalinguistic knowledge, on the other hand, is learned consciously, kept explicitly, subsidized by declarative memory and used in a controlled fashion. The set of grammar rules can characterize such memory, because it can be employed consciously when the learner needs. For the author, then, both linguistic competence and metalinguistic knowledge present different natures. Therefore, it is not

possible for one to convert into the other, since there is no interaction between the two types of learning.

Robert De Keyser's Strong Interface Hypothesis (1998), on the other hand, states that the second language knowledge will become procedural after the communicative practice of the explicit knowledge that has been acquired by the individual. Not only does the explicitly learned knowledge convert into implicit knowledge, but the process seems to occur automatically. In order for the conversion to take place, that is, in order for the declarative knowledge to become procedural, or implicit knowledge, one must have a lot of practice in the use of language communicatively.

The third type of interaction is predicted by the Weak Interface Hypothesis (Ellis, R. 1993). Within this perspective, explicit knowledge may function as a facilitator, a path to the acquisition of implicit knowledge, mainly through the process of "noticing"[1], "noticing the gap" and guided output practice. Explicit knowledge can become internalized as implicit knowledge whenever the learner notices, appropriately, the differences between his mother tongue and the target language. In particular, in the case of Present Perfect, which is the focus of this essay, the second language learner of English would notice that, as the Present Perfect does not have a unique translation in terms of its possible meanings into Brazilian Portuguese, there is a difference between the first language – in this case, Brazilian Portuguese – and the target language – in the case, English language. Afterwards, the student would notice and realize such difference, learning that there are differences between these two languages, which is one of my worries when working with the Present Perfect tense.

2.3 IMPLICIT AND EXPLICIT LEARNING

During my experience as a student and now as a teacher, I have always asked myself what could help my students when learning an English verb tense that does not have a unique equivalent verb tense in Portuguese. In order to answer this question, it has become important to discuss the differences and the importance of both implicit and explicit instruction, as well as implicit and explicit learning.

Implicit and explicit learning are distinct processes, which are generated differently by distinct educational experiences. When a child learns his/ her first language, he/she does not

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[1] The Noticing Hypothesis (Schmidt, 1990, 1994, 1995, 2001) will be discussed later in this chapter.

make any choice, because it is a natural process; the child is exposed to input and uses this input unconsciously in order to communicate. But, when learning a second language, the student has the intention of learning such language, being the learning process explicit. According to Hulstijn, explicit learning is

> the input processing with the conscious intention to find out whether the input information contains regularities and, if so, to work out the concepts and rules with which these regularities can be captured. (2005, p. 131)

2.4 IMPLICIT AND EXPLICIT INSTRUCTION

Explicit instruction takes place when the teacher calls the student's attention to a certain structure or topic that is present in the input they are been exposed to. In other words, explicit instruction is when the rules are given to the students, or an explanation of how a certain structure functions is given, in order to make students internalize what they have been exposed to before. Implicit instruction, on the other hand, is when learners do not receive information concerning rules that are related to what appears in the input.

Explicit instruction can take place inductively or deductively. Deductive teaching is when the rules are presented before the examples are provided. On the other hand, inductive teaching is when examples are given before the rules are presented, and the students are given opportunity to infer the regularities behind the examples given. In both teaching approaches, noticing is extremely important, because through instruction students are given opportunity to realize how a certain structure in the target language functions and what rules are behind its use in everyday language.

Thus, when we refer to both inductive and deductive teaching approaches within explicit instruction, the view presented by Schmidt (1990, 1994, 2001) in his Noticing Hypothesis becomes very important. Therefore, because of its importance to the topic of this essay, the Noticing Hypothesis will be discussed in the next section.

2.5 NOTICING

The role of attention in the SLA process has been a matter of increasing interest in the literature. One of the first authors to deal with the role of attention in SLA was Schmidt (1990, 1994, 1995, 2001), in his "Noticing Hypothesis". The author argues that "SLA is

largely driven by what learners pay attention to and notice in the target language input and what they understand the significance of noticed input to be" (2001, p. 3-4). Thus, according to him, nothing is learned if the student does not notice it. He also suggests that Noticing is not acquisition itself, but it is an essential course to it.

According to Schmidt,

> Noticing is used here as a technical term to refer only to registration of the occurrence of a stimulus event in conscious awareness and subsequent storage in long term memory, not the detection of form/ meaning relationships or inductive formation of hypotheses or other processes that may lead to the organization of stores of knowledge into a linguistic system. (1994, p. 179)

N. Ellis (2002) also defends that the initial registration of language as a second language demands attention and conscious identification from the learner. Noticing and attention are necessary, subsequently, to link previous complex structures the learner has already learned, which have meaning and usage to her/him, to new structures presented later on. From this perspective, for example, Brazilian learners of English learning how to use the Present Perfect tense may be first exposed to input during the class by reading texts and doing exercises that were previously organized and chosen by the teacher. After that, from the exercises proposed, some examples might be taken and made explicit to the students, and this will provide them with the possibility of noticing the different uses and meanings of Present Perfect.

As the grammar point that was selected in order to put into practice the analysis of the effects of the two kinds of instruction is Present Perfect, in what follows, we will discuss the differences of interpretation when English sentences containing the Present Perfect tense are translated into Portuguese.

2.6 FOCUS ON FORM

Focus on Form is related to how focal attentional resources are allocated in a classroom situation in which there is explicit instruction. It is important to emphasize that it is attributed to Long (1991) the most known classification of pedagogical interventions that can occur inside the second language classroom environment. According to the author, Focus on Form means to provide classroom instruction linking the structures you are presenting to your

students with the meaning they have, even before calling the learners' attention to the language structures during the instruction. Within this perspective, all classroom instruction must be contextualized and the main focus of the class is on understanding how language functions in communicative settings. It contrasts with Focus on FormS, which is when the teacher chooses to teach some linguistic structures in an isolated form, without contextualization. In this case, the teacher is not concerned about making connections between the form that is being taught and the meanings that this structure has in communication. Finally, there is Focus on Meaning, which refers to classroom situations in which there is no teaching of grammatical structures of the language. In this case, the class is planned to focus only on providing opportunities for the students to practice language in a communicative way.

According to Doughty (2004), Focus-on-Form research "address the fundamental question of how L2 learners' attention can most efficiently be directed to cues in the input which adult learners fail to perceive when left to their own devices" (p. 287-288). And this is the basis of the Noticing Hypothesis. For the author, instruction oriented by attention processes is effective. She explains that

> Focus-on-form instruction is (one) approach to redirecting learner attention during input processing both within and across utterances. In accordance with the Noticing Hypothesis, the essential idea is that aspects of the L2 input learners need to notice, but do not (for whatever reason), will require some kind of pedagogical intervention. (p.289)

In the case of our study, especially because of our interest in finding out which type of instruction could be of greater help to us when teaching the Present Perfect tense, we decided to focus our attention on the concept of Focus on Form. This concept embraces input enhancement in order to provide a greater amount of input and in order to make input more salient to the learners, providing correct feedback based on what has been incorrectly produced in the target language.

During explicit instruction, Focus on Form is used when input is provided to the students by examples of sentences formed by the use of Present Perfect. It demonstrates the differences of meaning the Present Perfect tense has before presenting the formal rules of this verb tense.

3 PRESENT PERFECT

According to Swan (2005), the English Present Perfect tense is used to describe actions which have happened in the past but, in a way, have a connection with the present. In this case, when a person uses the Present Perfect tense, telling that a certain event has happened, he or she is referring simultaneously to the past and to the present, or to a consequence that is felt in the present, meaning that the action from the past brings effects to the present time. We can see such usage in the example (1) *Jess has broken a leg*, where the Present Perfect is used to show that the action has happened in the past, but we can still see and feel the consequence of it in the present. Because of that, the Present Perfect is not normally used to describe events that do not have a connection with the current time, for which we use Simple Past. The following example can show this distinction: in example (2) *Some people think that Shakespeare travelled a lot in Italy*, we are talking about an action that happened in the past and, because we know that it is no longer possible for it to happen, that does not show a connection with the present time.

Parrott (2005) compares the usage of the Present Perfect tense with the Simple Past tense and defines the Present Perfect as being a "recent past". Besides that, according to the author, the Present Perfect is used to describe events that present certain relevance or a connection with the present time. He also states that the Present Perfect refers to completed actions, to completed states or to completed events whenever the exact time of when these actions happened is not specified. In the example (3) *I have finished the reading of the chapter*, it is possible to understand that the action has already happened and it is finished, but it is a recent past, because I have just finished reading the chapter, and I can also remember what I have read.

According to Swan and Walter (1997), the Present Perfect is employed to connect the past with the present, in other words, to describe finished events which are important or have some relevance to the present moment. These past actions are those that have results in the present or are events that bring new information from the recent events. The example (4) *Mary cannot write a note, because she has hurt a hand* brings the idea that because of her hurt hand, which was injured in the past, Mary cannot write a note, which means that the action that has happened in the past, to hurt the hand, brings the impossibility of writing a note.

Besides that, Swan and Walter (1997) point out that both the Present Perfect and the Past Simple can be employed to describe finished actions. However, the choice of which verb tense should be used depends on the time expressions related to the sentence. Thus, we do not use the Present Perfect with expressions that point to finiteness of an event, such as *yesterday*, *two years ago*, *last week*, *then* and *when*. In this case, the Present Perfect is used with expressions that refer to the incompleteness of a past event and its prolongation, or its consequences until the present moment, such as *ever*, *never*, *before*, *recently*, *often*, *already* and *yet*. Accordingly, the actions described by the Present Perfect in general put an end to the idea of continuity, mainly when it refers to the duration of events or to repetition of facts. In the example (5) *I have travelled to Brazil recently*, the use of Present Perfect means that I have travelled to the country, it is a recent event, but the action has already finished. The usage of the Present Perfect, in this case, also shows the possibility of my travelling again, even though the action described is finished and completed.

Lastly, Murphy (1994) states that when the Present Perfect is used the connection with the present moment is established; in other words, an action from the past shows a present result. Besides that, Murphy (1994) stresses that the Present Perfect is employed when the person wants to talk about a period of time that began in the past and continues until the present. In the example (6) *Kate has visited many countries in Europe*, the use of the tense is shows that the action of visiting European countries is current in Kate's life, which means that she has started visiting the countries in the past, and continues visiting them until nowadays.

After discussing the possible uses of the Present Perfect in English, it is necessary to compare the Present Perfect with its possible meanings in Portuguese. In the following section, the differences between the Present Perfect and some Portuguese tenses will be treated.

3.1 THE PRESENT PERFECT AND ITS MEANINGS IN PORTUGUESE

Brazilian Portuguese does not present a unique grammatical structure that would be able to express the several intrinsic semantic contents of the English Present Perfect. Thus, Brazilian Portuguese speakers normally employ three different grammar structures to try to capture and express the semantic content of the Present Perfect. These verb tenses from the Brazilian Portuguese are *Presente Simples*, *Pretérito Perfeito Simples* e *Pretérito Perfeito Composto*. These verb tenses are usually used to experiment a possible translation of the

Present Perfect. In Table 1, it is possible to notice the uses of the Present Perfect tense and their possible translations to Brazilian Portuguese, using the *Presente Simples*, the *Pretérito Perfeito Simples* and the *Pretérito Perfeito Composto*.

Table 1. A comparison between the verb tenses in English and in Brazilian Portuguese.

The usage of the Present Perfect Simple in English	Translation to Brazilian Portuguese of the meanings carried by the Present Perfect Simple in English
(7) Clara has studied English for 15 years. **(8) John has been a dentist for 30 years.**	*Clara estuda inglês há 15 anos. (Presente Simples)* *John é dentista há 30 anos. (Presente Simples)*
(9) Jolly has read the book. **(10) Muriel has quit her job.**	*Jolly leu o livro. (Pretérito Perfeito Simples)* *Muriel largou o emprego. (Pretérito Perfeito Simples)*
(11) Carol has not talked to Kelly lately. **(12) Teresa has visited Ruth every day.**	*Carol não tem falado com Kelly ultimamente. (Pretérito Perfeito Composto)* *Teresa tem visitado Ruth todos os dias. (Pretérito Perfeito Composto)*

According to Cunha and Cintra (2001), *Presente Simples* is employed to describe actions that are happening at the time of speaking and to show permanent events and states which are considered universal truths. Besides that, *Presente Simples* also indicates a habit or the capacity of an individual, even though these are not mentioned at the time of speaking. The example (13) *Carlos é um engenheiro*, which has as its possible English translation 'Carlos is an engineer', presents the idea that even though Carlos can perform different actions, he is an engineer, being one of his characteristics or a universal truth. According to Bechara (2001), *Presente Simples* is used to describe events that occur simultaneously to the time of speaking or continue until the time of speaking, involving or not this specific time. In the example (14) *Davi conta histórias infantis para seus filhos todas as noites*, which in English means 'Davi tells stories to his children every night', it shows that maybe the action is not happening at the time of speaking, but it is something that Davi does every night to his kids.

According to Cunha and Cintra (2001), the *Pretérito Perfeito Simples* tense describes events that are located in an exact moment of the past exactly how it is presented and located by the interlocutor in the present. The *Pretérito Perfeito Simples* indicates a finished action, in a moment before the utterance time. In the example (15) *Mário comprou um livro ontem*, which in English means 'Mario bought a book yesterday', the adverb *ontem*, which means 'yesterday', is delimitating when the action happened, also presenting the idea that such action was performed in the past. In the example (16) *Karen comprou um carro com o dinheiro da loteria*, which in English means 'Karen has bought a car with the lottery money', the verb tense indicates that the action is finished and was performed before the time of speaking, even though we do not know exactly when the action took place.

Bechara (2001) explains that *Pretérito* tenses are related to actions which were performed before the time of speaking. As part of the *Pretérito* tenses, *Pretérito Perfeito Composto* is sometimes used to express the meaning of the Present Perfect, indicating the repetition of a unique event or its continuity of until the time of speaking, according to Cunha and Cintra (2001). The example (17) *Gabrielle tem escrito poemas de amor recentemente*, which in English means 'Gabrielle has written love poems recently', shows that the action of writing love poems has started in the past and continues until the time of speaking, in the present.

Finally, several concepts were discussed and presented in this chapter in order to justify and explain my choices related to the experiment that is the basis of this essay. In the next chapter, I explain how all these concepts were used and describe all the paths I have used to investigate my goals.

4 THE STUDY

As a consequence of my journey as a Brazilian learner of English and, more recently, as an English teacher, several questions have crossed my mind when dealing with the Present Perfect tense in class. In order to solve some of my questions, I have decided to focus my attention on investigating how a particular structure as the Present Perfect is acquired by our Brazilian students. The main concern refers to how to approach this particular construction in class. It has become necessary to design, then, a study that has the goal of investigating the role of both implicit and explicit instruction in the acquisition of the Present Perfect tense. The idea was to observe and evaluate which one of them proves to be the most effective, in addition to investigating whether there is a degree of difficulty with respect to the three possible interpretations of the Present Perfect tense in Portuguese, pointing out which interpretation is the most challenging to our learners.

4.1 OBJECTIVES

Before presenting the study itself and how the data collection took place, it is relevant to state why this study is important and which goals this investigation has.

The objectives that guided the experimental research that is the basis for this essay are:

4.1.1 General

- Investigate the role of instruction in the acquisition of Present Perfect by Brazilian learners of English.

4.1.2 Specific

- Investigate if there is a difference in degree of difficulty when comparing the three possible interpretations of sentences containing Present Perfect tenses when translated into Brazilian Portuguese;

- Investigate the role of explicit instruction in comparison to implicit instruction in relation to the three types of possible interpretations of sentences containing the Present Perfect tense translated into Brazilian Portuguese;

- Verify whether instruction makes difference concerning the three interpretations of Present Perfect in Brazilian Portuguese.

4.2 HYPOTHESES

This research has been planned on the basis of our previous experience as researchers, which has showed us that a lot has been done and discussed in the SLA field about explicit and implicit knowledge and how both of them could be acquired. But, as examiners, we have noticed that the discussions are based on theoretical frameworks and assumptions, which means that it is necessary to put into practice what has been discussed in the past years. On the other hand, these studies were essential when thinking about how we could create an effective form of teaching structures that bring difficulties to English learners. Based on previous discussions, the hypotheses of this study are:

- Students will have difficulty in identifying possible translations of the Present Perfect tense into Brazilian Portuguese, especially sentences containing the Present Perfect tense in English whose meaning is best represented by the *Presente Simples* in Brazilian Portuguese;

- Students who have received explicit instruction will be more successful in identifying the differences between the three interpretations of the Present Perfect tense in comparison to the group that received implicit instruction;

- Students from different levels of proficiency will have the same difficulty concerning acquisition of Present Perfect because of the three interpretations it has in Brazilian Portuguese.

4.3 PARTICIPANTS

The data collection for this study took place in a free course which is administrated by a Federal University in the city of Porto Alegre, Brazil. Forty-nine students were part of the study, being divided into two main groups according to their levels of proficiency: Level 1

and Level 9. Each of these groups was further divided into three groups, being two experimental and one control for each level. This division was necessary in order to guarantee three groups in each level: one that received explicit instruction between the pre-test and the post-test, one that received implicit instruction between the pre-test and the post-test, and one control group, which was not exposed to any kind of instruction but answered the pre-test and the post-test.

The participants were all adults and, from the total of forty-nine participants, twenty-two were men and twenty-seven were women. The average age of all participants was 26,23. The male subject's average age was 25,5 and the female subject's average age was 26.79.

All participants tested agreed to be part of the investigation and were very participative and very communicative during all steps of data collection. There was a small number of students who did not want to be part of the study so they were left out of the data collection. In addition to that, there were a few participants who missed some stages during the process, so their data could not be analyzed.

Table 2. Participants in experimental and control groups

Participants	Level 1 = Basic	Level 9 = Advanced
Explicit instruction group	N = 11	N = 8
Implicit instruction group	N = 7	N = 3
Control group	N = 14	N = 6
TOTAL	N = 32	N = 17

In the following section, each group will be described and characterized.

4.3.1 Level 1 Groups

Three groups from Level 1, which is considered the basic level of the course, participated in the experiment. All students were adults and, in the total, they were 32 subjects, being eleven of them men and twenty-one of them women. The average age of the three groups was 27,87. The majority of the groups was formed by students who had stable jobs and have decided to study English in order to improve their careers and curriculums. A

considerable part of the participants was still in College, and they also declared they wanted to study English because they thought it was important nowadays for their future careers.

All the three groups took the pre-test and the post-test in the first and in the third week of data collection, respectively. They differed in the kind of instruction they were exposed to – or not exposed to, in the case of the control group – during data collection. This will be explained below.

The Level 1 Group that received explicit instruction related to Present Perfect was formed by eleven participants, being three of them men and eight of them women. The average age of the learners was 29. The group was formed by beginner's learners. In the first week, they took the pre-test. In the second week, they received explicit instruction on the uses of the English Present Perfect, which will be detailed later. In the third week they were tested again, this time by taking the post-test. In the beginning of data collection, there were fourteen students, but, as three of them missed at least one of the stages of the collection, their data were not analyzed.

The group from Level 1 that received implicit instruction was formed by seven participants, being two of them men and five of them women. The average age of the group was 31. In the first week, they were also tested by the pre-test. In the second week, they received implicit instruction on Present Perfect, which will be also detailed later. In the third week of the data collection, they took the post-test. In the beginning of the process, fifteen students agreed to be part of the study, but eight of them missed at least one of the stages of collection and were left out of the analysis.

The last group from Level 1 is identified as the control group for Level 1. This group was formed by fourteen learners, being six men and eight women. The average age of the group was of 25,07. As the control group, they did not receive any kind of instruction. They took the pre-test in the first week of data collection and the post-test in the third week. That is, in the second week, the group had a break, while the other two groups were receiving the two types of instruction.

4.3.2 Level 9 Groups

Three groups from Level 9 were part of the study. Level 9 is the last level of the English course and it is considered the most advanced. Seventeen individuals from Level 9 agreed to participate in the study, eleven men and six women. The average age was 23,2.

The group that received explicit instruction was composed of eight learners, being six of them men and two of them women. The average age was 25,55. The group performance in English was according to their level, which was the advanced level. In the first week, they took the pre-test, which will be described later. In the second week, they received explicit instruction, using the same procedures that were adopted in Level 1 Explicit Instruction group, and in the third week they took the post-test. In the beginning of the study, thirteen students were participating but only eight finished all steps of data collection.

The Level 9 group that was exposed to implicit instruction was formed by 3 students only, because the other 4 students, which were part of the study in the beginning, missed one or more stages of the process. Two of them were men and one of them was a woman. The average age was 28,33. In the first week they took the pre-test, in the second week they received implicit instruction, and in the third week they took the post-test.

The Level 9 control group was composed of six students, three men and three women. The average age was 17,16 years, being the group formed mainly by teenagers. As the control group from Level 1, this group took the pre-test in the first week and the post-test in the last week. Because they did not receive any instruction, in the second week of data collection they were given a break, while the other two groups were receiving both types of instructions.

4.4 MATERIALS AND TASKS

4.4.1 Designing the test

In order to test the role of implicit and explicit instruction in the acquisition of the English Present Perfect tense, one pre-test and one post-test were designed and applied, respectively, before and after the instruction. Both tests had a very similar structure and were composed of 36 multiple-choice questions testing the Present Perfect tense and its three equivalent possible translations in Brazilian Portuguese. In both tests, from the 36 question items in the Present Perfect tense, 12 were best translated into Brazilian Portuguese sentences containing *Presente Simples*, 12 were best translated into sentences containing *Pretérito*

Perfeito Simples, and the last 12 questions had *Pretérito Perfeito Composto* equivalents in Brazilian Portuguese (Appendix A and B).

The pre-test and the post-test were designed using twelve verbs (BAKE, WRITE, PLAY, MAKE, BREAK, WIN, LOSE, OPEN, UNDERSTAND, ENJOY, HATE and LOVE). These twelve verbs were further divided into three different types of verbs, concerning their lexical aspect: achievement verbs (BREAK, LOSE, WIN and OPEN), accomplishment verbs (BAKE, WRITE, PLAY and MAKE), and state verbs (UNDERSTAND, ENJOY, HATE and LOVE). Each type of verb, then, was represented by four different verbs[2].

Each question of the pre-test and the post-test was created in the following way: there was a statement written in English, showing a context which could maintain the inherent meaning of the Present Perfect, according to its possible translation into Brazilian Portuguese. The number of syllables in the question was controlled: ten to fifteen. Each question had four possible answers, being only one of them the correct one, offering a choice of a, b, c and d. All the four possible choices were written in Brazilian Portuguese. The alternative *a* presented a sentence in the Brazilian Portuguese *Presente Simples* tense, alternative *b* presented a sentence in *Pretérito Perfeito Simples*, alternative *c* presented a sentence in *Pretérito Perfeito Composto* and alternative *d* was the option "none of the alternatives above". The participants were asked to choose the option that would best represent the Present Perfect sentence given, choosing the option that would maintain an equivalent meaning in both languages, English and Portuguese.

Some samples of the pre-test and post-test will be presented below, in order to illustrate what has been explained previously. First, I will show sample of test items that corresponded to sentences in the Portuguese *Presente Simples* tense:

1. Adam has baked Boston apple pies for five years.

    a) *Adam assa tortas de maçã de Boston há cinco anos.*

    b) *Adam assou tortas de maçã de Boston há cinco anos.*

    c) *Adam tem assado tortas de maçã de Boston há cinco anos.*

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[2] The verbs chosen were broken down by lexical aspectual class, following evidence that verbal aspect affects L2 acquisition of verbal morphology. For a deeper discussion, the reader is referred to Bardovi-Harlig and Reynolds (1995), Andersen and Shirai (2006), Finger (2000), among many others.

d) *Nenhuma das alternativas anteriores.*

2. Telma has loved rock bands since her teenage years.

a) *Telma ama bandas de rock desde a adolescência.*

b) *Telma tem amado bandas de rock desde a adolescência.*

c) *Telma amou bandas de rock desde a adolescência.*

d) *Nenhuma das alternativas anteriores.*

Below, there are examples of test items that were equivalent to *Pretérito Perfeito Simples* sentences in Brazilian Portuguese:

1. Emerson has hated the meal at the mall.

a) *Emerson odeia a refeição no shopping.*

b) *Emerson odiou a refeição no shopping.*

c) *Emerson tem odiado a refeição no shopping.*

d) *Nenhuma das alternativas anteriores.*

2. Gilbert has lost his mind with the police.

a) *Gilbert perde sua cabeça com a polícia.*

b) *Gilbert perdeu sua cabeça com a polícia.*

c) *Gilbert tem perdido sua cabeça com a polícia.*

d) *Nenhuma das alternativas anteriores.*

3. Consuelo has opened a tuna can for lunch.

a) *Consuelo abre uma lata de atum para o almoço.*

b) *Consuelo abriu uma lata de atum para o almoço.*

c) *Consuelo tem aberto uma lata de atum para o almoço.*

d) *Nenhuma das alternativas anteriores.*

Below are test items whose best equivalents are sentences in the *Pretérito Perfeito Composto* tense:

1. Laurence has played American football lately.

a) *Laurence joga futebol americano ultimamente.*

b) *Laurence jogou futebol americano ultimamente.*

c) *Laurence tem jogado futebol americano ultimamente.*

d) *Nenhuma das alternativas anteriores.*

2. Miranda has won several gold medals lately.

a) *Miranda ganha várias medalhas de ouro ultimamente.*

b) *Miranda ganhou várias medalhas de ouro ultimamente.*

c) *Miranda tem ganhado várias medalhas de ouro ultimamente.*

d) *Nenhuma das alternativas anteriores.*

3. Emma has written weird poetic emails recently.

a) *Emma escreve estranhos e-mails poéticos recentemente.*

b) *Emma escreveu estranhos e-mails poéticos recentemente.*

c) *Emma tem escrito estranhoss e-mails poéticos recentemente.*

d) *Nenhuma das alternativas anteriores.*

4.4.2 Data Collection and Analysis

The data was collected from October 28th to November 14th and the instruction was given to the students during the second week of data collection, from November 5th to November 7[th.] The pre-test was applied in the first week and the post-test, in the third week.

In the first meeting, students were also asked to answer a personal information questionnaire in order to assess their interests about the English language, their age and other information (Appendix L). The consent form was also handed to the students, in order to confirm their participation (Appendix M). After that, the students were asked to answer the pre-test. The average time that it took the participants to answer the test was 30 minutes.

In the second week, the two types of instructions were given, according to the lesson plan shown before. One group from Level 1 and one group from Level 9 received explicit instruction and one group from Level 1 and one group from Level 9 received implicit

instruction. The two groups left, one from the Level 1 and the other from Level 9 were control groups and received no instruction.

In the third, and last week, the six groups from the two levels of proficiency took the post-test. The average time it took them to answer the post-test was 20 minutes.

After the data collection and the instruction, all data were analyzed using Microsoft Excel 2007®. In the next chapter, the results will be presented and discussed.

4.4.3 Lesson Plan

In order to test which type of instruction seems more effective for the acquisition of the Present Perfect tense, it was necessary to prepare a lesson plan which could contemplate both models of instruction. Both lesson plans should be designed using the same steps, each type of instruction being differently only when the grammar structure was presented in an explicit or implicit way to the students. Both lesson plans are presented below:

Lesson Plan – Explicit Instruction:

Duration	Aims	Procedures
10 min	Warm-up / Lean-in/ Speaking – Vocabulary Jobs - careers	- Show students some pictures of people working in different kinds of jobs. Ask them if they know each kind of career. - Ask students: have you ever been in contact with these careers? Would you choose one of these jobs? Yes (why) and No (why). How much do you know about these careers? - Ask them to match the names of the careers with the pictures. - Ask them: Do you have a career? Was it difficult to choose it? If yes, why? When choosing a career, what is important to take into consideration? (ask students to discuss in pairs or trios)

10- 15 min	Reading and Speaking – Pre-reading	- Show them pictures of old servants. Ask them to go back in time and imagine they were in the beginning of the 1900's. - then, ask them which Kind of servants they would have and if, nowadays, we still have people doing the same kinds of jobs. - Old servants – Page 69.
30 min	Reading /Elicitation/ Noticing	- Ask the students to read the text about "Modern Servants – the gardener" Page 71. - Ask them to answer the questions about the text. Pg. 70. In groups. - Give them some cards with sentences from the text, sentences in The Present Perfect Tense and, after, hand them some names of people who say something on the text or are mentioned on it. Ask them, according to the text, to match the sentences to the person related.
30-35 min	Elicitation-Noticing/ Explicit instruction	- Elicit the meaning of the sentences – help students relate different meanings to the different structures. - Divide the board in three different columns, corresponding the three different translations of the present Perfect into Portuguese, and write on the board all the sentences from the last exercise, positioning them in their equivalent column, and ask to the students what the meaning of the sentence is and what the differences among them is. - Write on the board more sentences which can illustrate the differences of meaning of the Present Perfect tense. - Hand to the students a handout where they will find some explanation of the use of the present perfect tense.
15 min	Exercises	- Give exercises where the students can use the Present Perfect tense and its meanings.

Lesson Plan – Implicit Instruction:

Duration	Aims	Procedures
10 min	Warm-up / Lean-in/ Speaking – Vocabulary Jobs - careers	- Show students some pictures of people working in different kinds of jobs. Ask them if they know each kind of career. - Ask students: have you ever been in contact with these careers? Would you choose one of these jobs? Yes (why) and No (why). How much do you know about these careers? - Ask them to match the names of the career with the pictures. - Ask them: Do you have a career? Was it difficult to choose it? If yes, why? When choosing a career, what is important to take into consideration? (ask students to discuss in pairs or trios)
10- 15 min.	Reading and Speaking – Pre-reading	- Show them pictures of old servants. Ask them to go back in time and imagine they were in the beginning of the 1900's. - then, ask them which Kind of servants they would have and if, nowadays, we still have people doing the same kinds of jobs. - Old servants – Page 69.
30 min	Reading	- Ask the students to read the text about "Modern Servants – de gardener" pg. 71. - Ask them to answer the questions about the text. Pg. 70. In groups.
20 min	Exercise	- Give them some cards with sentences from the text, sentences in The Present Perfect Tense and, after, hand them some names of people who say something on the text or are mentioned on it. Ask them, according to the text, to match the sentences to the person related.

The warm-up/lead in the exercise was designed with the intention of presenting to the students the topic that would be treated during the class. The topic was about modern servants and how, nowadays, people may choose professions that were not normally considered good careers in the past. By giving them the pictures and asking them to discuss the names and what they knew about the different careers, they were able to exchange ideas and tell their classmates about their own careers. This experience of sharing details about their jobs was very profitable, because many students did not know much about their classmates, so the exercise was a way to let them know each other better. The pictures used during the exercise are in Appendix C.

The pre-reading task was designed with the intention of making students compare and notice the differences between the old servants – who those people were, and how their work conditions were – and the modern servants – people that are nowadays doing the same jobs of the so-called old servants, but with different conditions and purposes. Two pictures of old servants from the beginning of the twentieth century were shown to the students. The pictures used in the pre-reading task are in Appendix E.

The reading task was based on a text which brings the story of a man who decided to be a gardener and the kinds of obstacles he had to face in order to be respected in his choice of a career. This particular text was selected because it contextualized the topic well, would provide room for discussion of the theme, presented an interesting perspective about different perceptions of devalued careers and also because it contained several sentences using the Present Perfect tense and its three possible meanings in Brazilian Portuguese. After reading the text and answering the questions about it, the students were asked to match some sentences selected from the text with the person who said that sentence in the text or to whom the sentence was related to. All the selected sentences were formed using the Present Perfect tense and its three possible translations into Brazilian Portuguese. The text, the questions about the text and the matching sentences exercise are in Appendix G, H, I, respectively. This was the last exercise which was given to the groups that received the implicit instruction. The eliciting/noticing activity presented in the Lesson Plan was applied only to the students that were exposed to explicit instruction.

In the explicit instruction group, in order to give students opportunity to notice the different meanings that the Present Perfect can have, the sentences selected from the text that were used during the match were written on the board and divided in three different columns.

Then, I started to ask the students what the differences among the sentences were, concerning the structure and the meaning that the sentence was trying to deliver. Then, I put some different examples, which were not from the text, in order to help them notice the differences. After a moment, the students started to notice that, according to the context, the Present Perfect can convey different meanings. There was a class discussion related to that and, afterwards, a handout with a brief explanation of the Present Perfect tense was handed to the students, also containing some examples. The handout appears in Appendix K.

It is extremely important to illustrate that in both instructions the same text was used, "The Modern Servants" (The New Headway, Intermediate, p. 71 – Appendix G). From this text, it was possible to work with the Present Perfect and its meanings by taking some sentences from the text and by showing the students the role of each sentence in the text, as well as which meanings they were carrying.

It is also important to state that all the exercises that appear in the lesson plan were done in all groups that received instruction, both implicit and explicit. The only difference was in what concerns elicitation, noticing and focus on form of the meanings of Present Perfect, done only with the explicit instruction group – Level 1 and 9. That is, 4 of the 6 groups that were tested in the experiment received instruction, two of them being implicit instruction and the other two explicit instructions. Each level, then, received both types of instruction.

5 RESULTS

Microsoft Excel 2007® was used to analyze the data. ANOVA tests were used in order to measure the variance of the results and if this variance between results is relevant. T-Tests were also used in order to show if the difference between results is significant or not. Also, *p*-value was considered 0,05.

The pre-test and the post-test were formed by 36 questions each. These 36 questions were divided into three different groups, corresponding to the three possible interpretations in Brazilian Portuguese that Present Perfect sentences can carry. Students should choose the answer that would best present the Brazilian Portuguese equivalent in meaning to the English sentence.

5.1 GENERAL RESULTS

First, I will present the general results, comparing the average of global scores, that is, the average of scores from the 36 questions, comparing the results of the pre-test with the results of the post-test.

Table 3. General results from Level 1 groups.

Groups	Pre-test	Post-test
Level 1 – Explicit instruction (n= 11)	17 47,2%	19,6 54,4%
Level 1 – Implicit instruction (n=7)	18 51,6%	17,8 49,4%
Level 1 – Control group (n= 14)	20 55,5%	26 72,2%

In Table 3 it is possible to see the data scores of the three groups from Level 1. The group that received explicit instruction increased its average from 17 to 19,6, being the difference of 2,6, from 47,2% to 54,4%. The analysis, however, revealed no significant difference between the two scores (p > 0,05). As for the group that received implicit instruction, something interesting happened: the score average of the post-test was lower than the results of the pre-test. The scores average decreased from 18 to 17,8, being the difference

of 1,8, from 51,6% to 49,4%. The difference between the averages was not significant, according to the statistical analysis (p < 0,05). In the Control group, which did not receive any instruction, the score average rose from 20 to 26, being the difference of 6, from 55,5% to 72,2%.

Table 4. General results Level 9 groups.

Groups	Pre-test	Post-test
Level 9 – Explicit instruction (n=8)	24,4 67,7%	31,4* 87,2%
Level 9 – Implicit instruction (n=3)	19,3 53,6%	23,3 64,7%
Level 9 – Control group (n=6)	21,6 60%	24,3 67,5%

* statistical significance = (p < 0,05)

Table 4 shows the results from Level 9 groups. In the group that received explicit instruction, it is possible to notice that the scores average increased from 24,4 to 31,4, being the difference of 7, from 67,7% to 87,2%. The statistical analysis revealed that the difference of scores from the pre-test to the post-test is relevant (p < 0,05). A deeper discussion of this result will be done later. In the group that received implicit instruction, the score average increased from 19,3 to 23,3, being the difference of 4, from 53,6% to 64,7%. According to the statistical analysis, the difference between the pre-test and post-test results is not significant (p < 0,05). In the Control group, which has not received any type of instruction, the score average has risen from 21,6 to 24,3, being the difference of 2,7, from 60% to 67,5%. Again, the difference from the pre-test results to post-test results was not significant (p > 0, 05). A more detailed discussion of the general results will be presented later.

5.2 SPECIFIC ANALYSIS

In this section, we will take a closer look at the results in relation to the differences of meaning that the Present Perfect has when translated into Brazilian Portuguese. In the next two tables, it is possible to observe the score average of the three types of interpretation of Present Perfect sentences in Brazilian Portuguese. By dividing the scores in such way, it is possible to identify which type of verb was the most difficult for the learners.

Table 5. Specific analysis: the different verb scores, according to the three possible meanings of the Present Perfect tense (Level 1 groups).

	Pre-test			Post-test		
	Presente Simples	*Pretérito Perfeito Simples*	*Pretérito Perfeito Composto*	*Presente Simples*	*Pretérito Perfeito Simples*	*Pretérito Perfeito Composto*
Level 1 – Explicit instruction (n=11)	3.4 28,3%	6,4 53,3%	7,2 60%	6,6 55%	6,3 52,5%	6,7 55,8%
Level 1 – Implicit instruction (n= 7)	3,5 29,2%	6,8 56,6%	8,1 67,5%	2,4 20%	5,8 48,3%	9,5 79,1%
Level 1 – Control group (n=14)	0,8 6,6%	4,2 35%	9,7 80,8%	1 8,3%	3,3 27,5%	10,6 88,3%

In Table 4, it is possible to compare the results of each type of verb. Through the comparison of pre-test and pos-test results in the group that received explicit instruction, it is possible to notice that the score average related to the *Presente Simples* of Brazilian Portuguese increased from 3,4 to 6,6, being the difference of 3,2, from 28,3% to 55%. The analysis revealed that this difference was not significance (p > 0,05). But it is important to mention that the other two types of verbs did not have such difference in the score average. The score average related to the *Pretérito Perfeito Simples* of Brazilian Portuguese decreased from 6,4 to 6,3, being the difference of 0,1, from 53,3% to 52,5%, again with no significance (p > 0,05). Also, the score average related to the *Pretérito Perfeito Composto* decreased from 7,2 to 6,7, being the difference of 0,5, from 60 % to 55,8%, and no statistical significance was found (p > 0,05). After comparing each type of verb taking into consideration the pre-test and post-test results, a comparison was also made among the three types of verbs, in the pre-test and also in the post-test, in order to observe if the differences of score among the three types of verbs were significant. According to the statistical analysis, the difference was once more not significant (p > 0,05).

As for the group that received implicit instruction, comparing the pre-test and the post-test, only the score average of the *Pretérito Perfeito Composto* increased, from 8,1 to 9,5, being the difference of 1,4, from 67,5% to 79,1%. The other two score averages of the two types of verbs left decreased in the comparison of the pre-test and the post-test. The score average of the *Presente Simples* decreased from 3,5 to 2,4, being the difference of 1,1, from 29,2% to 20%. And the score average of the *Pretérito Perfeito Simples* decreased from 6,8 to 5,8, being the difference of 1, from 56,6% to 48,3%. According to the statistical analysis, the difference of score from the pre-test to the post-test in relation to the *Pretérito Perfeito Composto* was significant (p < 0, 05), which means that the difference in the score averages

was relevant. Besides, the differences of score of the other two types of verbs were not significant (p > 0, 05). After analyzing each type of verb, a comparison was made in order to see if the difference of scores among the three types of verb would be relevant, but results came out non-significantly (p > 0, 05).

In the control group, that did not receive any kind of instruction, the score average related to the *Presente Simples* increased from 0,8 to 1, being the difference of 0,2, from 6,6% to 8,3%. This difference was not significant (p > 0,05). The score average related to the *Pretérito Perfeito Composto* also increased, from 9,7 to 10,6, being difference of 0,9, from 80, 8% to 88,3%. Again, this difference was not found significant (p > 0, 05). In relation to the last score averages previously presented, the score average of the *Pretérito Perfeito Simples*, comparing the pre-test results and the post-test results, decreased, from 4,2 to 3,3, being difference of 0,9, from 35% to 27,5%. The difference between both scores was not significant, according to the statistical analysis (p > 0,05). After analyzing each type of verb, a comparison was also made in order to verify if the difference of scores was relevant, in both pre-test and post-test. The statistical analysis revealed the difference among the three types of verb scores was not significant (p > 0,05).

After analyzing the specific data of Level 1 groups, it is necessary to take a closer look at the data of Level 9 groups, which will be presented as follows.

Table 6. Specific analysis: the different verb scores, according to the three possible meanings of the Present Perfect tense (Level 9 groups).

	Pre-test			Post-test		
	Presente Simples	**Pretérito Perfeito Simples**	**Pretérito Perfeito Composto**	**Presente Simples**	**Pretérito Perfeito Simples**	**Pretérito Perfeito Composto**
Level 9 – Explicit instruction (n=8)	5 / 41,6%	10,7 / 89,5%	8,6 / 71,6%	9,5 / 79,1%	11,6 / 96,6%	10,2 / 85,4%
Level 9 – Implicit instruction (n=3)	2,3 / 19,1%	11 / 91,6%	6 / 50%	5 / 41,6%	9,6 / 80%	8,6 / 71,6%
Level 9 – Control group (n=6)	2,5 / 20,8%	9 / 75%	10,1 / 84,1%	4,8 / 40%	8,3 / 69,1%	11,16 / 93%

In Table 6, it is possible to observe the results of Level 9 groups, according to their scores in each type of sentence, in Brazilian Portuguese, which best represents the meaning of the Present Perfect sentence in English. In the group that received explicit instruction, the

score average related to the *Presente Simples* of Brazilian Portuguese increased from 5 to 9,5, being the difference of 4,5, from 41,6% to 79,1%. It is important to note that the difference of score average between the pre-test and the post-test was significant (p < 0,05). In relation to the *Pretérito Perfeito Simples*, the score average increased from 10, 7 to 11,6, being the difference of 0,9, from 89,5% to 96,6%, but this difference was not found significant (p > 0,05). In relation to the *Pretérito Perfeito Composto*, the score average increased from 8,6 to 10,2, being the difference of 1,8, from 71,6% to 85,4%. Once more, the difference between averages was not significant (p > 0,05). A comparison among the scores of the three types of verbs in the pre-test and in the post-test was made and, according to the statistical analysis, the results were not significant (p > 0,05).

As for the group that received implicit instruction, the score average related to the *Pretérito Perfeito Simples* decreased from the pre-test to the post-test, from 11 to 9,6, being the difference of 1,4, from 91,6% to 80%. The difference of scores from the pre-test and the post-test was not relevant, according to the statistical analysis (p > 0,05). The score average related of the *Presente Simples* increased from the pre-test to the post-test, from 2,3 to 5, being the difference of 2,7, from 19,1% to 41,6%. The difference of the score average was again not significant (p > 0,05). Also, the score average related to the *Pretérito Perfeito Composto* increased from 6 to 8,6, being the difference of 2,6, from 50% to 71,6%. After that, a comparison among the three types of verbs scores was made, in the pre-test and in the post-test as well. Comparing the average of scores of the three types of verbs, the difference was found relevant (p < 0,05) in the pre-test but not relevant in the post-test (p > 0,05).

In the Control group from Level 9, the score average related to the *Presente Simples* increased from 2,5 to 4,8, being the difference of 2,3, from 20,8% to 40%. According to the statistical analysis, the difference of score average from the pre-test to the post-test is not significant (p > 0,05). The score average related to the *Pretérito Perfeito Simples* decreased from 9 to 8,3, being difference of 1,3, from 75% to 69,1%. According to the statistical analysis, the difference of score average from the pre-test to the post-test is significant (p < 0,05). In relation to the *Pretérito Perfeito Composto* the average increased from 10,1 to 11,16, being the difference of 1,06, from 84,1% to 93%. According to the statistical analysis, the difference found between the score average of the pre and post-tests was significant (p > 0,05). After that, a comparison among the three types of verbs scores was made in order to observe if the difference of scores among them was significant, in both pre and post-tests, and

the difference of scores, concerning the three types of verbs, in both pre-test and post-test were significant ($p < 0,05$).

5.3 RESULT: HYPOTHESIS CROSS ANALYSIS

It is necessary, after exposing the data and the results, to compare them and to relate them with the hypotheses presented in Chapter 3.

The first hypothesis presented, which was the one related to the difficulty when separating the Present Perfect Tense into its possible three translations into Brazilian Portuguese, especially the Present Perfect in English meaning the *Presente Simples* in Brazilian Portuguese, was confirmed. The score average of the *Presente Simples* tense questions of all six groups, in the pre-test and the post-test, were lower than the score average of the other two types of verb. The only exception was in the group from Level 1 which received explicit instruction, which has a *Presente Simples* score average in the post-test of 6,6 and the *Pretérito Perfeito Simples* score average in the post-test of 6,3, which is not a relevant difference. In all six groups, according to their score averages, than, it is possible to notice that it was more difficult for them to represent the meaning of the Present Perfect tense by using the *Presente Simples* of Brazilian Portuguese, even though in some groups the score average of this verb tense increased.

The second hypothesis presented, which is that students who received explicit instruction would have a better performance in the post-test, was also confirmed. According to the results of the two groups that received explicit instruction, it is possible to notice that, in both groups, their average of right answers raised from the pre-test to the post-test. In the group from Level 9, the difference between the scores rates from the pre-test to the post-test was significant ($p = 0,0026$ / $p < 0,05$) which means that, globally, after explicit instruction, their scores increased. Even though the score average of the group from Level 1 was not significant, it also increased after explicit instruction. These results show that the model of explicit instruction, calling students' attention to the differences of meaning that the Present Perfect carries, proved to be effective.

The last hypothesis presented, related if instruction makes any difference in the acquisition of the Present Perfect concerning its three possible interpretations in Brazilian

Portuguese, was also confirmed, because the results show that, after instruction, both groups increased their score average.

Finally, in this chapter it was possible to discuss the data that was collected during the study, thus it was also possible to analyze the results of each group that was part of this study. After, the results were contrasted with the hypotheses of the study.

6 FINAL CONSIDERATIONS

After a long journey, it is now possible to conclude that the results demonstrate the importance of both explicit and implicit instruction in the teaching a structure such as the Present Perfect tense. The objectives of this study, which were to investigate the difference in degree of difficulty when comparing the three possible interpretations of sentences containing the Present Perfect tense when translated into Brazilian Portuguese, and to observe the differences of the explicit and implicit instruction have helped us to search for the answers to some of our personal questions.

The present study has helped to provide evidence that explicit instruction, when planned to emphasize students' noticing, has an effective role in the acquisition of the Present Perfect tense. So, it is extremely important for teachers to be aware of their role inside classroom, because they have the possibility of giving their students the opportunity to produce in the foreign language by knowing how it functions and by using it in a meaningful fashion.

It is important to note that the positive results we have reached in this research is the indication that we are in the right path, giving us motivation to continue searching for information that can show us how to best help our students to be more successful in their acquisition of Present Perfect tense. It is also important to emphasize that, although the data and the results have confirmed our hypotheses related to the types of instruction, further research on this particular subject is obviously extremely necessary. From this study, it is possible to investigate, for example, why the meaning of the *Presente Simples* tense of the Brazilian Portuguese language is the most difficult to grasp when learning the Present Perfect tense. This evidence deserves to be further investigated in the future.

Finally, in my opinion, being part of a research group as I have been in the last two years and being able to do research and study things that are really important to help me become a better teacher, it was a wonderful experience. My intention, beyond all the objectives presented previously, was to write an essay that could help teachers, who, everyday, face difficulties when teaching English. This is our role as teachers to be and researchers: to search and go deeper, beyond theoretical limits, seeking for more information

and basis to our everyday work. I hope that, with this small study, I have made some difference.

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APPENDIX A – PRE-TEST

UNIVERSIDADE FEDERAL DO RIO GRANDE DO SUL
Instituto de Letras
Departamento de Línguas Modernas
Aluna: Juliana Andrade Feiden
Orientadora: Prof. Dr.ª Ingrid Finger

Student Nº _____

Choose the answer that best reflects the idea expresses in the sentence in English.

1. Bob has made important discoveries in his research lately.
a) Bob faz descobertas importantes na sua pesquisa ultimamente.
b) Bob fez descobertas importantes na sua pesquisa ultimamente.
c) Bob tem feito descobertas importantes na sua pesquisa ultimamente.
d) Nenhuma das alternativas anteriores.

2. Samuel has won the soccer world cup.
a) Samuel ganha a copa do mundo de futebol.
b) Samuel ganhou a copa do mundo de futebol.
c) Samuel tem ganhado a copa do mundo de futebol.
d) Nenhuma das alternativas anteriores.

3. Bianca has hated his boyfriend's behavior lately.
a) Bianca odeia o comportamento de seu namorado ultimamente.
b) Bianca odiou o comportamento de seu namorado ultimamente.
c) Bianca tem odiado o comportamento de seu namorado ultimamente.
d) Nenhuma das alternativas anteriores.

4. Cecily has baked nice lemon pies the last ten days.
a) Cecily assa boas tortas de limão nos últimos dez dias.
b) Cecily assou boas tortas de limão nos últimos dez dias.
c) Cecily tem assado boas tortas de limão nos últimos dez dias.
d) Nenhuma das alternativas anteriores.

5. Charlote has lost expensive books since college.
a) Charlote perde livros caros desde a faculdade.
b) Charlote perdeu livros caros desde a faculdade.
c) Charlote tem perdido livros caros desde a faculdade.
d) Nenhuma das alternativas anteriores.

6. Penelope has enjoyed math recently.
a) Penelope aprecia matemática recentemente.
b) Penelope apreciou matemática recentemente.
c) Penelope tem apreciado matemática recentemente.
d) Nenhuma das alternativas anteriores.

7. Alicia has loved her new job at the bank.
a) Alicia ama seu novo trabalho no banco.

b) Alicia amou seu novo trabalho no banco.
c) Alicia tem amado seu novo trabalho no banco.
d) Nenhuma das alternativas anteriores.

8. Sarah has played many games recently.
a) Sarah joga muitas partidas recentemente.
b) Sarah jogou muitas partidas recentemente.
c) Sarah tem jogado muitas partidas recentemente.
d) Nenhuma das alternativas anteriores.

9. Emma has written weird poetic emails recently.
a) Emma escreve estranhos e-mails poéticos recentemente.
b) Emma escreveu estranhos e-mails poéticos recentemente.
c) Emma tem escrito estranhoss e-mails poéticos recentemente.
d) Nenhuma das alternativas anteriores.

10. Consuelo has opened a tuna can for lunch.
a) Consuelo abre uma lata de atum para o almoço.
b) Consuelo abriu uma lata de atum para o almoço.
c) Consuelo tem aberto uma lata de atum para o almoço.
d) Nenhuma das alternativas anteriores.

11. Kelly has understood some new theories recently.
a) Kelly entende algumas nova teorias recentemente.
b) Kelly entendeu algumas novas teorias recentemente.
c) Kelly tem entendido algumas novas teorias recentemente.
d) Nenhuma das alternativas anteriores.

12. Peter has broken too many things lately.
a) Peter quebra coisas demais ultimamente.
b) Peter quebrou coisas demais ultimamente.
c) Peter tem quebrado coisas demais ultimamente.
d) Nenhuma das alternativas anteriores.

13. Fanny has baked cookies and cakes for a living.
a) Fanny assa biscoitos e tortas como profissão.
b) Fanny assou biscoitos e tortas como profissão.
c) Fanny tem assado biscoitos e tortas como profissão.
d) Nenhuma das alternativas anteriores.

14. Darlene has hated soccer for many years.
a) Darlene odeia futebol há muitos anos.
b) Darlene odiou futebol há muitos anos.
c) Darlene tem odiado futebol há muitos anos.
d) Nenhuma das alternativas anteriores.

15. Miranda has won several gold medals lately.
a) Miranda ganha várias medalhas de ouro ultimamente.
b) Miranda ganhou várias medalhas de ouro ultimamente.
c) Miranda tem ganhado várias medalhas de ouro ultimamente.

d) Nenhuma das alternativas anteriores.

16. Serena has written a letter for the newspaper.
a) Serena escreve uma carta para o jornal.
b) Serena escreveu uma carta para o jornal.
c) Serena tem escrito uma carta para o jornal.
d) Nenhuma das alternativas anteriores.

17. Priscila has loved her dog since she got it.
a) Priscila   ama seu cachorro desde que o ganhou.
b) Priscila amou seu cahorro desde que o ganhou.
c) Priscila tem amado seu cachorro desde que o ganhou.
d) Nenhuma das alternativas anteriores.

18. Lily has enjoyed parties since her childhood.
a) Lily aprecia festas desde sua infância.
b) Lily apreciou festas desde sua infância.
c) Lily tem apreciado festas desde sua infância.
d) Nenhuma das alternativas anteriores.

19. Barbara has lost her job in the supermarket.
a) Barbara perde o emprego no supermercado.
b) Barbara perdeu o emprego no supermercado.
c) Barbara tem perdido o emprego no supermercado.
d) Nenhuma das alternativas anteriores.

20. Shirley has hated the music that played at the party.
a) Shirley odeia a música que tocou na festa.
b) Shirley odiou a música que tocou na festa.
c) Shirley tem odiado a música que tocou na festa.
d) Nenhuma das alternativas anteriores.

21. Walter has understood his friend's opinion.
a) Walter entende a opinião de seu amigo.
b) Walter entendeu a opinião de seu amigo.
c) Walter tem entendido a opinião de seu amigo.
d) Nenhuma das alternativas anteriores.

22. Jess has opened her garden for visitors for many years.
a) Jessica abre seu jardim para visitantes há muitos anos.
b) Jessica abriu seu jardim para visitantes há muitos anos.
c) Jessica tem aberto seu jardim para visitantes há muitos anos.
d) Nenhuma das alternativas anteriores.

23. Frank has made barbecue and potato salad.
a) Frank faz churrasco e salada de batatas.
b) Frank fez churrasco e salada de batatas.
c) Frank tem feito churrasco e salada de batatas.
d) Nenhuma das alternativas anteriores.

24. Brian has broken the speed limit since he was 18.
 a) Brian viola o limite de velocidade desde os 18 anos.
 b) Brian violou o limite de velocidade desde os 18 anos.
 c) Brian tem violado o limite de velocidade desde os 18 anos.
 d) Nenhuma das alternativas anteriores.

25. Paul has played soccer every day since he was five.
 a) Paul joga futebol todos os dias desde os cinco anos.
 b) Paul jogou futebol todos os dias desde os cinco anos.
 c) Paul tem jogado futebol todos os dias desde os cinco anos.
 d) Nenhuma das alternativas anteriores.

26. Cris has loved some European beaches that he visited.
 a) Cristopher ama algumas praias européias que visitou.
 b) Cristopher amou algumas praias européias que visitou.
 c) Cristopher tem amado algumas praias européias que visitou.
 d) Nenhuma das alternativas anteriores.

27. Bill has lost his faith in religion lately.
 a) Bill perde sua fé na religião ultimamente.
 b) Bill perdeu sua fé na religião ultimamente.
 c) Bill tem perdido sua fé na religião ultimamente.
 d) Nenhuma das alternativas anteriores.

28. Simon has played a chess match with his son.
 a) Simon joga uma partida de xadrez com seu filho.
 b) Simon jogou uma partida de xadrez com seu filho.
 c) Simon tem jogado uma partida de xadrez com seu filho.
 d) Nenhuma das alternativas anteriores.

29. Larry has baked more corn bread for his sons.
 a) Larry assa mais pão de milho para seus filhos.
 b) Larry assou mais pão de milho para seus filhos.
 c) Larry tem assado mais pão de milho para seus filhos.
 d) Nenhuma das alternativas anteriores.

30. Agnes has enjoyed her surprise exciting birthday party.
 a) Agnes aprecia sua festa de aniversário surpresa.
 b) Agnes apreciou sua festa de aniversário surpresa.
 c) Agnes tem apreciado sua festa de aniversário surpresa.
 d) Nenhuma das alternativas anteriores.

31. Albert has broken a vase with a ball.
 a) Albert quebra um vaso com a bola.
 b) Albert quebrou um vaso com uma bola.
 c) Albert tem quebrado um vaso com a bola.
 d) Nenhuma das alternativas anteriores.

32. Gerard has opened jury sections recently.
 a) Gerard abre sessões do juri recentemente.

b) Gerard abriu sessões do júri recentemente.
c) Gerard tem aberto sessões do júri recentemente.
d) Nenhuma das alternativas anteriores.

33. Pablo has written poetry since his childhood.
a) Pablo escreve poesia desde sua infância.
b) Pablo escreveu poesia desde sua infância.
c) Pablo tem escrito poesia desde sua infância.
d) Nenhuma das alternativas anteriores.

APPENDIX B – POST-TEST

UNIVERSIDADE FEDERAL DO RIO GRANDE DO SUL
Instituto de Letras
Departamento de Línguas Modernas
Aluna: Juliana Andrade Feiden
Orientadora: Prof. Dr.ª Ingrid Finger

Student Nº _____
Choose the answer that best reflects the idea expresses in the sentence:

1. Adam has baked Boston apple pies for five years.
  a) Adam assa tortas de maçã de Boston há cinco anos.
  b) Adam assou tortas de maçã de Boston há cinco anos.
  c) Adam tem assado tortas de maçã de Boston há cinco anos.
  d) Nenhuma das alternativas anteriores.

2. Laurence has played American football lately.
  a) Laurence joga futebol americano ultimamente.
  b) Laurence jogou futebol americano ultimamente.
  c) Laurence tem jogado futebol americano ultimamente.
  d) Nenhuma das alternativas anteriores.

3. Teddy has broken promises since his marriage.
  a) Teddy quebra promessas desde seu casamento.
  b) Teddy quebrou promessas desde seu casamento.
  c) Teddy tem quebrado promessas desde seu casamento.
  d) Nenhuma das alternativas anteriores.

4. Emerson has hated the meal at the mall.
  a) Emerson odeia a refeição no shopping.
  b) Emerson odiou a refeição no shopping.
  c) Emerson tem odiado a refeição no shopping.
  d) Nenhuma das alternativas anteriores.

5. Gilbert has lost his mind with the police.
  a) Gilbert perde sua cabeça com a polícia.
  b) Gilbert perdeu sua cabeça com a polícia.
  c) Gilbert tem perdido sua cabeça com a polícia.
  d) Nenhuma das alternativas anteriores.

6. Ed has understood his girlfriend's changes lately.
  a) Ed entende as mudanças de sua namorada ultimamente.
  b) Ed entendeu as mudanças de sua namorada ultimamente.
  c) Ed tem entendido as mudanças de sua namorada ultimamente.
  d) Nenhuma das alternativas anteriores.

7. Telma has loved rock bands since her teenage years.

a) Telma ama bandas de rock desde a adolescência.
b) Telma amou bandas de rock desde a adolescência.
c) Telma tem amado bandas de rock desde a adolescência.
d) Nenhuma das alternativas anteriores.

8. Stanley has made a huge pot of black coffee.
a) Stanley faz um enorme bule de café preto.
b) Stanley fez um enorme bule de café preto.
c) Stanley tem feito um enorme bule de café preto.
d) Nenhuma das alternativas anteriores.

9. Larissa has written a column for the paper since College.
a) Larissaescreve uma coluna no jornal desde a faculdade.
b) Larissa escreveu uma coluna no jornal desde a faculdade.
c) Larissa tem escrito uma coluna no jornal desde a faculdade.
d) Nenhuma das alternativas anteriores.

10. Raphael has won many tournaments lately.
a) Raphael ganha muitos torneios ultimamente.
b) Raphael ganhou muitos torneios ultimamente.
c) Raphael tem ganhado muitos torneios ultimamente.
d) Nenhuma das alternativas anteriores.

11. Stephen has broken the silence in the room by coughing.
a) Stephen quebra o silêncio da sala ao tossir.
b) Stephen quebrou o silêncio da sala ao tossir.
c) Stephen tem quebrado o silêncio da sala ao tossir.
d) Nenhuma das alternativas anteriores.

12. Ernest has won a prize for his book.
a) Ernest ganha um prêmio por seu livro.
b) Ernest ganhou um prêmio por seu livro.
c) Ernest tem ganhado um prêmio por seu livro.
d) Nenhuma das alternativas anteriores.

13. Amanda has enjoyed online chats lately.
a) Amanda aprecia chats online ultimamente.
b) Amanda apreciou chats online ultimamente.
c) Amanda tem apreciado chats online ultimamente.
d) Nenhuma das alternativas anteriores.

14. Rachel has baked cookies for all her friends.
a) Rachel assa biscoitos para todos os seus amigos.
b) Rachel assou biscoitos para todos os seus amigos.
c) Rachel tem assado biscoitos para todos os seus amigos.
d) Nenhuma das alternativas anteriores.

15. Sil has lost umbrellas since she was young.
a) Sil perde sombrinhas desde que era jovem.
b) Sil perdeu sombrinhas desde que era jovem.

c) Sil tem perdido sombrinhas desde que era jovem.
d) Nenhuma das alternativas anteriores.

16. George has made his homework with caution lately.
a) George faz seu tema de casa com cuidado ultimamente.
b) George fez seu tema de casa com cuidado ultimamente.
c) George tem feito seu tema de casa com cuidado ultimamente.
d) Nenhuma das alternativas anteriores.

17. Shawn has opened a bottle of wine.
a) Shawn abre a garrafa de vinho.
b) Shawn abriu a garrafa de vinho.
c) Shawn tem aberto a garrafa de vinho.
d) Nenhuma das alternativas anteriores.

18. Karin has loved her haircut lately.
a) Karin ama seu corte de cabelo ultimamente.
b) Karin amou seu corte de cabelo ultimamente.
c) Karin tem amado seu corte de cabelo ultimamente.
d) Nenhuma das alternativas anteriores.

19. Scott has understood his wife's feelings.
a) Scott entende os sentimentos de sua esposa.
b) Scott entendeu os sentimentos de sua esposa.
c) Scott tem entendido os sentimentos de sua esposa.
d) Nenhuma das alternativas anteriores.

20. Monica has played basketball for twenty five years.
a) Monica joga basquete há vinte e cinco anos.
b) Monica jogou basquete há vinte e cinco anos.
c) Monica tem jogado basquete há vinte e cinco anos.
d) Nenhuma das alternativas anteriores.

21. Jacob has written an academic paper for his course.
a) Jacob escreve um artigo acadêmico para seu curso.
b) Jacob escreveu um artigo acadêmico para seu curso.
c) Jacob tem escrito um artigo acadêmico para seu curso.
d) Nenhuma das alternativas anteriores.

22. Alexander has lost a lot of hair lately.
a) Alexander perde muito cabelo ultimamente.
b) Alexander perdeu muito cabelo ultimamente.
c) Alexander tem perdido muito cabelo ultimamente.
d) Nenhuma das alternativas anteriores.

23. Marissa has loved her friend's horror books.
a) Marissa ama os livros de terror do seu amigo.
b) Marissa amou os livros de terror do seu amigo.
c) Marissa tem amado os livros de terror do seu amigo.
d) Nenhuma das alternativas anteriores.

24. Violet has enjoyed the food at the new Indian restaurant.
a) Violet aprecia a comida do novo restaurante indiano.
b) Violet apreciou a comida do novo restaurante indiano .
c) Violet tem apreciado a comida do novo restaurante indiano.
d) Nenhuma das alternativas anteriores.

25. Paolo has opened his store earlier lately.
a) Paolo abre sua loja mais cedo ultimamente.
b) Paolo abriu sua loja mais cedo ultimamente.
c) Paolo tem aberto sua loja mais cedo ultimamente.
d) Nenhuma das alternativas anteriores.

26. Brenda has understood the tasks immediately.
a) Brenda entende as tarefas imediatamente.
b) Brendaentendeu as tarefas imediatamente.
c) Brenda tem entendido as tarefas imediatamente.
d) Nenhuma das alternativas anteriores.

27. James has played a rugby match with his old friends.
a) James joga uma partida de rugby com seus velhos amigos.
b) James jogou uma partida de rugby com seus velhos amigos.
c) James tem jogado uma partida de rugby com seus velhos amigos.
d) Nenhuma das alternativas anteriores.

28. Sophia has baked lots of bread lately.
a) Sophia assa muitos pães ultimamente.
b) Sophia assou muitos pães ultimamente.
c) Sophia tem assado muitos pães ultimamente.
d) Nenhuma das alternativas anteriores.

29. Dan has hated the TV shows he has watched lately.
a) Dan odeia os programas de TV que tem assistido ultimamente.
b) Dan odiou os programas de TV que tem assistido ultimamente.
c) Dan tem odiado os programas de TV que tem assistido ultimamente.
d) Nenhuma das alternativas anteriores.

30. Den has opened his mind to new ideas since his childhood.
a) Den abre sua cabeça para novas ideias desde sua infância.
b) Den abriu sua cabeça para novas ideias desde sua infância.
c) Den tem aberto sua cabeça para novas ideias desde sua infância.
d) Nenhuma das alternativas anteriores.

31. Adrian has written formal letters lately.
a) Adrian escreve cartas formais ultimamente.
b) Adrian escreveu cartas formais ultimamente.
c) Adrian tem escrito cartas formais ultimamente.
d) Nenhuma das alternativas anteriores.

32. Rose has enjoyed the Olympic Games for many years.

a) Rose aprecia os jogos olímpicos há muitos anos.
b) Rose apreciou os Jogos Olímpicos há muitos anos.
c) Rose tem apreciado os Jogos Olímpicos há muitos anos.
d) Nenhuma das alternativas anteriores.

33. Adele has made her own clothes since she was fifteen.
a) Adele faz as próprias roupas desde que tinha 15 anos.
b) Adele fez as próprias roupas desde que tinha 15 anos.
c) Adele tem feito as próprias roupas desde que tinha 15 anos.
d) Nenhuma das alternativas anteriores.

34. Damien has broken the law very often lately.
a) Damien viola a lei com muita frequência ultimamente.
b) Damien violou a lei com muita frequência ultimamente.
c) Damien tem violado a lei com muita frequência ultimamente.
d) Nenhuma das alternativas anteriores.

35. Deborah has won horse races since her childhood.
a) Deborah ganha corridas de cavalo desde sua infância.
b) Deborah ganhou corridas de cavalo desde sua infância.
c) Deborah tem ganhado corridas de cavalo desde sua infância.
d) Nenhuma das alternativas anteriores.

36. Gabriel has hated baseball games since he was a child.
a) Gabriel odeia jogos de basebol desde criança.
b) Gabriel odiou jogos de basebol desde criança.
c) Gabriel tem odiado jogos de basebol desde criança.
d) Nenhuma das alternativas anteriores.

APPENDIX C – PICTURES

oemen014 www.fotosearch.com
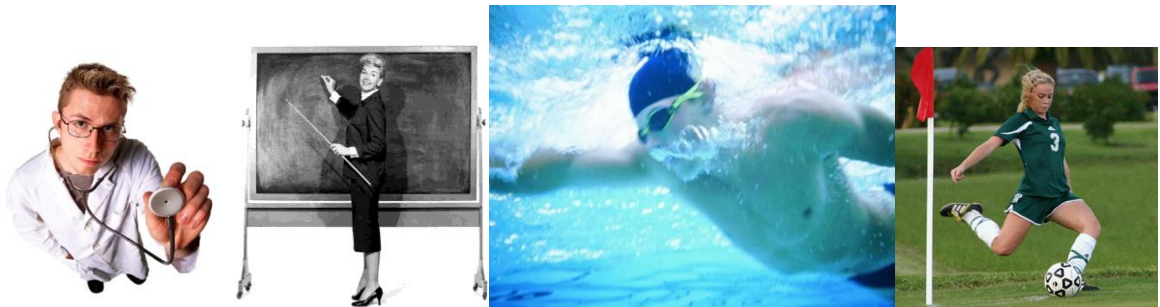
APPENDIX D – EXERCISE OF MATCH THE NAMES OF THE CAREER WITH THE PICTURES

Maid
Personal Driver
Chef
Waiter
Doorman
Nanny
Gardener

APPENDIX E – PICTURES OF OLD SERVANTS

APPENDIX F – OLD SERVANT EXERCISE

● READING AND SPEAKING

Pre-reading task

1 Close your eyes for a few minutes. Imagine it is one hundred years ago and you are very rich.
   - What is your life like?
   - Where do you live? What do you do?
   - Do you have any servants? How many? What do they do for you?
   - What do you know about the lives of your servants? Where do they live?

2 Work in small groups and discuss your ideas in your group. Share your ideas with the rest of the class.

3 What about now? Do many people have servants?

   Have you ever worked in anyone else's home? In what ways are servants today different from years ago?

The world of work   **Unit 7**   **69**

APPENDIX G – MODERN SERVANTS TEXT

The gardener

Hugo Grantchester, 26, has been a gardener and a tree surgeon for four years. He went to Oxford University to study archaeology, but he dropped out after just one term. His father, Hector, is a surveyor and his mother, Geraldine, is an interior designer. Hugo and his mother talk about his choice of career.

Hugo

When I was 11, we moved to a large Tudor house in East Anglia which had three acres of garden. We had a gardener who lived in a little cottage at the end of our drive. I used to spend hours watching him work and talking to him. I think I picked up a lot about gardening without realizing it, because one summer, when I was still at school, I took a job at a garden centre and I knew all the names of the plants, and I could give people advice. Then I went to university and it was a disaster. After a term I told my parents that I was going to give it up and go back to work in the garden centre. They were furious, we had a terrible row, and they didn't speak to me for months. But I knew it was a waste of time to carry on studying archaeology, and the moment I started gardening again, I knew I'd made the right decision. I've enjoyed every moment of the last four years and my parents have learnt to accept what I do, not only because they can see how happy I am, but also because a lot of my university friends have found it difficult to find good jobs or have been made redundant. Sometimes people are quite taken aback when they find out that their gardener went to university, but I think it makes them respect my opinion more when I'm helping them plan their gardens.

'My parents were furious.'

Hugo's mother

His father and I were so delighted when he went to Oxford, but when he gave it up so soon we were very, very angry. We thought manual labour was not the career for our only son. We fell out for months, Hector refused to allow Hugo into the house, and we all felt thoroughly miserable. But our daughter told us not to worry because Hugo would be a millionaire by the time he was forty. Anyway, we've made it up now we can see how happy he is, even though he hasn't become a millionaire yet! Times have changed and all kinds of people do all kinds of work, and I think the world's a better place for it!

APPENDIX H – QUESTIONS ON THE TEXT

Reading

The modern servant –
the nanny, the cook, and the gardener

1 You are going to read about three modern servants. Divide into three groups.

Group A Read about the nanny.
Group B Read about the cook.
Group C Read about the gardener.

Read your article and answer the questions. Use your dictionary to help with new words. Discuss your answers with your group.

a What and who influenced her/his choice of career?
b What did her/his parents want her/him to do?
c What was the parents' attitude to the choice of career at first?
d Has the parents' attitude changed? If so, why?
e In what ways do the parents think that times have changed since they were young?

APPENDIX I – CARDS – SENTENCES FROM THE TEXT

1. He has been a gardener and a tree surgeon for four years	A) Hugo Grantchester
2. He has enjoyed every moment of the last four years.	B) Hugo Grantchester
3. They have learnt to accept what he does.	C) The parents
4. They have found difficult to find good jobs	D) The University friends
5. He hasn't become a millionaire yet	E) Hugo Grantchester
6. Times have changed	F) The parents

APPENDIX J – EXERCISES

EXERCISE 2: Complete the sentences. Use the words in parentheses. Use the PRESENT PERFECT. Discuss the meaning of the present perfect.

1. (I, meet)   _____**I've (I have) met**_____ Ann's husband. I met him at a party last week.

2. (I, finish)   _____ my work. I finished it two hours ago.

3. (she, fly)   Ms. Parker travels to Washington, D.C., frequently. _____ there many times.

4. (they, know)   Bob and Jane are old friends. _____ each other for a long time.

5. (it, be)   I don't like this weather. _____ cold and cloudy for the last three days.

6. (you, learn)   Your English is getting better. _____ a lot of English since you came here.

7. (we, be)   My wife and I came here two months ago. _____ in this city for two months.

2 ☐ CHAP

8. (he, finish)   Rob can go to bed now. _____ his homework.

9. (he, be)   Matt is at home in bed. _____ sick for three days.

10. (she, be)   Kate is falling behind in her schoolwork. _____ absent from class a lot lately.

ERCISE 5: Complete the sentences with the words in parentheses. Use the PRESENT PERFECT or the SIMPLE PAST.

1. A: Have you ever been in Europe?
   B: Yes, I _____**have**_____. I (be) _____**have been**_____ in Europe several times. In fact, I (be) _____**was**_____ in Europe last year.

2. A: Have you ever eaten at Al's Steak House?
   B: Yes, I _____. I (eat) _____ there many times. In fact, my wife and I (eat) _____ there last night.

3. A: Have you ever talked to Professor Alston about your grades?
   B: Yes, I _____. I (talk) _____ to him about my grades a couple of times. In fact, I (talk) _____ to him after class yesterday about the F I got on the last test.

4. A: What European countries (you, visit) _____?
   B: I (visit) _____ Hungary, Germany, and Switzerland. I (visit) _____ Hungary in 1988. I (be) _____ in Germany and Switzerland in 1990.

5. A: (Bob, have, ever) _____ a job?
   B: Yes, he _____. He (have) _____ lots of part-time jobs. Last summer he (have) _____ a job at his uncle's waterbed store.

APPENDIX K – HANDOUT – EXPLICIT INSTRUCTION

The **Present Perfect** is essentially a _present tense_ but it also expresses <u>the effect of the past actions and activities on the present</u>.

Present Perfect means "_before now_". The Present Perfect _does not express when an action happened_. If we say the exact time, we have to use the Past Simple.

In my life I have travelled to all five continents.
I travelled round Africa in 1998.

Use:

The present perfect has three main uses:

1. Expresses an action which began in the past and still continues.

    We've lived in the same house for twenty-five years.
    Peter has worked as a teacher since 1991.
    How long have you known each other?

    Many languages express this idea with a present tense: _'Peter is a teacher; Peter is a teacher for ten years'_, but in English the second is wrong.

    Peter has been a teacher for ten years.

    Some time expressions are common with this use.

    <u>We use for with a period of time:</u>

    I have lived in Porto Alegre for five years.
    She has worked as a gardener for twelve years.
    They have studied French for months.

    <u>And we use since with a point in time:</u>

    I have lived in Porto Alegre since I was born.
    She has worked as a gardener since 1996.

    We usually use the Present Perfect with expressions which refer to 'any time up to now', like ever, never, recently, often, already, yet, lately.

    Have you seen Rob recently?
    You've been here before, haven't you?

2. It expresses and experience that happened at some time in one's life. The action is in the past and finished, but the effects of the action are still felt. When the action happened is not important:

   I have been to the States (I still remember).
   She has written poetry and children's stories. (In her writing career).

3. It expresses a past action that has a present result. The action is usually in the recent past.

   I have lost my wallet. (I haven't got it now).
   The taxi hasn't arrived. (We're still waiting for it).
   What have you done to your lip? (It's bleeding).

APPENDIX L – QUESTIONÁRIO

UNIVERSIDADE FEDERAL DO RIO GRANDE DO SUL

INSTITUTO DE LETRAS

DEPARTAMENTO DE LÍNGUAS MODERNAS
ORIENTADORA: Drª. INGRID FINGER
GRADUANDA: JULIANA FEIDEN

Participante de nº_____

Prezado participante do estudo,

Por favor, preencha as lacunas abaixo e responda as perguntas:

1) Idade _____
2) Sexo: F ( ) M ( )
3) Grau de Escolaridade: ( ) Fundamental ( ) Médio ( ) Sup. Incompleto ( ) Sup. Completo ( ) Pós-Graduação
4) Profissão:
   _____
5) Há quantos anos você estuda Inglês?
   _____
6) Você utiliza Inglês no seu local de trabalho? ( ) Sim ( ) Não
7) Com que frequência? (caso tenha respondido sim na questão anterior)

   ( ) Sempre ( ) frequentemente ( ) às vezes ( ) raramente

8) Você já morou no exterior? ( ) Sim ( ) Não
9) Em que país? (caso tenha respondido Sim na questão anterior)
   _____
10) Por quanto tempo? (caso tenha respondido Sim na questão 8)
   _____
11) Você já viajou para o exterior? ( ) Sim ( ) Não
12) Para onde e por quanto tempo? (caso tenha respondido SIM na questão anterior)
   _____
13) Você estudou Inglês no Exterior?
   _____
14) Em que país? (caso tenha respondido SIM na questão anterior)

15) Por quanto tempo? (caso tenha respondido SIM na questão anterior)_____

16) Você utiliza a Língua Inglesa em seus momentos de lazer?   ( ) Sim   ( ) Não

17) Em que atividades? (caso tenha respondido SIM na questão anterior)

( ) internet   ( ) televisão/ cinema   ( ) leitura de livros/revistas ( ) Música ( ) jogos eletrônicos ( ) outros

_____

18) Com que frequência? (caso tenha respondido SIM na questão anterior)

19) Seu estudo extra-classe consiste em:

( ) estudar e praticar as estruturas da língua em livros e exercícios de gramática.

( ) conversar com amigos e colegas que falam Inglês.

( ) ler as unidades do livro-texto trabalhadas em aula.

( ) pesquisar sites na internet que tragam explicações/ exercícios sobre os tópicos estudados.

( ) não tenho o hábito de estudar fora do contexto de sala de aula.

20) Por que você estuda Inglês?

_____
_____
_____
_____

MUITO OBRIGADA POR PARTICIPAR DO EXPERIMENTO!

APPENDIX M – TERMO DE CONSENTIMENTO

UNIVERSIDADE FEDERAL DO RIO GRANDE DO SUL

INSTITUTO DE LETRAS

DEPARTAMENTO DE LÍNGUAS MODERNAS
Orientadora: PROFA. DRA. INGRID FINGER
Aluna: JULIANA ANDRADE FEIDEN

Iniciais do Nome: _____ Participante n° _____

TERMO DE CONSENTIMENTO LIVRE E ESCLARECIDO

Por favor, leia os parágrafos a seguir e assine na linha abaixo, indicando que você entende a natureza deste estudo e que você consente em participar do mesmo.

A pesquisa da qual você vai participar é de natureza lingüística e tem como objetivo estudar a transferência de algumas estruturas da L1 ou língua materna para a L2 (segunda língua aprendida). Vale salientar, ainda, que este não é um teste de inteligência, mas sim um instrumento de avaliação de determinadas estratégias que aprendizes de L2 desenvolvem durante o processo de aprendizagem dessa língua.

Nesta pesquisa, você irá realizar um teste. Esse teste tem por objetivo verificar as escolhas de vocabulário feitas durante a tradução de sentenças em inglês para o português. Você deverá escolher a alternativa, em português, que melhor representar, em significado, a sentença em inglês.

Sua participação é livre e voluntária. Os participantes desta pesquisa terão seus nomes mantidos em sigilo quando da divulgação geral dos dados em artigos científicos.

Pelo presente Termo de Consentimento Livre e Esclarecido, declaro que autorizo a minha participação neste projeto de pesquisa, pois fui informado, de forma clara e detalhada, livre de qualquer forma de constrangimento e coerção, dos objetivos desta pesquisa e dos testes a que me submeterei, todos acima listados.

Fui, igualmente, informado:
- da garantia de receber resposta a qualquer pergunta ou esclarecimento a qualquer dúvida acerca dos procedimentos, riscos, benefícios e outros assuntos relacionados com a pesquisa;
- da liberdade de retirar meu consentimento, a qualquer momento, e deixar de participar do estudo, sem que isto traga prejuízo à minha pessoa;
- da garantia de que não serei identificado quando da divulgação dos resultados e que as informações obtidas serão utilizadas apenas para fins científicos vinculados ao presente projeto de pesquisa.

O Pesquisador Responsável por esta   Pesquisa é Juliana Andrade Feiden (fone 51-9159-2811). O presente documento foi assinado em duas vias de igual teor, ficando uma com o voluntário da pesquisa e outra com o pesquisador responsável.

NOME COMPLETO: _____

ASSINATURA: _____

DATA: _____