

**Bangalore Project transcripts**  
(Transcripts cited from: Beretta, 1989)

Excerpt 1

- 1 S: Requested you  
2 T: Requested? When?  
3 S: //Request//  
4 T: //Request.// He's requesting now [1] If he requested yesterday, then we can say  
5 'requested' [2]  
6 S: Yes sir.  
7 T: Now he's requesting the post office

Excerpt 2

- 1 S: Cow dung, cow dung was  
2 T: No, not cow dung was. It is there. It's not was. It's not in the past. It's there now

Excerpt 3

- 1 T: You please send me?  
2 SS: Application form.  
3 T: Application form. Do we want want anything here? Application, application.  
4 Will you please send me a application form?  
5 S: No, no sir. Two.  
6 T: Will you please send me a application form? Application form, a? ... a apple?  
7 Do we say a apple?  
8 SS: [Laughing]  
9 T: Yes? You want one more letter here.  
10 S: An application.  
11 T: Right, an application.

**Discussion question**

- To what extent are these extracts of talk consistent with the idea that teachers should try to “avoid using form-focused activities in the classroom (i.e., explicit grammar teaching or error correction)?

**Reference**

Beretta, A. (1989) Attention to form or meaning?: Error treatment in the Bangalore Project. TESOL Quarterly, 23:283-303.