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TASK-TEST: What lies beyond implementing a Task-Based assessment?

Comparing learners' performance and unveiling learners' perception in a testing

situation

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Há escolas que são gaiolas e há escolas que são asas.

Escolas que são asas não amam pássaros engaiolados. Existem para dar aos pássaros coragem para voar. O voo não pode ser ensinado. Só pode ser encorajado.

Rubem Alves

I dedicate this study to all professionals who, like me, believe in the importance of teachers who encourage their students to fly.

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Taking part in the endeavor that being a master student is was certainly an important step in my academic and personal life. These two years not only provided a significant growth in professional and academic terms, but they also marked imperative changes in me as a person. Having mentioned the importance of this phase, I understand that none of these changes and growth would have happened without the support of many people in my life. Therefore, I would like to make use of this space so as to thank all of them who had such a significant role for this venture to be completed.

First of all, I would like to thank my family: my parents and my two "roommates", for all the love and support they have dedicated to me. My parents have taught me all I know and made me who I am. They have always believed in me, even when I did not. For that, I will thank them forever. My "roommates" not only understood when I needed time to study and focus but also were there for me when this was not possible and I wanted someone to talk to. They were my company, my friends, my family in Florianopolis.

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Not least, I would like to thank my advisor, who shared with me her knowledge, time and care. During these two years of master, I have only confirmed what I already

ABSTRACT

TASK-TEST: What lies beyond implementing a Task-Based assessment? Comparing learners' performance and unveiling learners' perception in a testing situation

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Universidade Federal de Santa Catarina
2014

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Within the area of Second Language Acquisition (SLA), the Task Based Approach (TBA) proposes communicative teaching through the use of tasks (Skehan, 2003). At the same time, researchers in the area of SLA agree that the approach used by the teacher in class should be similar to the way the students are going to be tested. Bearing this in mind, it can be assumed that in TBA classroom, students' assessment should also follow TBA tenets. Therefore, this study aimed at investigating the impact of a Task-Test, that is, a written test which contained elements of a task according to Ellis' (2003) criteria, on students' language performance in two different groups – group 1 whose classes followed the textbook and group 2 which was exposed to Task Based lessons. Additionally, this research tried to understand the relationship of this test to the methodological approach used for second language teaching. Moreover, taking a more qualitative stance, this study aimed at unfolding students' perceptions of the Task-Test in terms of it being an appropriate tool for measuring their L2 acquisition. Thirty two participants divided in two groups completed the Task-Test and responded to a profile and a post task questionnaire. Research data were scrutinized qualitatively and quantitatively. As for comparing the participants' writing performance in terms of accuracy, complexity and outcome achievement, independent T-tests were run. As regards unfolding students' perception of the Task-Test, a qualitative appraisal of students' answers was made. The results of this study indicated lack of statistical significance for both accuracy and complexity measures and approached significance for the outcome measure. In relation to the questionnaires, learners' answers demonstrated that the students were able to identify task elements in the Task-Test and used these characteristics to explain why they considered the test an effective tool for measuring their L2 performance. Based on the results from both quantitative and qualitative analyses, emphasis on the importance of a coherent approach for teaching and testing may be suggested. Furthermore, the Task-Test was considered a constructive and positive tool for communicative assessment.

Key-words: Task Based Approach, Assessment, Task-Test
Number of words: 338

RESUMO

TASK-TEST: O que está por trás da implementação de um teste baseado em tarefas? Comparando o desempenho de aprendizes de inglês como segunda língua e desvendando a percepção desses alunos sobre a situação de testagem

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Na área de Aquisição de Segunda Língua, a abordagem baseada em tarefas propõe um ensino comunicativo através do uso de tarefas (Skehan, 2003). Da mesma forma, pesquisadores e professores desta área explicam que a abordagem usada em sala de aula deve ser similar à maneira que os alunos são testados. Levando isso em consideração, é possível afirmar que, em uma sala de aula na qual a abordagem baseada em tarefas é aplicada, a testagem dos alunos deve ser conduzida da mesma forma. Assim, esse trabalho tem como objetivo investigar o impacto de um Teste-Tarefa, ou seja, um teste que contém elementos de uma tarefa levando em consideração os critérios estabelecidos por Ellis (2003), no desempenho de alunos de dois grupos distintos − grupo 1 que seguiu a abordagem estabelecida pelo livro-texto e grupo 2 que recebeu um tratamento seguindo a Abordagem Baseada em Tarefas. Além disso, a presente pesquisa tentou entender a relação entre o teste e a abordagem metodológica usada para ensino de segunda língua. Ainda, buscando um enfoque mais qualitativo, esse estudo objetivou pesquisar a percepção dos alunos sobre o Teste-Tarefa no sentido de saber se o mesmo é ou não uma ferramenta apropriada para medir seu aprendizado em L2. Trinta e dois participantes, divididos em dois grupos, responderam o Teste-Tarefa, um questionário sobre dados pessoais bem como outro sobre o teste em si. Em relação à comparação do desempenho dos alunos levando em consideração a acurácia, complexidade e *outcome* (resposta comunicativa de uma tarefa), Testes-T independentes foram utilizados. Quanto ao objetivo de entender a percepção dos participantes sobre o teste, uma avaliação qualitativa dos questionários foi feita. Resultados indicaram falta de significância estatística para ambas acuracia e complexidade enquanto que para a medida de *outcome*, a significância foi aproximada. Em relação aos questionários, os mesmos demonstraram que os alunos identificaram os elementos de uma tarefa no Teste-Tarefa e, em virtude desses resultados, o Teste-Tarefa foi considerado pelos alunos como uma ferramenta apropriada para medir seu aprendizado em L2. Levando em consideração tais implicações trazidas pela análise dos dados quantitativos e qualitativos, ênfase na importância de uma abordagem coerente para ensino e testagem é sugerida. Ademais, o Teste-Tarefa foi considerado uma ferramenta construtiva e positiva para testagem no contexto do ensino comunicativo.

Palavras-chave: Ensino baseado em tarefas, testagem, Teste-Tarefa
Número de palavras: 373

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CHAPTER 1
INTRODUCTION

1.1.Preliminaries

Being passionate about teaching and foreign languages as I am, I have strived for

theoretical knowledge that would guide me in the process of making informed decisions

in my classes. Although I agree with Ellis (1997) that the relationship between Second

Language Acquisition[1] (SLA) and Language Pedagogy (LP) is somehow of an

unbalanced and problematic nature, taking into consideration that both depart from

different perspectives and realities, as a researcher and a teacher, I can clearly see the

importance of having both areas intertwined while teaching and conducting research.

As a teacher of English, I seek for bridging the knowledge I learn from theory and

the one I take from practice. As a researcher who can be inserted in the SLA field, I

agree with Ellis (1997) when he discusses the relationship between research and LP and

explains that "one way in which greater relevance might be achieved is through L2

classroom-centered research" (p.74). Even though I can see the validity of investigating

outside the classroom environments, I understand that by conducting research in

classrooms, researchers can better perceive what permeates the instructional learning

setting.

Taking this stance as a starting point, being a teacher at the Extracurricular

courses at UFSC[2], I tried to reflect about my pedagogical choices taking into account

the knowledge I had been acquiring as an undergraduate student in the English

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[1] Although Krashen, when discussing the Monitor Theory, makes a distinction between Acquisition and Learning, in this study, they will be treated as synonyms. In addition, the terms foreign and second language will be used interchangeably.
[2] The Extracurricular courses at UFSC offer language courses for students and members of the community. The teacher board in this course is comprised of students from the Letras Program at UFSC as well as MA and PHD students from the same institution. More details about the course are given in the Method Chapter.

Undergraduate Program. Within the area of Second Language Teaching (SLT), among many significant issues that have been researched and can be discussed, the relationship between the approach used by the teacher during classes and the way students are assessed must be taken into consideration due to its great impact to the learning process. According to the Brazilian *Parâmetros Curriculares Nacionais* – PCNs[3] (1998), both teaching and testing procedures should be in accordance so that the students are familiar with the types of activities and format being used and, therefore, are most likely to succeed. Bearing this in mind, it is possible to assert that the approach used for teaching should be in sync to the one used for testing.

When considering the variety of approaches to SLT, it can be stated that the Task Based Approach (TBA) has been recently at the core of research discussions. Kumaravadivelu (2006) explains that the Communicative Language Teaching has been "paving way for a renewed interest in Task Based Teaching" (p.6). Therefore, as a teacher who primarily makes use of the Task Based Approach for teaching purposes and who is concerned with providing students with a coherent approach for teaching and testing, I developed a written test with the intention of following the principles of the TBA.

TBA makes use of tasks as its main tool for language teaching. Although there is not a consensus in the field regarding the definition of tasks (Ellis, 2003), it is important to define key features so as to perceive what makes an activity a task. In the present study, I side with Ellis (2003), who defines task as a workplan that involves primary focus on pragmatic meaning and real-world processes of language use, focuses on one or more of the four language skills, engages learners in cognitive processes and has a defined communicative outcome. Having these characteristics in mind, as part of my

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[3] The PCNs correspond to Brazilian Curricular Parameters which establish educational principles so as to guide teachers and schools in their practicum.

Research Monograph for the Undergraduate English Program, a Task-Test[4] was developed, that is, a written test which is based on Ellis's (2003) key features of a task. As I entered the Master Program, I wanted to better understand the impact of the Task-Test on the process of teaching English as a second language as well as comprehend other assessment issues. Moreover, having in mind that most research conducted in the area of language production focuses on the speaking ability, this research, whose core lies on the writing skill, is also intended to contribute to developments in the area.

Therefore, throughout this study, I expect to unfold some of the benefits and pitfalls that lie behind implementing a communicative assessment tool in a language classroom as a way to contribute to the SLA area of research as well as offer new paths and opportunities for pedagogical reflections for teachers of English as a second language in terms of testing.

1.2.Statement of the Purpose

The objective of the present study is to investigate the impact of a Task-Test and of the approach used for Second Language Teaching on the written performance of thirty-two Brazilian students as well as the relationship among them. Moreover, taking into consideration the participants' answers to a questionnaire, this study intends to shed some light on how these students perceive the Task-Test in relation to it being an appropriate instrument for assessing their learning in their classroom context.

Participants were divided into two groups that were exposed to two different conditions, that is, one group had classes that followed primarily their textbook approach while the other group was presented to Task Based classes. It is estimated that

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[4] A more detailed explanation of what a Task-Test is will be given in the Method Chapter.

students who have been exposed to Task Based classes will perform better in terms of accuracy, complexity and outcome achievement[5] since the approach used in the test is in the line with the approach used in class. Moreover, it is believed that the Task-Test offers possibilities of focusing on communicative and pragmatic meaning while writing. Therefore, students who have been exposed to Task Based classes may have better chances of performing well since they have had the opportunity to guide their attentional resources in a more pragmatic meaning centered way while answering the test.

1.3.Significance of the Study

The results of this study may shed some light on research already conducted in the field of Second Language Acquisition, since it investigates assessment in second language classrooms. In addition, this study may be relevant to the research in the area of Task Based Approach due to the fact that it is presenting a new perspective on the use of tasks as tests. Additionally, considering the scarcity of research that focuses on the writing skills and has been conducted in the area of tasks, the relevance of this research also lies on the contribution that it may offer to expand the scientific knowledge about this ability. Lastly, this study may also be of relevance for students who participated in it, since it gives them opportunities to reflect about their own learning as it takes into account their voices while evaluating testing situations. Promoting awareness of one`s own learning processes lies at the heart of metacognition.

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[5] According to Skehan (2009) complexity and accuracy are relevant measures used to assess students' language performance. In this study, complexity is operationalized by an index of subordination while accuracy is related to error-free performance if normative grammar is considered. Outcome achievement, on the other hand, comprises a more qualitative measure and is related to the achievement of the objective of a task. The three measures will be discussed in details in the Review of Literature and Method Chapters.

1.4.Organization of the thesis

Besides the introduction (Chapter 1), this dissertation consists of 4 chapters. Chapter 2 lays the theoretical background for this study. It starts by reviewing important concepts and theoretical background that lie behind the Task Based Approach. Secondly, it discusses the issue of assessment and its importance for learning development. Thirdly, the chapter makes an appraisal of L2 writing production measures and, finally, it theorizes on the relevance of students' perception to research.

Chapter 3 describes the method employed to collect data for the present study. This includes information about the selection of participants, the materials and procedures to assess L2 writing production, and the statistical techniques used to analyze the data. The chapter also poses the research questions and the specific hypotheses guiding the study as well as a description of the pilot study conducted previously to this research.

Chapter 4 reports and discusses the results obtained in the present study. This chapter includes first the analysis of research results from each of the statistical procedures adopted. The results are discussed in relation to the research questions and hypotheses posed in the method section. Subsequently, a qualitative analysis is conducted and the answers given by the participants to a questionnaire are examined in the light of the Task Based and assessment background. Then, a triangulation of quantitative and qualitative data is done so as to better understand the relationship between the results and the objectives of this study.

Finally, in chapter 5, the main findings of the present study are summarized and a reflection is presented on the role the Task-Test may have in assessment as well as in the importance of reflecting about teaching approaches in second language classrooms. The chapter also points out the limitations of the study and provides some suggestions

for further research. The last section depicts some pedagogical implications that arose from the results obtained.

CHAPTER 2
REVIEW OF LITERATURE

This chapter lays the theoretical ground work of the present study, whose objective is to shed some light on the understanding of the impact of implementing a Task-Test to L2 learners. Therefore, this section is divided according to its main concepts as follows: (1) Task Based Approach, (2) Second Language Assessment, (3) Measurement of Language Performance and (4) Students' Perception.

2.1.Task Based Approach

The Task Based Approach (TBA), an extension of the Communicative Approach (CA) (Skehan, 2003), focuses on the development of communicative competence through the teaching of the four language skills (reading/ writing/ speaking/ listening). One of the main differences between the two lies on the instruments which are used, being the TBA the approach that makes use of tasks as its main tool for Second Language Learning.

According to Ellis (2003), tasks have influenced the development of the SLA theories in many different ways. As the author states, in the late sixties and during the seventies, researchers of SLA focused mainly on describing how learners acquired an L2. Then, subsequently, SLA research became "more theory-oriented with researchers seeking to test specific hypotheses based on theories of L2 acquisition" (p. 21). Ellis (2003) explains that "tasks have played an important role in both the early descriptive research and the later more theoretically based research. Also, tasks have become a focus of research in their own right" (p. 21). The author acknowledges that during the

descriptive period, "the main goal was to examine how learners acquired an L2 naturalistically, i.e., without formal instruction" (p. 21). These data were normally collected through the use of tasks that would elicit communicative samples from learner's language production and then analyzed. Afterward, within the theoretically based SLA research, hypotheses related to input and interaction aroused.

According to Mackey (2006), the work of Krashen contributed a lot to the development of the input hypothesis, which highlighted the need for comprehensible input "that is, input in the target language that is understandable in a particular context of use but slightly more advanced than the learners' current level of ability" (p. 435). In relation to the interaction hypothesis, Mackey (2006) cites Long and Gass' ideas who suggest that "second language development can be facilitated when learners attempt to communicate with other speakers in the L2, experience difficulties and engage in further interaction with their interlocutors to resolve problems" (p. 438). According to Ellis (2003), these two hypotheses made use of tasks as instruments for some empirical studies in order to confirm some of the premises that had been raised. The author explains that the use of tasks in these investigation processes "have motivated several studies where the focus of the research was the tasks themselves" (p. 23). Recently, according to Ellis, task-oriented researchers have conducted studies on language competence and speech production (Levelt, 1989; Skehan, 1996a, 1998a; among others), focused tasks (Bygate, 1999b; Newton & Kennedy, 1996; Takashima & Ellis, 1999; among others), consciousness-raising tasks (Fotos & Ellis, 1991, among others), and attention to form and/or meaning while performing a task (Samuda, 2001; Swain, 1985; among others).

In order to understand the different approaches to TBA, it is important to define what a task is. According to Kumaravadivelu (2006), although much has been published

as an attempt to explain this concept, "a consensus definition of task continues to elude the teaching profession" (p. 6). Skehan (2003) explains that the term "task" arose in the 80s, as an alternative for the term 'communicative activities'. Taking into consideration the need for a definition on tasks, Bygate, Skehan and Swain (2001) described it as "an activity which requires learners to use language, with emphasis on meaning, to attain an objective" (p. 252, as cited in Ellis, 2003). It is important to take into account, however, that the focus of the authors was to find a definition that would encompass different kinds of contexts in TBA teaching and learning since, according to them, "definitions of task will need to differ according to the purposes for which tasks are used" (p. 252, Bygate, Skehan & Swain, 2001, as cited in Ellis, 2003).

Nevertheless, Ellis (2003) explains that "there is also a need for a generalized definition that can serve to identify the essential commonalities in tasks, irrespective of their actual use" (p. 9). Therefore, the author spots some imperative characteristics for a task: a task is a workplan that involves primary focus on pragmatic meaning and real-world processes of language use, focuses on one or more of the four language skills, engages learners in cognitive processes and has a defined communicative outcome. Since Ellis' (2003) definition of a task will permeate this study, a more detailed explanation about each of these aspects will be given below.

The concept of task-as-workplan" is contrasted by Ellis (2009) with the idea of "task-as-process". The author explains that a task is a plan that "takes the form of teaching materials or of ad hoc plans for activities that arises in the course of teaching" (p. 9). For this reason, whenever the task is applied in the classroom, it may or may not match the intended plan and it must, therefore, be seen as a workplan that "may not result in communicative behavior" (p. 9).

In relation to pragmatic meaning, the author points out that a task "seeks to engage learners in using language pragmatically rather than displaying language" (p. 9). This process of language use will involve the need to express oneself in relation to a 'gap', that is, an objective within the task that motivates students to use the language so as to complete it. This gap is the outcome of the task. Therefore, in order to achieve the outcome, students direct their primary attention to meaning.

Ellis (2009) also explains that a task involves real-world processes of language use since it encompasses activities such as ones found in the real world, that is, activities that may be performed in students' real life as, for instance, completing a form. For this purpose, tasks may involve any of the four language skills since, in real life, students may listen or read a text as well as produce oral or written speech.

Concerning the cognitive processes that students engage in while completing the task, the author points out that when taking part in this type of activity, learners employ processes such as "selecting, classifying, ordering" (p. 10) which may "circumscribe the range of linguistic forms a user will need to complete the task but allow the actual choice of forms to remain with the learner" (p. 10).

In addition to Ellis' concepts, another characteristic attributed to task that will serve as a basis for this research derives from the focus on form approach. D'Ely (2011) explains that the term focus on form (Long, 1991, as cited in D'Ely, 2011) refers to a pedagogical intervention which is opposed to its counterpart labeled focus on forms. While the former means that learners' attention is tuned to formal aspects of language within a meaningful context, the latter implies 'instruction per se', where there is a focus on a linguistic structure detached from its context of use. Long (2000) explains that the focus on form aspect refers to "how attentional resources are allocated, and involves briefly drawing students' attention to linguistic elements in context, as they

arise incidentally in lessons whose overriding focus is on meaning" (p. 3). Ellis states that a focus on form task has two aims: "one is to stimulate communicative language use and the other is to target the use of a particular, predetermined target feature" (p. 16).

Having in mind Ellis' definition of a task previously presented and the exposed ideas about form-focusing tasks, this study proposes the use of tasks for assessment purposes.

2.2.Second Language Assessment

Assessment can be defined as a major aspect in education. A. Da Silva (2006) explains that, within the scope of the current Brazilian society, evaluation is used as "a perverse instrument of the dominant ideology, since the way it is administered in schools determines who will be the ones that will be part of the dominant class and the ones that will belong to the dominated class"[6] (p. 5, my translation). Freitas (1995, as cited in A. Da Silva, 2006) states that the assessment instrument may be the most decisive one in determining who will fail and who will succeed, not only in school grounds but mostly in life. Therefore, assessment holds an extreme importance in the learning process and, hence, must be seen as "an opportunity to diagnose the real condition of the learning moment, as a way to reroute the action, visioning the attainment of the teaching/learning objectives"[7] (p. 9, my translation, A. Da Silva,

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[6] Original quotation: "avaliação como instrumento perverso da ideologia dominante, pois a forma como ela é realizada nas escolas determina aqueles que farão parte da classe dominante e da classe dominada".

[7] Original quotation: "tem-se a oportunidade de diagnosticar a real condição em que está a aprendizagem, possibilitando ocorrer um (re)encaminhamento da ação, visando à consecução dos objetivos que se deseja alcançar"

2006). Taking these ideas into consideration, more than just changing evaluation instruments, it becomes urgent the need for a change in the way schools (and that includes teachers and students as well) view the assessment process so as to guarantee its didactic and instructive purpose.

According to Colpin and Gysen (2007) "in an educational setting, tests are tightly linked to learning goals, on the one hand, and the educational program on the other" (p. 151). The authors explain that, at the same time that the teaching goals may be "the crucial point of departure for both education and testing" (p.151), the testing phase is also highly informative, providing "insights into the progress learners make" (p.151) and therefore, pointing directions to the teaching process.

Bachman and Palmer's (1996) approach to the importance of testing reinforces how useful tests can be in the language field. The authors claim that

> language tests can be a valuable tool for providing information that is relevant to several concerns in language teaching. They can provide evidence of the results of learning and instruction, and hence feedback on the effectiveness of the teaching program itself. They can also provide information that is relevant to making decisions about individuals, such as determining what specific kinds of leaning materials and activities should be provided to students, based on a diagnosis of their strengths and weaknesses, deciding whether individual students or an entire class are ready to move on to another unit of instruction, and assigning grades on the basis of students' achievement. Finally, testing can also be used as a tool for clarifying instructional objectives and, in some cases, for evaluating the relevance of these objectives and the instructional materials and activities based on them to the language use needs of students following the program of instruction. (p. 8).

As stated by the authors, not only language teachers need to be aware of these different uses of tests, but also reflect about them so as to "make informed judgments in selecting appropriate language tests or to plan, construct and develop appropriate tests of their own" (p. 8). Therefore, taking into consideration that assessment should be seen as a phase of the learning process and not simply as the end of it, and for that reason, it is also a way of informing how to teach, what to teach, being the trigger of future teacher`s planning; it is possible to state that more than just grading students, teachers

must use the testing stage as a 'thermometer', a tool to reinforce the acquired knowledge and to identify gaps that must be revisited.

Within the context of the Extracurricular course at UFSC, the one in which this study will be conducted, among the guidelines given to the teachers in relation to the teaching process, it is required from each educator the use of, at least, one written test during the semester as a measurement tool for second language production. After all, as stated by Colpin and Gysen (2007), classical tests, that is, "tests that aim to measure to what extent a language learner can perform certain language tasks at a particular moment in time" (p. 151) still constitute "the bulk of most teachers' assessment practices around the world" (p.151). According to Bachman and Palmer (1996), on the other hand, in order to choose the test that is going to be used for assessing students' language performance, "we need a framework that enables us to use the same characteristics to describe what we believe are the critical features of both language test performance and non-test language use" (p. 10).

Having in mind the need for a more dynamic and procedural kind of assessment process, one that assesses students' different abilities and skills at the same time that diagnoses the gaps and opens possible ways to proceed with the learning course of action; it becomes necessary to offer students, among other testing situations, a process-oriented type of writing assessment that is coherent to the approach used in class[8]. Therefore, taking into account that some teachers in Extracurricular courses make use of the Task Based Approach as one of the main tenets guiding most of their pedagogical

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[8] Recent studies on assessment have discussed the importance of the washback effect in evaluating students. Authors such as Scaramucci (2004) claim that the impact of testing situations on the way we teach our students is tremendous and, therefore, by changing the way we test we may also change the way we teach. It is important to highlight, however, that although such studies depart from a different starting point than this research, the ultimate goal is the same, that is, the coherence between the way we teach and test. In the case of this study, it derives from a more pedagogical and classroom oriented perspective and, therefore, reinforces the importance of testing based on how we teach.

choices[9], there is a need to reflect on the type of written assessment used in class that matches the principles of this approach.

Concerning the instruments used for testing, Task Based Approach assessment makes use of tasks as its tool for assessing. Nunan (2004) explains that, "Task Based testing requires candidates to perform an activity which simulates a performance they will have to engage in outside the test situation" (p. 145). Ellis (2003) emphasizes that this type of testing seeks to provide information about the ability to use the language in specific contexts.

According to Colpin and Gysen (2007)

> for many construct-centered tests, for instance those focusing on subskills (vocabulary, grammar) or those measuring domain-independent, general language proficiency, it is hard to assess the extent to which test results allow for an accurate prediction of the test taker's ability to successfully perform language tasks in real life. To a large extent, this has to do with the fact that the dynamic interaction between cognitive, contextual and linguistic variables that govern language performance in real life is often not sufficiently taken into account in system-referenced, 'analytic tests', neither is the integrated use of different skills and competencies that come naturally with real language use, nor the various ways a language learner can compensate for certain limited skills by using another skill or competence (…) In this line of reasoning, Task Based assessment can be defined as an approach that attempts to assess as directly as possible whether test takers are able to perform specific target language tasks in particular communicative settings. (p.152).

The authors point out, in addition, that "assessment tasks ideally should be motivating and authentic tasks that relate to what learners are expected to be able to do with the target language" (p. 152-153, Colpin & Gysen, 2006).

Nunan (2004) makes a distinction between system-referenced tests and performance-referenced tests. According to the author, "a system-referenced test item

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[9] In the context of the Extracurricular courses at UFSC, although all educators make use of the same textbook, teachers are allowed to make their choices in terms of the methodological principles to be followed in class. Therefore, some of the teachers decide to use the Task Based Approach while others make use of other approaches. Having in mind the importance of this approach in the latest discussions in SLA, this study will follow its principles for language performance and testing. A more detailed explanation about the Extracurricular course, which is the context under investigation in this study, the textbook used by teachers and the approaches chosen by them in the course, will be given in the Method Chapter.

requires the candidate to demonstrate knowledge of the phonological, lexical or grammatical systems of the language" (p. 141) while the "performance-based item, on the other hand, requires, the learner to demonstrate an ability to use the language" (p. 141, Nunan, 2004). Task Based assessment then would fit into to the latter category.

Focusing on the testing of the written language production within the Task Based Approach, Nunan (2004) offers some possible instruments for data collection of students' writing performance: journals, diaries, learning logs and portfolios. However, having in mind the requirement of a written test established at the Extracurricular courses, a need for a task that had a written test nature emerged.

Therefore, in the case of this piece of research, due to the fact that the assessment being used can be considered a task containing sub-tasks within it, the instrument used for language testing will be a written test called Task-Test, which will include Ellis's (2003) main features of a task mentioned above. This Task-Test will be comprised of five written questions that can be considered sub-tasks. In addition, some of the sub-tasks that comprise this test can be considered form-focused tasks.

It is important to clarify that the Task-Test was developed by this researcher during the Research Monograph phase of the English Undergraduate Program at USFC and it can be considered, therefore, an innovative assessment instrument in the area of Task Based Assessment. Bachman and Palmer (1996) talk about the use of 'test tasks' in language testing which is a similar type of instrument but that follows somehow different frameworks. First of all, the authors categorize what a 'task' is based on Carroll's (1993, as cited in Bachman and Palmer, 1996) definition that says that "a task [is] any activity in which a person engages, given an appropriate setting, in order to achieve a specifiable class of objectives" (p. 43). Additionally, Bachman and Palmer's (1996) main goal when discussing the use of 'test tasks' is to help teachers in the

development of different language tests. On the other hand, Ellis (2003), when proposing a framework for what a 'task' is, desires to find a general definition which theoreticians in the area of SLA may use when developing their communicative activities within the Task Based Approach framework. Having this in mind, this study proposes the use of a written test that follows Ellis' principles for a 'task' in the Extracurricular English course context as one way to test students' written abilities. This study, therefore, presents the use of a Task-Test to achieve this purpose.

Finally, in order to better understand the characteristics of the Task-Test as well as the discussions that lie behind the Task Based Approach and the written production in SLA, it is relevant to mention the importance of output in language acquisition development. Swain (1985) states that "output pushes learners to process language more deeply than does input" (p. 126). In order to support her claim, the author presents three functions of output: (1) the noticing function, which is related to a conscious recognition of linguistic problems; (2) the hypothesis-testing function, which may lead to modified output; (3) the metalinguistic function, which enables learners "to control and internalize linguistic knowledge" (p. 126, Swain, 1995). According to Swain (1995), "in speaking or writing, learners can 'stretch' their interlanguage to meet communicative goals" (p. 127). Taking this idea into consideration, it would be through output, then, that learners would have the opportunity to reinforce the 'acquired' knowledge, thus enhancing fluency, and also testing this knowledge in order to achieve successful communication – accordingly improving accuracy. Having in mind the importance of output for second language development, the Task-Test would then, not only measure students' performance, but would also function as an opportunity for students to optimize their learning opportunities and encourage learners to seek for improvement.

Taking the aforesaid into account, in the present study, therefore, assessment will be viewed as a tool for helping learners during the second language acquisition process, that is, an instrument which reinforces the acquired knowledge at the same time that identifies gaps that must be revisited. As mentioned above, the test used in this research will be a Task-Test, which will offer the students the opportunity to improve their language knowledge by focusing their attention on pragmatic meaning, by offering an opportunity to produce output as well as to focus on form within a communicative context. It is important to highlight, however, that the assessment instrument in this study is to be seen as a complementary tool to assist teachers and students to evaluate learners' development during the semester. That means that the Task-Test is to be understood as part of an ampler evaluation process which may include different testing procedures and instruments that will contemplate different learning styles as well as different linguistic abilities.

2.3. Measuring Language Performance

Within the field of TBA, much research has been conducted in order to assess language performance, more specifically, a great bulk of studies have focused on learners' oral performance. However, according to Ellis (2003), "the measurement of language production has long proved problematic for researchers" (p. 115). This difficulty is due to the absence of a unit for measurement which would allow the researcher to compare results across studies. The author explains that, as a consequence of this difficulty, "to a large extent, measures of production have been intuitively chosen or data driven, rather than theory-based" (p. 116).

While studying measurement of oral skills, Skehan (2009) elected three criteria that could be used to guarantee successful task performance. The author states that

> a successful [oral] performance in task-based context has often been characterized as containing: (a) more advanced language, leading to complexity; (b) a concern to avoid error, leading to higher accuracy if this is achieved; and (c) the capacity to produce speech at normal rate and without interruption, resulting in greater fluency (p. 1).

Thus, for the author, speaking must be seen as a multifaceted phenomenon in which three distinct but interrelated dimensions interact: fluency, complexity and accuracy. According to D'Ely (2006) "the use of multiple measures may allow each dimension to be reliably assessed" (p. 61). It is important to highlight, however, that Skehan's (2009) research was conducted based on oral-production, similarly to most research in the area of TBA. Therefore, not all aspects mentioned by Skehan can be applied in this study which aims at testing the writing ability. For this reason, this study takes into consideration only complexity and accuracy as its main measurement aspects, disregarding fluency.

Taking into account the principles of a task given by Ellis (2003), it also becomes relevant to consider the actual facets that make a task successfully performed. According to Ellis (2003), the outcome is the actual goal of a task, that is, in order to complete the task properly, participants must achieve the communicative outcome proposed by it. Having this characteristic in mind, this study also considers the outcomes of the Task-Test as a measurement aspect.

Regarding complexity, Skehan explains that "tasks requiring information manipulation lead to higher complexity" (p. 511). There are many different ways to organize information in a text. One of the many ways is pointed by D'Ely (2006) who states that "complexity has been overtly operationalized by an index of subordination"

(p. 63). Therefore, this study takes into consideration the use of subordination by students as a mean to measure complexity.

The accuracy criterion was chosen based on the focus on form characteristic of the Task-Test, that is, taking into consideration that some of the questions in the test encourage students to make use of specific learned grammatical items, a proper use of these items is then required. In addition, considering that one of the main purposes of a task is to focus students' attention to pragmatic meaning, it is also expected that the students reflect about their linguistic choices while expressing their thoughts so as to foster effective communication. Hence, this study takes into consideration the use of grammatically correct language by students as well as proper lexical choices made to express intended meanings.

Finally, concerning the outcome as the third measurement criterion, Ellis (2003) emphasizes the importance of a goal for the student to have in mind when performing a task. Each sub-task in the Task-Test has a specific outcome to be achieved. Therefore, students will be expected to accomplish this goal, that is, accomplish the expected outcome.

Therefore, in view of the measurement features explained above, the following criteria were established to be used in this study: a) complexity - the use of subordination; b) accuracy - the correct use of the English normative grammar and the proper use of vocabulary; and c) outcome - the achievement of the communicative outcome established by each question in the Task-Test. A more detailed explanation of the three measures will be given in the Method Chapter.

2.4.Students' Perception

The word perception is normally related to opinion or belief, and, therefore, often taken for granted without receiving an important value within the research field. Fontes (2005) explains that common sense dictates perception as intrinsically related to the five senses, as it is the ability to see, hear and understand something clearly (pg. 7, as cited in Almeida Junior, 2011). However, according to M. Da Silva (2003), perception can be seen as

> a physical and intellectual ability used in mental processes to recognize, interpret, and understand events, an intuitive cognition or judgment; a way to express a particular opinion or belief as a result of realizing or noticing things which may not be obvious to others; insight, awareness, discernment, recognition, a set of understandings, interpretations and a way of knowing. (p.9)

It is possible to infer, therefore, that perception is a considerably more complex process than it seems to be. M. Da Silva (2003) points out that "perception, then, involves our ability to elaborate, interpret, and assign meaning to the input we receive" (p.10). Hence, more than just an opinion, perception can be understood as a multifaceted practice which involves intellectual knowledge, background information and cognitive thinking and evaluation.

Considering the context in which this research will be conducted, this study investigates students' perceptions on the instrument used to assess their language acquisition as a way to try to understand how they perceive this instrument as being appropriate and effective or not for measuring their language development in the context they are inserted in.

Taking the discussion presented above into consideration, this study sides with M. Da Silva (2003), understanding perception as the intellectual ability used by Second Language students to recognize a specific input; internalize it; process this

internalization; and produce knowledge at the end of this procedure, as a result of reasoning.

It is also important to briefly discuss the role played by metacognition in task performance. According to Ellis (2003), metacognition also lies at the heart of the Task Based Approach. Oz (2005) defines metacognitive knowledge as "the individual's beliefs about oneself and about others as learners and of the requirements involved in the learning process" (p. 148). The author quotes Walden (1991), explaining that metacognitive knowledge is related to task knowledge being the latest the knowledge that learners have about "a specific task, how to best manage it and the likelihood of one's success" (p. 149). Therefore, taking into account learners' perceptions of their own learning process, the metacognitive knowledge triggered and encouraged in this study not only gives students the opportunity to express their voices in terms of their understanding of the process itself, but it also offers them the chance to evaluate and realize the processes they engaged in.

Having presented the main theoretical tenets that guided this study, I now move on to the Method Chapter in which a detailed explanation of the methodology implemented in this study will be given.

CHAPTER 3
METHOD

With the purpose of investigating the objectives previously mentioned, this study, which has a cross-sectional, comparative, quantitative and qualitative nature (Dornyei, 2007), was conducted at *Universidade Federal de Santa Catarina* and followed the methodological procedures detailed below.

The present chapter describes and justifies the method that was used in conducting the experiment and analyzing the data. The chapter is organized into seven sections: 1) objectives, research questions and hypotheses; 2) context of investigation; 3) instruments (subdivided into three sub-sections that correspond to the three instruments that were used in this study); 4) participants; 5) procedures for data collection; 6) procedures for data analysis and 7) pilot study.

3.1. Objectives, Research Questions and Hypothesis

Bearing in mind that, as mentioned in the introduction, there is a need for a coherent approach to teaching and testing within second language classrooms; and, in addition, taking into consideration the Extracurricular context and the use of Task Based Approach by some of the teachers in this context; this study aims at comparing students' performance after taking a Task-Test as a way to investigate (1) whether the Task-Test and the approach used in class have an impact on students' performance or not. Moreover, taking into consideration the students' answers to a questionnaire, this study also intends to (2) shed some light on the issue of how students perceive this Task-Test in relation to it being an appropriate instrument for measuring their learning in the context they are inserted in.

In order to achieve these objectives, four research questions guided the quantitative part of this study:

RQ1- Are there differences in the performance of two groups, who have been exposed to different teaching approaches, when answering to a Task-Test?

If so,

RQ1A- Are there differences regarding language performance in terms of accuracy?

RQ1B- Are there differences regarding language performance in terms of complexity?

RQ1C- Are there differences regarding language performance in terms of learners' outcome?

Based on the research questions presented above, four hypotheses were formulated:

H1- There are differences in the performance of two groups when answering to the Task-Test.

H1A- There are differences regarding language performance in terms of accuracy between the two groups.

H1B- There are differences regarding language performance in terms of complexity between the two groups.

H1C- There are differences regarding language performance in terms of learners' outcome between the two groups.

Additionally, aiming at a more qualitative understanding of the Task-Test, this study also tries to answer the following research question:

RQ2- What are the students' perceptions of the Task-Test, when comparing it to ordinary testing situations that these students might have already faced?

In order to answer the research questions and find support for the hypotheses aforementioned, it is important to detail how this study was conducted. Therefore, the next sections will provide detailed information about the context of investigation, the participants of the research, the data collection and analysis methodology and, finally, the results achieved in the pilot study.

3.2.Context of Investigation

The present study was conducted at the Extracurricular courses, at UFSC. These courses are part of the *Programa de Extensão de Linguas Estrangeiras da Universidade Federal de Santa Catarina* and offer classes of six different languages, including Portuguese as a foreign language. Since the focus of this study is on aspects that permeate the acquisition of the English language, this section will provide additional information about the English Extracurricular course.

The students that take part in this course form a diverse group of university students, members of the *Florianópolis* community and UFSC employees. The minimum age for students taking classes in it is fourteen[10]. Most students look for the

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[10] In order to better understand who the students taking part in this study are, a profile questionnaire was answered by them. More details are given in the instruments section below.

course as an opportunity to improve their English knowledge for academic, professional, travelling and communication purposes.

In relation to the group of teachers that work in this context, it is comprised of students of the *Letras* Program as well as MA and Doctoral candidates of the *Programa de Pós Graduação em Inglês*, at UFSC. So as to be part of the teaching board, these students undergo a selection process that involves the microteaching of a class making use of the textbook that is employed in the actual classroom.

The approach used for second language teaching may vary according to the teacher's beliefs and choices. However, all teachers must, at some point in class, make use of the textbooks recommended by the coordination of the course which are the *Interchange Fourth Edition* Series (used from Levels 1 to 6) and the *American Inside Out* Series (used from Levels 7 to Advanced 2). As this research will be conducted with participants from the Level 5, only the *Interchange* textbook will be detailed below.

According to D'Ely and Mota (2004), "the units in the textbook *Interchange* are structured following a cyclic and fixed pattern" (my translation − p. 4). That is, each unit starts with a specific theme which will then guide the whole unit. This topic is introduced in a contextualized way and is normally related to a grammatical structure that will be learnt by the students in that unit. The sequence of activities varies from one unit to the other. Normally, the following sections that contemplate a unit are: "Snapshot", "Word Power", "Conversation", "Grammar Focus", "Pair work, role play, group work", "Class Activity", "Pronunciation", "Listening", "Writing", "Reading" and "Interchange activities".

As stated by Almeida Junior[11] (2011) in relation to the *Interchange* Series, "despite the fact that the authors claim to make use of an approach that focuses on meaningful real-life interaction through well-thought cycles of tasks and other types of activities, *Interchange* seems to fail to offer tasks to learners, as most of the proposed practices do not possess the features of a task-based activity" (p. 10). After conducting a textbook analysis, the author claims that the *Interchange* textbook mostly provides either exercises that focus specifically on grammatical forms or activities which do not "present some of the essential tasks' characteristics, such as the fact that they do not seem to lead learners to a final communicative outcome, as the activities do not share an evident common goal" (p.12). Schadrack's (2010) investigated the usefulness of written tests used in Extracurricular course at UFSC and interviewed some teachers in the course. Some participants in this study criticized the activities in textbook *Interchange* claiming that "either they did not carry any resemblance with tasks in a real-life context, or by claiming that students were dissatisfied with them" (p. 106).

Taking into consideration the claims brought by Almeida Jr. (2011), teachers in Extracurricular course that choose to use the *Interchange* textbook as their main source for Second Language instruction, that is, that mostly focus on the textbook activities during the teaching process, are not making use of the Task Based Approach (TBA).

Having in mind that, as D'Ely and Mota (2004) explain, the material used in class should reflect the teachers' view of language and teaching, in other words, it should serve as a tool to support teachers' choices within the ESL context; therefore, it may be

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[11] Almeida Junior (2011) conducted a careful analysis of the *Interchange* textbook which focused on the Third Edition of the series, which had been published in 2005 and, since then, been used in Extracurricular courses. However, the Fourth Edition of the series, published in 2013, is now being used by teachers in Extracurricular. Even then, this research takes Almeida Junior's analysis into account since the new edition does not bring changes in terms of content and methodological choices; only pictures and the design of some units have suffered modifications. More specifically, the first three units of the Interchange 3, which are the units studied by the participants of this research, have not undergone modifications whatsoever that may contradict the analyses conducted in this study.

concluded that if a teacher proposes to be communicatively-oriented and to make use of the TBA in class, the textbook *Interchange* should not be the only source of activities implemented for Second Language learning.

As aforesaid, in the Extracurricular courses, although all teachers make use of the *Interchange* textbook for teaching English in level 5, the approach used in class might vary according to the teachers' beliefs and methodological choices. Therefore, some teachers choose to follow primarily the instructions brought by the textbook while others choose to use the textbook only as a guide and implement different approaches for second language teaching, including the Task Based Approach[12].

3.3.Instruments

The instruments used in the study consist of a profile report questionnaire, a language test and a self-report questionnaire. The following sub-sections aim at presenting them. For further reference, the materials applied in this study are attached at the end of this research.

3.3.1. Profile questionnaire

The profile report questionnaire contains questions regarding age, time spent studying English, major at university, among other information, in order to outline the main characteristics of the participants (see appendix A). The questions were asked in

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[12] It is important to highlight that this information derives from informal talks with teachers and the coordination of the course.

Portuguese and participants were given a table to fill in according to their own personal data.

According to Mackey and Gass (2005) "when reporting research, it is important to include sufficient information to allow the reader to determine the extent to which the results of your study are indeed generalizable to a new context" (p. 124). Having this need in mind, the collection of bio data through a profile questionnaire proposes to ensure external validity for this research. The results of this data collection are given subsequently in the section that presents the participants.

3.3.2. Test

The test which was administered in this study is based on the three first units that are studied during the English classes of level 5, which the participants have attended in Extracurricular courses in the first semester of 2013. The test has been designed by this researcher as a result of teaching experiences as well as a Monograph Research[13] conducted during the second semester of 2011.

The test is in written format and it contains five open questions about a movie scene students have watched previously (See appendix B). The scene was taken from the film "*Singing in the Rain"* (1952) and in it, the main character, who is called Don and works as a silent movie actor, is being chased by some of his fans while going to a

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[13] In my Monograph Research, which was a study conducted in 2011 as a requirement at the end of the English Undergraduate Program, I conducted an investigation that had the purpose of analyzing the Task-Test (which was used by me as an instrument for assessment in Language classrooms) as a way to understand what makes it a Task and a Test at the same time. Moreover, the same study, following a qualitative perspective, aimed at perceiving the impact that the use of that test had on students' performance and learning process, according to their own perspectives.

party. As an attempt to run away from those fans, he jumps into a girl's car as she passes by. This girl is called Kathy and she works as a theater actress. At first, Kathy does not recognize Don and screams at him, but after asking a police man for help, she realizes he is a famous movie actor. So, in order to redeem herself, she offers him a ride to his house, which he accepts. As they drive to his house, Don flirts with Kathy. She does not like his attitude and decides to tell him her opinion about silent movie actors. According to Kathy, silent movie actors are not real actors since they do not speak, only make "dumb shows" with gestures and faces. At the same time she says that, they arrive at Don's house. Don gets mad at Kathy and he leaves the car.

The reason why the scene was chosen is due to the fact that it relates to the topics that were discussed by the students during the English classes in level five. Throughout the first three units, the students who participated in the study had classes that talked about three different themes: (1) relationships, (2) professions and (3) favors. In the scene, the three topics were contemplated, since it involves a relationship between the main characters, one makes the other a favor and the main topic discussed by them was related to their profession. Hence, the scene was selected as a way to offer students a familiar context about which they would write in the Task-Test. Therefore, the questions designed were all related to the scene. They were also interrelated in the attempt to make learners focus on pragmatic meaning, since the ultimate purpose was to answer the question about the given context instead of focusing on a linguistic item.

In the first question "*Based on the scene from the film 'Singing in the Rain', that you have just watched, explain what an actor is according to Kathy Seldon's opinion*", students are expected to discuss the characters' opinions in relation to acting. The second question *"Do you agree with her? What is acting for you?",* students are supposed to bring their own voice explaining their view on acting. The third question

"*Compare acting with your own profession/major. Which profession a) Is more interesting? b) Has better working hours? c) Requires more effort? d) Is better paid? Answer the questions above and explain why you think that way*" inquires students to contrast their profession to acting and explain their opinions. The fourth question "*As the movie continues, Don falls in love with Kathy. He wants to talk to her but he cannot find her. Imagine you are Kathy's best friend and Don asks you to give her some messages. Rewrite the sentences below, as if Don were asking you to give them to Kathy*" is the one in which students need to rewrite sentences within the given condition. Finally, in relation to the fifth question "*Based on the excerpt above, answer the following questions: a) Debbie Reynolds (Kathy) was really upset after Kelly's criticism. What was it about? Does it bother you when a person criticizes what you do at work/at university? b) Name other things that you can't stand at your work/university environment*", students need to read a small text and answer the two questions related to their work/study environment.

Even though, as previously mentioned, the students were not required to *focus on forms*, the Task-Test was designed so as to motivate the students to use the linguistic items they had learned in class. This aspect relates to the *focus on form* criterion established by Long (1991) and coined by Ellis (2003) when defining a task. According to Ellis, a focused on form task has the aim "to stimulate communicative language use and to target the use of a particular, predetermined target feature" (p.16). Therefore, the five questions displayed in the test offer the possibility for students to reflect about their linguistic choices while focusing on the pre-established context.

The Task-Test presents the five questions in a traditional writing test format, that is, the design of the test resembles a common writing test. Even then, the Task-Test is based on the main features of a task according to Ellis (2003), which implies that the

questions have their focus on meaning, instead of on grammatical features; real-world processes of language use appear; the questions focus on one or more of the four language skills; and to answer it, the students engage in cognitive processes that have a defined communicative outcome.

According to Farias (2011), "the Task-Test is more than an average test and the whole test constitutes a task formed by sub-tasks, as it fulfills Ellis (2003) sets of criteria" (p.22). The author explains that different choices were made during the elaboration of the test so that the Ellis' task criteria would be part of the assessment instrument. As mentioned above, these criteria are: 1) Focus on pragmatic Meaning; 2) Use of different linguistic abilities; 3) Need for an outcome; 4) Use of real-world processes of language; 5) Engagement of students in cognitive processes; 6) Use of workplan format; and, in addition, 7) Use of focus on form approach.

In relation to the first criterion, Ellis (2003) explains that a primary focus on pragmatic meaning involves "attention to message conveyance" (p. 5) in a situation where learners "use language in context" (p.3). Having this definition in mind, Farias (2011) points out that the Task-Test offers students a familiar context about which they would write so that they may focus their attention primarily on answering questions about that context instead of on making linguistic choices per se. According to the author, the context given was the movie scene itself and it was considered familiar because in it, the themes of relationships, professions and favors arose; that is, the three main themes of the three first units the students had been exposed to previously to the test. The author also points out that all questions had as their ultimate purpose a communicative answer instead of guiding the students to focus on a linguistic item per se. Therefore, since the students were expected to direct their attention to a familiar

context so as to answer the questions properly, the test was considered to have its primary focus on pragmatic meaning.

Farias (2011) states that although the students were not required to focus on forms[14], the Task-Test was designed so as to stimulate the students to apply the linguistic items they had learned in class, that is, they were encouraged to focus on form. Ellis (2003) explains that "while a task requires a learner to act primarily as a language user and give focal attention to message conveyance, it allows for peripheral attention to be paid to deciding what forms to use" (p. 5). Therefore, all questions in the Task-Test offered students the possibility to use what was learned in class as well as to reflect about their linguistic choices in order to answer the questions. Even so, while working on finding responses to the questions in the Task-Test, the students were not compelled to use those items as a condition to master the answer. Hence, it is possible to say that the characteristic of focus on form was present in the test, in other words, students could tune their attention to formal aspects within a meaningful context but had the freedom to select which linguistic aspects they preferred to answer the questions.

In relation to the need for an outcome, Ellis (2003) states that tasks "result in some clear outcome, other than simply the use of language" (p. 8). The author explains that the outcome of a task refers to "what the learners arrive at when they have completed the task" (p. 8), that is, the ultimate goal proposed by the task itself, such as tell a story based on given pictures or successfully indentifying differences in a spot-the-difference task. Therefore, the outcome of a task differs from its aim since, as mentioned by Ellis (2003), the aim "refers to the pedagogic purpose of the task, which is to elicit meaning-focused language use" (p. 8). The author points out that although "the real purpose of the task is not that learners should arrive at a successful outcome

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[14] Long (1991, as cited in D'Ely, 2006) explains that a focus on forms approach to Task implies instruction per se, where there is a focus on a linguistic structure detached from its context of use.

but that they should use language in ways that will promote language learning" (p.8), the outcome is an essential aspect of a task since it is the element that guides students in undergoing cognitive and linguistic process that may result in language learning.

Considering these aspects, Farias (2011) explains that each question in the Task-Test was planned so as to achieve a specific outcome. The students were expected to watch a movie scene in order to discuss its characteristics in the test, hence, by answering the questions appropriately, the students would have completed the Task-Test outcome and, consequently, used contextualized language. Accordingly, it is possible to conclude that, by presenting different outcomes for each question proposed, the Task-Test may promote language learning.

Concerning another criterion established by Ellis (2003) as a way to define task, the one concerned with a task making use of different linguistic abilities, Farias (2011) states that the Task-Test required students to write their responses, since they had to write all their answers in order to finish the test; and listening and reading, since they were exposed to a movie scene that contained subtitles and which they had to understand in order to answer the questions, besides a small paragraph which had also to be understood in order to complete question five. According to Ellis (2003), a task refers to "activities involving any of the four language skills" (p. 7).

In reference to real-world process of language use, Ellis (2003) explains that this aspect is related to the authenticity of the situation proposed in the task, that is, if it refers to activities that occur in a day-by-day living. The author points out, in addition, that many tasks which are not patently performed in the real-world, such as telling a story based on pictures, are part of the 'classroom-world' and may elicit language behavior that "corresponds to the kind of communicative behavior that arises from performing real-world tasks" (p. 6). According to Farias (2011) the Task-Test, which

requires students to answer questions about specific themes that are related to the real-world (professions and relationships, meeting someone new, giving opinions, etc) follows the criterion given by Ellis (2003) since, as stated by the author, "the processes of language use that result from performing a task, for example, asking and answering questions or dealing with misunderstandings, will reflect those that occur in real-world communication" (Ellis, 2003, p. 10).

Taking into account the aspect of engaging learners into cognitive processes during the task, Farias (2011) highlights that the Task-Test "requires learners to employ these processes since for answering the questions, participants went through reasoning, evaluating and selecting information, decision making processes, among others" (p. 22). Ellis (2003) explains that tasks "clearly involve cognitive processes" (p.7) but that these processes may be related to "the kind of structuring and restructuring of language that tasks are designed to bring about" (p. 7). According to the author, the cognitive processes in a task influence "but do not determine the choice of language; they circumscribe the range of linguistic forms a user will need to complete the task" (p. 10).

Finally, in relation to the Task-Test being a workplan, Ellis (2003) asserts that a work-plan involves the task designer's intention, that is, when creating a task, the designer has plans to engage the learner in meaning-focused language. However, as posed by Ellis (2003) not necessarily the workplan will match the 'task-as-process', since the learner may answer the task using different approaches than the one intended. The author points out, therefore, that the "instructions are an essential part of the task workplan" since they denote the purpose of the task to the learner, that is, the tasks' outcome. Farias (2011) affirms that the Task-Test can be considered a workplan since it was designed as a plan with the objective of engaging the learners in meaning-focused

language. In addition, each instruction was carefully given so as to create a context to the students to function as language users in the process of achieving the outcome.

Therefore, based on the ideas aforementioned, it is possible to conclude that the Task-Test follows Ellis' (2003) criteria for a task. Since all the questions are interconnected and, moreover, taking into consideration the fact that each of these questions contain the main characteristics of a task; the test can be considered a broad task, containing sub-tasks. Therefore, the test used in this study is called Task-Test.

3.3.3. Questionnaire

The questionnaire (see appendix C) used in this study contains four open questions and one closed question. According to Woodrow (2010), *"Questionnaires rely upon self-report, that is, the data come from the respondent's own account of their experiences or views."* (p. 305). Since one of the objectives of the study is to investigate students' perception of the test used to evaluate them, a self report questionnaire better fits the research purposes.

Although the students enrolled in the fifth semester of the Extracurricular course at UFSC are usually considered intermediate, the questionnaire was administered in the students' first language (Portuguese) so that difficulties in expressing their opinions because of the target language use were eliminated. Another reason for using questionnaires in Portuguese was because students' focus on understanding the questions was expected to be directed towards meaning and not towards comprehending specific words or ideas in another language.

In the first question – *Choose from the alternatives below the one that best express your opinion in relation to the test you have just answered and other tests you*

have already answered within the foreign language context[15] - students needed to opt, among given alternatives, the one that best fit their view of the Task-Test if compared to other tests they may have completed. The objective of this question is to check whether they are used to that type of testing or not and if they are able to perceive that the Task-Test is different from what they are used to. The given alternatives are: (a) the same type of test they are used to; (b) a little different from what they are used to; (c) a lot different from what they are used to. The reason why this question has a closed nature is that it was necessary to concentrate the students' attention into those specific alternatives, since, probably, if the question were open, the students could bring other characteristics about different types of testing that would not be relevant to the study.

The second question – *Explain your choice in the first question. By comparing this test to other tests you have already answered, which characteristics can be listed to explain your choice?* - required students to clarify their preference in the first question The objective of this question is to check if the students perceive differences in one type of test and the other and if they could elicit specific features of the test.

In the third question – *Comparing the test you have just answered to other tests you have already answered in the foreign language context, which would you consider more appropriate to evaluate your learning process? Why?* - students were asked to contrast the Task-Test to other tests they might have answered and decide which is more suitable to assess their learning process, within the context they are inserted in. This question attempts to investigate whether the students can see the importance of the task characteristics (which are usually not present in the traditional types of testing) when evaluation is taking place. Besides, this question is being used to evaluate the

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[15] So as to facilitate the reading of this study, the questions included in this subsection were translated to English. The original questionnaire can be found in the appendix in Portuguese.

Task-Test in terms of face validity, that is, the extent to which the test users see it as a valid instrument to assess their performance.

The fourth question – *Comment on the relationship you find between the test you have just answered and the types of activities you have done in class* - required students to bring remarks on their view of the test if compared to the activities done in class. This question endeavors at understanding whether students can identify the similarity of the test proposed in this research with the activities developed during classes or not.

And finally, the fifth question – *Use this space to say anything you may consider relevant about this experience, in case you consider necessary* - offered students some space to provide any other comment concerning the test as a way to reveal other issues that students might want to express and that were not covered by the questions previously asked.

The responses given by the students for the self-report questionnaires are detailed in the next chapter where the results are displayed and discussed.

3.4.Participants

In relation to the participants, students enrolled in the Extracurricular Course offered by UFSC were invited to participate in the study. Two groups taking classes at level 5 were invited. This level was chosen because it is considered to be intermediate and because the Task-Test was developed based on the units studied at this level.

The sample consisted of thirty-two participants, sixteen in each group (see appendix D). Their ages vary from eighteen to thirty-two years old in group 1 and seventeen to forty-seven years old in group 2. However, most students in both groups (75% in group 1 and 62,5% in group 2) are around 20. The majority of participants is

part of a variety of undergraduate programs at UFSC. Also, two students are part of a master program (one from each group), one student from group 1 works at the University and six students in group 2 are graduated. They all have had experiences with English before in regular or language schools and the majority has been studying at the Extracurricular courses for 1 year and a half or so. Only six students (two from group 1 and four from group 2) were in their first semester at Extracurricular course when data was collected. In relation to the reason why they are studying English, the answers given by the participants varied among communication purposes, professional and academic purposes, travelling and pleasure.

Prior to the beginning of the investigation, this researcher observed some classes that corresponded to the first three units in the textbook of two different teachers of level 5, at Extracurricular, as a way to make an informed decision in relation to the participants of this research[16]. Having in mind that both groups being compared need to have been exposed to different language teaching approaches; one having been exposed to the Task Based Approach and the other to an approach that primarily follows the textbook *Interchange* used in the course or other, this observation phase provided the researcher with relevant information to the selection of the participants. After the observations were finished, the two observed groups were considered appropriate to this study which has as its main goal to understand the impact of the Task-Test as well as the influence of the approach used in class on second language written performance when comparing groups that have been exposed to different methodological procedures in class.

It is important to highlight however that this study does not intend to take an evaluative stance regarding the approaches used or the choices made by these teachers.

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[16] More details about this observation phase is given in section 3.5

In fact, the goal that permeates this piece of research is to help teachers in general so as to understand the relationship between teaching and testing, and, therefore, try to build room so as to make informed decisions in relation to these two interrelated issues.

3.5.Procedures for data collection

In relation to the procedures for data collection, the study was divided into four phases. In the first phase, in order to guarantee ecological validity as well as to elucidate some differences between the two chosen groups of participants, the researcher observed some of the classes in which the first three units of the textbook were taught. The observations were recorded and the researcher wrote a report of each class focusing on the approach used by each teacher (see appendix E). In addition, an interview (see appendix F) was conducted with both educators as a way to better understand their pedagogical choices and, at the same time, give voice to their own perspective in relation to their teaching approaches. As it was stated in the interview, both teachers have had experience with teaching for some time and have been exposed to formal instruction at the university level while taking classes as English majors.

As a conclusion, some differences between the two groups were noted. The classes of the first group seem to follow primarily the textbook. Most of the activities presented by the teacher in this group were either in the textbook or taken from the textbook's web site. It is possible to say that the approach used for group 1 seems to be a combination of the Communicative Approach as well as a more Grammatical Approach towards language since the main objective of most of the activities done in class were either to practice a grammatical aspect or to develop one of the four linguistic skills through conversation. According to the teacher himself, during his

classes, he tries to offer students space to practice the language in groups "*About my choices, I've been trying to, I have been giving much attention to avoid using much of the class time myself*" (my translation). In addition, although he claims to focus less in grammar, some of the activities used in class seem to have a grammatical focus. Therefore, it is possible to say that this group was not exposed to a Task Based Approach but was actually presented with activities that either had a more grammatical focus or a general communicative one.

On the other hand, the classes of the second group seem to follow Ellis' (2003) task principles, having their primary focus on meaning. Most of the activities done in class were tasks created by the teacher and offered a specific outcome to be achieved by the students. In fact, all classes observed contained, at least, one task being performed by the students. It is possible to say, therefore, that the approach used by the teacher seems to be a combination of the Communicative Approach as well as the Task Based Approach. Although the teacher himself does not mention the TBA in his answers when talking about his pedagogical choices, when he reflects on his activities, he mentions many task characteristics, such as the importance of focusing on meaning, having a context, an outcome and authentic materials: "*I try to use authentic materials in class and not only bringing them but also making the students produce them so then they'll have a clear objective, an outcome in mind while doing the activities*" (my translation).

Based on the interviews with the two teachers and based on the observation of the classes, the two groups were chosen. Then, during the second phase, students filled in a consent form (see appendix G) and the profile questionnaire which gave this researcher important information about participants background. Also, during this phase, the researcher underwent the process for obtaining the authorization of the Ethics Committee so as to conduct the study (see Appendix R for authorization document).

In the third phase of the study, the students were invited to complete the Task-Test (see appendix H). On the day of the test, the researcher read it carefully with the students so as to guarantee their understanding of each question. The students, then, watched a movie scene, taken from the movie *Singing in the Rain* (1952). In the scene, a silent movie actor talks about his profession with a theater actress while she gives him a ride. After the scene was over, the researcher asked some oral comprehension questions to guarantee that the given input was understood. Since the students confirmed to have understood the scene, the researcher distributed the test and the students answered it within class time.

It is relevant to mention that the students were not able to watch the scene while answering the Task-Test. Therefore, the test used in this research can be considered a 'there and then' Task-Test, that is, a task that is characterized by the lack of contextual support during the moment it is being answered. Hence, the Task-Test requires learners to retrieve the events previously stored and integrate them with new information which makes it a complex task (Robinson, 1995).

In the fourth phase, the students answered the self-report questionnaires. Once again, the researcher read the questions one by one with the students so as to ensure they understood what was expected from them. Next, students answered the questionnaires without a time limit. All the data collected in the study were then analyzed through the procedures described in the next section. It is also relevant to mention that participants' feedback has been organized and the researcher is still in the process of contacting them. Both teachers of the two groups and the Extracurricular course will also receive a formal feedback about the main results of this study.

3.6.Procedures for Data Analysis

According to D'Ely (2006) "research on language production asks for an approach that enables the researcher to analyze, in detail, the complementary features of a multifaceted phenomenon such as speaking" (p.102). Although D'Ely's research was focused on the speaking facet of the production skills, the same need for complementary features used to measure data can be brought to the context of the writing ability. Therefore, in this research, participants' written performances were analyzed in terms of accuracy and complexity (Skehan, 2009). Taking into consideration the very nature of the Task-Test, which is a test but it is also a task and, therefore, among other characteristics, has a defined communicative outcome; a third measure used in this study was the achievement of the proposed outcome for each sub-task in the Task-Test.

Regarding complexity, D'Ely (2011) explains that it "captures the use of a more elaborated language and more varied grammatical patterning" (p. 114) if we consider participants' productions. In this study, complexity was measured by an index of subordination, reflected by the number of subordinate clauses per t-unit. Quirck and Greenbaum (1973) define subordination as "a non-symmetrical relation, holding between two clauses in such a way that one is constituent part of the other" (p. 309, as cited in D'Ely, 2006). Richards, Platt and Platt (1996) define t-units as "consisting of one independent clause together with whatever dependant clauses are attached to it" (p. 309, as cited in Ellis, 2005).

As a way to identify the subordination in the t-clauses produced by the participants, a careful analysis was conducted by this researcher. Because of time constrains, only one rater was invited to analyze part of the sample (10%) produced by the participants. The rater was chosen based on his experience as an English teacher (more than 5 years) as well as his previous knowledge related to the use of

subordination (the rater is graduated in the area of English and has been exposed to courses that discussed subordination in language). The evaluation of this rater was then compared to the one conducted by the researcher so as to guarantee consistency.

The analysis of both raters involved the identification of subordination in the utterances produced by the learners of both groups (see appendix I and Q). Most examples of subordinated sentences involved the use of relative pronouns as well as comparatives such as in "*I think **that** acting in silent movies is even more difficult **than** acting in a play or in a normal movie*" (participant 1). Additionally, the use words such as 'because' and 'if' were considered indicators of subordination as it can be seen in the following examples "*An actor is a person who acting with body language and sounds **because** the voice of one people is unique*" (participant 26), "***If** the person is just badmouthing me, it upsets me*" (participant 30). Then, after the analysis was finished, a final score was given to each participant in terms of subordination per t-unit. The resulting number was then multiplied by a hundred so as to achieve a percentage on complexity. The scores were then analyzed through statistical procedures that will be described in the next chapter.

Accuracy, similarly to complexity, concerns form but has its focus on error-free performance. Therefore, in this study, accuracy was measured by number of errors per t-unit. D'Ely (2011) explains that errors can be considered "any deviation from the norm in relation to syntax, morphology and lexical choice" (p. 116).

In order to evaluate students' accurate performance, a group analysis was conducted by three raters on September, 19th. Due to the lack of time and the difficulty in finding available help, this researcher was one of the three raters. The choice of the other two raters was based on their background as English teachers (both have been teachers in different contexts for more than 3 years) and their experience with research

involving the variable of accuracy (one rater has conducted her Doctoral dissertation using accuracy as one measurement variable and the other one is conducting his Master dissertation using the same variable). The two raters received a guide on how to conduct the analysis previously to the meeting (see appendix J). The guide contained a thorough explanation of the Task-Test goals and application procedures as well as a definition of error and examples of it. Because of time constrains, the evaluation was previously conducted separately by this researcher and subsequently, the other two raters analyzed the given results deciding whether they agreed with them or not.

Some errors that were produced by participants involved the inaccurate conjugation of verb tenses as in "*an actor **have** more free hours and a flexible schedule*", the inappropriate use of lexical choices such as in "*Nutrition is more interesting than acting because it **leads** with something that everybody likes and uses: food*" and the ungrammatical use of pronouns as in "*The actor can express **your** feeling by the body movements and expressions*", just to mention a few. Deviations concerning spelling or punctuation were not considered errors. A final score was achieved for each participant and the number of errors was divided by the number of t-units produced (see appendix K and Q). Then, the resulting number was multiplied by 100 to express the percentage of errors produced in each test. The percentage scores were then analyzed through statistical procedures that will be described next.

In relation to the last measure, achieved outcome, a different approach was taken since it encompasses a more qualitative basis and, therefore, a more subjective analysis. According to Ellis (2003), every task has a defined outcome which is usually given within the instructions of the task. The outcome then would be the objective to be achieved within the task, the final product of the task itself. Therefore, in order to measure the outcome achievement, in this study, a table was created with some criteria

for determining whether the outcome had been achieved or not for each of the 5 questions in the Task-Test (see appendix L). The table is divided in 8 items corresponding to outcome achievement for each question. Outcomes A and B correspond to question 1 in the Task-Test. Outcome C corresponds to question 2. Outcomes D and E correspond to question 3. Outcome F corresponds to question 4. Finally, outcomes G and H correspond to question 5. The table contains likert scales with five aspects for each outcome that vary from 'strongly disagree' to 'disagree', 'neither agree nor disagree', 'agree' and 'strongly agree'.

The table was given to two raters who evaluated students' performance in relation to the scales. The raters were chosen on the basis of their background as English teachers in the Extracurricular English course (more than 3 years) which involved experiences with the Task-Based Approach as well as level 5 teaching. The rater's guidelines (see appendix L) were given to them together with the movie scene that was watched by the participants and a transcribed copy of the participants' answered Task-Tests. They were given two months to complete the outcome table. This researcher participated as the third outcome rater and followed similar procedures for analysis. Numerical values were assigned to the results given by the three raters in which the minimum score of 10,00 corresponded to 'strongly disagree' and the maximum score of 50,00 corresponded to 'strongly agree'.

A Cronbach's Alpha correlation was used to test for inter-rater reliability regarding the rating for the outcome variable. Larson-Hall (2010) explains that, in general, the acceptable level of Cronbach's alpha varies from 0.70 to 0.80. In this study, the alpha resulted in 0,735 (see Appendix P). Thus, since the results given by the outcome raters were considered reliable, the outcome rates of the three raters were added and divided by three so as to achieve an average result for each question.

The answer given by participant 31 can be used to exemplify the raters' analysis in terms of outcome achievement. The participant answered question number 5 which was "*Debbie Reynolds (Kathy) was really upset after Kelly's criticism. What was it about? Does it bother you when a person criticizes your work?*" by saying that "*Kelly insulted Kathy for her lack of dance experience. It depends of the way that the person criticizes me. When I'm criticized friendly, with the intention to make me a better person, I accept it and feel happy for this. But, when I'm criticized by a hostile way, I get angry*". The three raters strongly agreed that the outcome was achieved in response since the learner was able to identify and express what was the criticism given by Kelly as well as answer if he/she considered being criticized a problem. The final scores given by the three raters (see appendix M) were computed and examined through statistical procedures described next.

Descriptive statistics were run in order to portray the participants' performance in the Task-Test and to verify whether the data were normally distributed as demonstrated by the normality tests[17]. In this study, the three measures used were considered normally distributed (Shapiro-wilk/accuracy = 0,110; Shapiro-wilk/complexity = 0,260; and Shapiro-wilk/outcome = 0,066). Therefore, the results of the two groups were compared in terms of between-groups analysis by using an independent-sample *t*-Test[18] (Larson-Hall, 2010).

Finally, concerning the self report questionnaires that were answered by the students in order to unveil their perspective of the Task-Test, they were analyzed according to the objective of each question, as previously mentioned in the instruments section.

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[17] Normality tests are tests that show whether the data is or is not normally distributed (Larson-Hall, 2010)

[18] Independent t-test are used when you perform an experiment and you have obtained mean scores from two different groups (Larson-Hall, 2010)

3.7.Pilot study

During the second semester of 2012, a pilot study was initiated with two level 5 groups in the Extracurricular courses at UFSC. The purpose of the pilot was to perceive students' reactions and appraisal about the test and the questionnaires so that both instruments could be refined as a way to ensure construct validity (Dornyei, 2007) to the instruments. Moreover, the pilot had as its main objective to check whether or not the methodological procedures used for data analysis were appropriate to the study. Bailer, D'Ely and Tomitch (2011) highlight that the pilot study should be seen as "the mechanism that allows for testing, evaluating, reviewing, and improving the methodological choices that will inform the future research" (p.143-144 – my translation). Moreover, the authors emphasize that the importance of a pilot study relies on the opportunity to "build knowledge to research which arises from research itself" (p.144 – my translation).

In the data collection phase of the pilot study, the first group, which had been exposed to communicative classes that followed Ellis' (2003) principles of Task Based Approach, contained a total of six students. The researcher was also the teacher of this group so as to guarantee the approach used in class. The second group, which had been exposed to more textbook-oriented classes and, therefore, did not make use of the Task Based approach as its main pedagogical instrument, contained a total of six students. In order to guarantee that the approach used in class corresponded to the expectations of the study, the researcher observed some classes in this group before conducting the pilot.

The pilot was carried out during regular class time in both groups. The students were first asked to sign a consent form allowing the researcher to use their data for academic purposes. After signing the form, the students watched the movie scene. After the scene was over, the researcher asked some questions about it, so as to guarantee students' understanding of the given input. Since the students confirmed their understanding, the researcher distributed the Task-Test. The students answered the test without a time limit. As soon as a student was finished, the researcher gave him/her the questionnaire, which was also answered without time constrains.

The data analysis of the pilot data was initiated during the first semester of 2013. In relation to the Task-Test, because of time constrains, only the outcome variable was analyzed through statistical procedures. This choice derived from the fact that this variable has not been previously researched and, therefore, required special attention in terms of methodological procedures in its analysis. The results achieved were then considered for the final version of the instruments in this research. The analysis of the pilot outcome results are explained below.

For the outcome variable in the Task-Test, two raters analyzed participants' answers. One of the raters was the researcher herself and the other one was chosen taking into consideration her background as English teachers in the Extracurricular English course which involved experiences with the Task Based Approach as well as level 5 teaching. The rater's guidelines were given to her together with the movie scene seen previously by the participants and a copy of the participants' answered Task-Tests. Both raters were given two weeks to complete the outcome table. After analyzing their answers, some considerations were made for the final version of the outcome instruments.

First of all, a more detailed explanation of what should be taken into account by the rater when evaluating students' outcome achievement was added to the rater guidelines. According to one of the raters, whenever she found grammatical inaccuracies in students' answers, she was not sure whether or not she should consider them. Although she focused on the pragmatic meaning of the messages, as was expected, her doubt showed this researcher the importance of being clearer about what to consider when evaluating the outcome in the Task-Test. In addition, the same rater mentioned she was not certain of the expected outcome in question 4 since in the guiding questions presented in the outcome table, item 'f' was not clearly put. Therefore, some changes in this specific item were made so the rater would be positive about what to consider when analyzing the outcome in this question. Although those were the only comments given by the rater about the instrument itself, her analysis was carefully examined so as to guarantee that her choices corresponded to what was expected from the students and by her.

In relation to the statistical procedures, both raters' answers were computed and a Cronbach's Alpha correlation was used to test for inter-rater reliability. As the alpha resulted in 0.80, rater consistency was ensured in the pilot study. Since the results given by the raters were considered reliable, the outcome scores of both raters were added and divided by two so as to achieve an average outcome result for each question.

The average outcome values of the two groups were compared in a between-groups analysis. Normal distribution tests were run and the results showed the data could be treated as parametric. However, due to the small number of participants in the pilot study, both parametric and non-parametric tests were run. For the parametric option, an independent sample T-test was chosen and the p. value resulted in 0.94 which proved to be not statistically significant. As for the non-parametric alternative, the

Mann-Whitney U Test[19] was used and the p. value found was 0.40, a not statistically significant value either.

Even though the results from the tests showed no significant difference between the groups, it was possible to say that the pilot study was a good predictor of the impact of the Task-Test and the approach used in class. That is due to the difference between the mean scores from both groups for most outcomes (means of 31,75 for the textbook based group and of 36,00 to the Task Based group) favoring group 2, which received the Task Based treatment. It was possible to conclude therefore that, although no significant difference was found, the two groups presented variance in terms of results which may indicate influence of the pedagogical approach and the Task-Test on students' performance for a larger sample. As a result of this analysis, the statistical procedures to be used with the actual data of this study were chosen and better understood.

Finally, concerning the self-report questionnaires, due to time constrains, no pilot analysis was carried out. However, because the monograph research conducted by this researcher in 2011 constituted of not only the development of the Task-Test but also the qualitative analysis of the answers given in the questionnaires, it could be said that the results from that study were of an informative nature in terms of the appropriateness of the self-report questionnaire instrument. In the referred monograph research, students from a level 5 group who had been exposed to Task Based classes considered the Task-Test a suitable instrument and were able to identify some of the task characteristics in the test. Since participants were successfully able to answer the questionnaires, no modifications were made.

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[19] A Mann-Whitney U Test is a non-parametric version of independent t-tests.

Based on the information formerly mentioned, it is possible to say that the pilot study proved to be an important step in the process of making and refining methodological choices prior to the actual data collection phase for this research. In addition, it was a unique opportunity for the researcher to learn more about conducting research by doing research.

Having explained the Method used in this study, the next chapter presents the results and discusses them according to the theoretical background that informed this research.

CHAPTER 4
RESULTS AND DISCUSSION

The purpose of this chapter is to present and discuss the results of the experiment which was carried out to investigate the impact of a Task-Test and the teaching approach used in two English as second language classes as well as the relationship between them. Due to the mixed method nature of this research, this chapter is divided into quantitative and qualitative results. Therefore, the organization of this chapter will be as follows. First, within the quantitative results, I present the resulting data from the descriptive analysis of the performance of the two groups in the three measures of L2 writing production under scrutiny in this study: (a) accuracy − assessed by means of errors per t-units, (b) complexity - assessed by means of number of clauses per t-unit, and (c) outcome − assessed by scores representing outcome achievement. Secondly, the results of Independent T-Tests between groups performance are presented for each measure. All the given results are discussed and interpreted under the theoretical tenets presented in chapter two. In relation to the qualitative results, participants' answers to the questionnaires are analyzed question by question also considering the theoretical background aforementioned. Finally, a discussion is conducted taking into consideration both quantitative and qualitative results as a way to better achieve the objectives of this study.

4.1.Results Derived from the Quantitative Analysis

4.1.1. Descriptive Analysis

The quantitative objective of this study lies on comparing students' performance after taking a Task-Test as a way to investigate whether the Task-Test and the approach used in class have an impact on students' performance or not. Therefore, this section aims at presenting the descriptive analysis of the performance of these two groups under the three measures being scrutinized: 1) accuracy, 2) complexity, and 3) outcome. The descriptive statistics are presented in Tables 1 through 3 and show the results for each of the three measures providing the minimum and maximum scores, and the mean score in each of the measures previously mentioned, as well as the standard deviation for each group.

Table 1 - Descriptive Statistics for Accuracy (Errors per t-unit)

Group	Max.	Minim.	Mean	Std. Dev.
Group 1	214,28	54,54	133,86	47,66
Group 2	185,00	41,17	108,51	49,57

Table 2 –Descriptive Statistics for Complexity (Use of subordination per t-unit)

Group	Max.	Minim.	Mean	Std. Dev.
Group 1	259,09	103,40	117,18	34,86
Group 2	255,55	142,42	189,08	27,63

Table 3 –Descriptive Statistics for Outcome (Outcome Achievement)

Group	Max.	Minim.	Mean	Std. Dev.
Group 1	46,67	30,42	40,75	4,64
Group 2	48,75	34,17	43,48	4,15

As it can be seen, group 2, the one exposed to Task Based condition, presented best performance in all measures if compared to group 1, which was exposed to classes predominately based on the course textbook. In terms of accuracy, which was measured by number of errors per t-unit, group 2 produced fewer errors with a mean of 108,51 contrasted with a mean of 133,86 from group 1. The maximum and minimum scores also indicate the majority of errors were produced in group 1. However, the standard deviation from group 2 is slightly higher (SD = 49,57) which indicates a larger variance in its results if compared to the scores of group 1 (SD = 47,66).

In relation to complexity, which was measured by an index of subordination per t-unit, the results for group 2 show that its participants made use of more subordinate clauses with a mean of 189,08 while group 1 presented a mean of 117,18. For this measure, however, the maximum score of subordination appeared in group 1 (259,09). Even so, group 2 obtained a lower standard deviation (SD = 27,63) which points toward less variation among participants if compared to group 1 (SD = 34,86) .

Finally, concerning outcome achievement, group 2 attained a better performance with a mean of 43,48 compared to 40,75 from group 1. The maximum score was also obtained by a participant of group 2. The standard deviation for this measure also points to less variance for group 2 (SD = 4,15). In short, general results seem to favor the Task Based group which may be an indicator of the importance of the coherence between the approach used in class and in assessment.

4.1.2. Results of the Independent T- test

After conducting an independent T-test (see appendix N) for the three measures being analyzed in this study, some considerations can be made. Findings show that equal variance was assumed for the three measures: accuracy ($p = 0.730$), complexity ($p = 0.635$) and outcome ($p = 0.534$). The results of the independent t-test indicate a lack of statistically significant differences for both accuracy ($p = 0.15$) and complexity ($p = 0.29$). Nonetheless, statistical significance was approached for the outcome measure ($p = 0.08$), a fact that might be related to the communicative nature of the Task-Test itself, indicating a positive role of focusing on meaning through outcome achievement as well as being a possible indicator that outcome might be a very encompassing, general measure for writing assessment.

Even though the results from the tests show that there is no significant difference between the groups, it is possible to say that the results might be good predictors of the impact of the Task-Test and the approach used in class. That is due to the difference between the mean scores from both groups in the three measures favoring group 2, which received the Task Based treatment.

Therefore, considering the hypotheses previously raised, the following discussion is presented. Hypotheses 1, 1A, 1B and 1C postulated that there would be differences in the performance of the two groups concerning complexity, accuracy and outcome achievement. Based on the given results, the hypotheses were not confirmed, nonetheless a trend was found signaling that group 2 was more successful performing the Task-Test than group 1.

In case of the accuracy variable, group 1 presented a poorer performance, as it can be seen in figure A. These results indicate that participants in this group produced more errors per t-unit than participants in group 2.

Figure A. Representation of the Accuracy mean (errors per t-unit) for each group
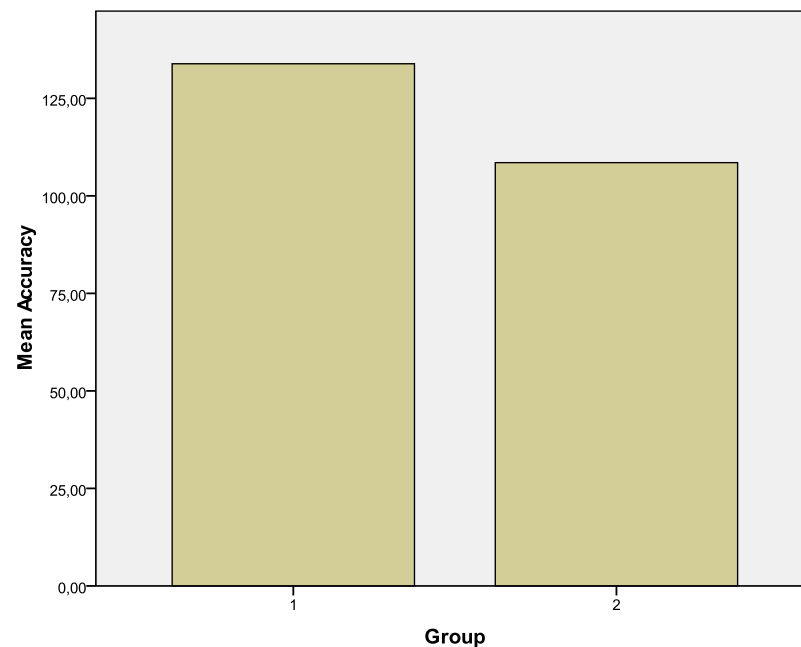
Although as previously mentioned, no statistically significant results were achieved for accuracy, the mean difference between both groups may signal the impact the different approaches used in class may have had on participants' performances. As stated in the method section, participants from group 1 were exposed to a combination of form-oriented and communicative activities that primarily followed the textbook. Because of that, students from group 1 were either guided to reflect about grammatical items (vocabulary, verb tenses, among others - see appendix E) in a more explicit way, following a focus on forms approach (the one that, as stated by Long 1991, directs students' attentions to grammatical forms, independently of the context they are inserted in) or they were encouraged to use language (both by writing or speaking) in a conversational mode, taking part in discussion activities and following a more communicative approach (without primarily focusing on forms).

Having that in mind, it may be the case that these participants were not used to a focused on form approach, that is, an approach that offers students the opportunity to think freely about form while focusing primarily on meaning (Long, 1991). Because the five questions presented in the Task-Test followed a focused on form approach and, hence, stimulated students to reflect about their linguistic choices while considering the pre-established context, participants from group 2 may have been favored since they were used to combining these two foci due to the tasks performed previously in class. Group 1, on the other hand, was used to focusing on either grammar per se or on communicating a message through conversation, which may have opened room for making more errors while answering the test.

Even so, there was a lack of statistical significance and this fact may also be a result of a competition effect. Larsen-freeman (2006) explains that humans have limited resources to be invested in learning a new skill or solving a task and, because of that, "higher performance on one dimension of proficiency can seemingly detract from performance in others" (p. 4). Skehan (1996) brings claims for the impact of trade-off effects, that is, unbalanced effects between different dimensions of performance. Therefore, it may be the case that, due to the very Task Based nature of the test itself, participants as a whole were more focused on meaning than on accuracy and, for that reason, both groups may have made a relevant amount of errors.

Another reason that may explain the fact that statistical differences in terms of accuracy did not emerge between the two groups is due to the testing situation to which students were exposed. Because participants were facing an assessment context by which they would be graded, a more conservative attitude is expected, that is, not making mistakes was probably one of their main concerns while answering the test. Therefore, even though the two groups were presented to different approaches that

involved different ways of reflecting about form when using language; it may be the case that all students, independently of the approach they had been taught in, avoided making mistakes and, hence, the amount of errors produced was similar when comparing both groups.

In the case of the complexity variable, group 2 presents the higher mean which implies on the use of more complex sentences per t-unit. Even though no statistically significant results emerged, the results exposed in figure B show that group 2 produced more complex utterances than participants in group 1.

Figure B. Representation of the Complexity mean (subordination per t-unit) for each group.
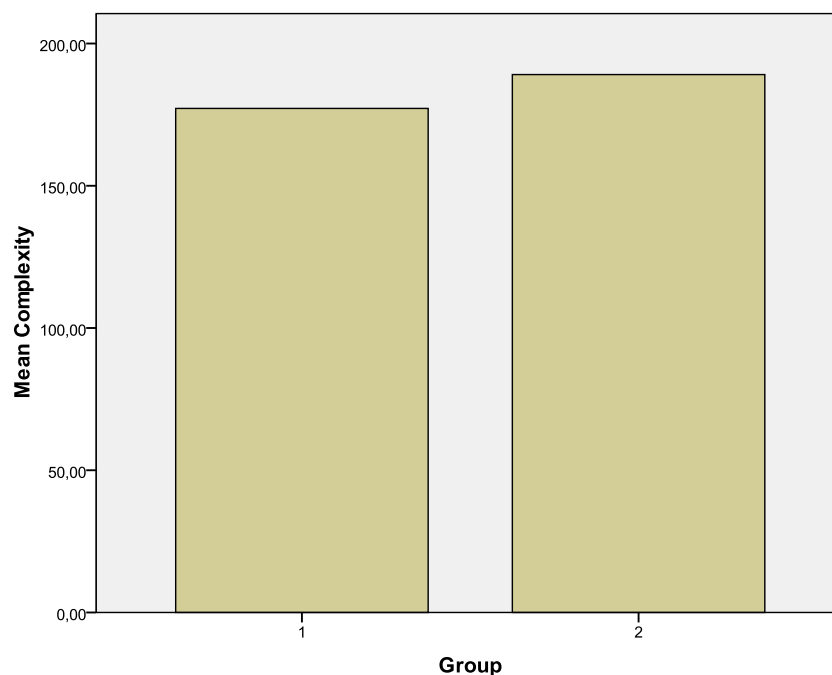
The lack of statistically significant results in the case of complexity may be related to the questions in the Task-Test and the fact some of them encouraged the use of complex structures such as relative pronouns or comparatives. For this reason, even though group 2 produced more complex sentences than group 1, participants from both

groups were given room for complexity in their written productions by the very nature of the questions.

Moreover, it is also relevant to mention that, as pointed out in the method section, the Task-Test can be considered a there-and-then task. According to Robinson (1995), there-and-then tasks elicit greater complexity and accuracy. D'Ely (2011) explains that "the nature of the task may push learners to engage in certain linguistic operations" (p. 128). Having this fact in mind, it is possible to conclude that the very nature of the Task-Test is one of the reasons why significant differences did not arise and led both groups to produce complex language.

Finally, concerning outcome achievement, as portrayed in figure C, group 2 once again presents a higher mean indicating that participants in this group seemed to have been more successful so as to satisfy the requirements of the test in terms of outcome.

Figure C. Representation of the Outcome mean for each group.
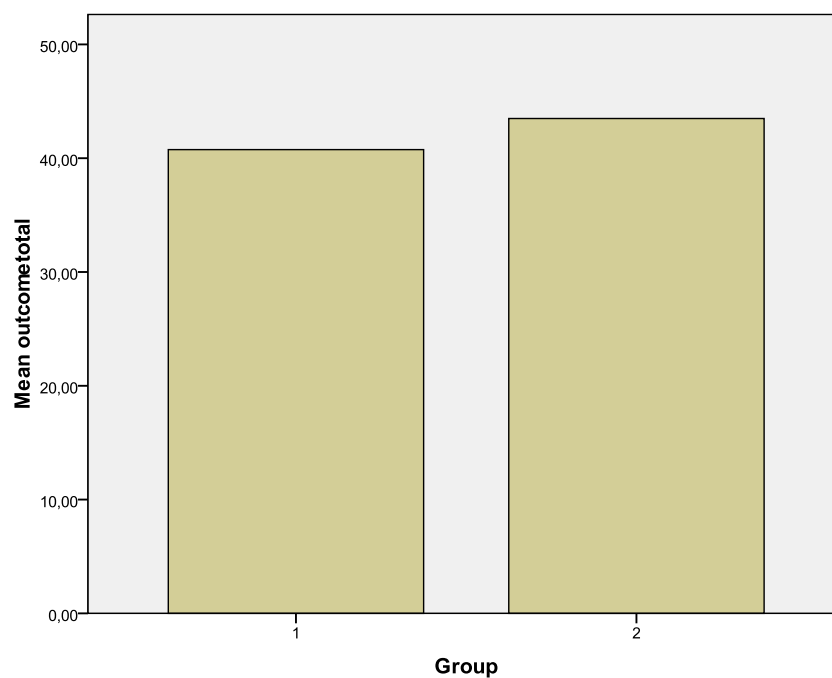
As aforementioned, in relation to outcome, statistical significance was not achieved but approached. That may be due to different reasons. First of all, it is relevant to highlight that the outcome achievement is not a common measure to be used in language acquisition assessments. According to the discussion raised in the Method Chapter, this measure was chosen in this research on the grounds that the assessment instrument, in this case, the Task-Test, is based on Ellis' (2003) principles for what a task is. When defining a task, the author draws attention to the importance of the outcome, in other words, an objective students have to achieve using language so as to complete the task. Since this study is based on Task Based Approach principles, a more general and qualitative measure was considered pertinent to be included, one that could include in this study not only the abilities to communicate accurately and complexly, but also that embraced the focus students were encouraged to have in the test: the focus on the pragmatic meaning of the message being conveyed.

Taking these ideias into account, outcome achievement can be seen in this study as a more general assessment measure that pertains achievement as a whole and this may be one reason why statistically significant results were not reached. That is to say, because outcome is a more encompassing, qualitative measure, participants from both groups had conditions to perform well. These results also point out to the fact that outcome seems to be a good measure to be used in a communicative testing situation, as it captures the 'spirit', the main core characteristics of tasks, and, therefore, of a Task-Test.

Even so, considering the results of the independent t-test, participants from group 2 were more successful than participants from group 1 and statistical significance was approached. It can be concluded, hence, that this may be an effect of the coherence between the approach used in class and the one used in the Task-Test. Since, differently

from group 1, group 2 was frequently exposed to a number of tasks in class and, consequently, was used to activities in which outcomes had to be achieved. In other words, participants from group 2 were more familiar with the format of the test and were then expected to perform better.

Taking into consideration the first objective of this study which aimed at comparing students' performance after taking a Task-Test as a way to investigate whether the Task-Test and the approach used in class have an impact on students' performance or not, four research questions emerged. These questions inquired whether there were differences in the performances of the two groups taking part in this research in terms of accuracy, complexity and outcome. Based on the given questions, four hypotheses were formulated and postulated that differences would be found considering the three measures in participants performances of the two groups. However, after the results of the data were analyzed, no statistically significant differences were found which indicates that none of the four hypotheses were confirmed.

Even so, considering the aforesaid, it is possible to assume that despite the non-significant results achieved in this research, claims can be brought to highlight the importance of having a one-to-one relationship between the approach used in second language classes and the one used in assessment instruments and situations. Bachman and Palmer (1996) discuss the importance of this consistency so as to guarantee students' successful performance and, hence, language development. Although the differences between the two groups in this research were small to be considered significant, group 2, the one that was exposed in class to the same approach the Task-Test was based on, performed better considering all the three measures which may bring positive insights to the importance of being consistent when designing a test.

It is also possible to conclude, based on the results of this research and the discussion here presented, that the Task-Test itself seems to be a relevant and appropriate instrument to measure students' second language acquisition within a communicative context since it opens room for participants to use complex language and focus on pragmatic meaning while answering the test.

Even though a coherent type of assessment is recommended in terms of approach for second language class and testing, participants from both groups were able to achieve satisfying results for the three measures being scrutinized in this study. This may be due to the very nature of the test itself which shows that although the Task-Test may bring better results in Task Based classrooms, it may be used as an instrument of language practice and development in classrooms in which Task Based lessons do not predominate as well.

4.2. Results Derived from the Qualitative Analysis

The second purpose of this study was to unfold students' perception about the Task-Test in relation to it being an appropriate tool for measuring L2 achievement in the context that they are inserted in. Therefore, based on this main goal, a research question emerged inquiring "What are the students' perceptions of the Task-Test, when comparing it to an ordinary testing situations that these students might have already faced?". As explained in the method section of this research, in order to answer this question, students took part in a questionnaire about the Task-Test. The analysis of the given answers is presented below (see appendix Q for the original answers).

In the first question, which aimed at checking whether or not the students were used to the Task-Test assessment approach, the answers varied. From the thirty-two

students that answered the questionnaires, three students chose letter 'a' (all of them from group 2) – *the same kind of test I'm used to*; sixteen students chose letter 'b' (six of them are from group 1 and ten from group 2) – *a little different from what I'm used to*; and thirteen students chose letter 'c' (ten from group 1 and three from group 2) – *very different from what I'm used to.*

Figure D. Representation of the number of times each answer appeared in the responses for the first question given by the thirty-two students. The items on the left correspond to the answers.
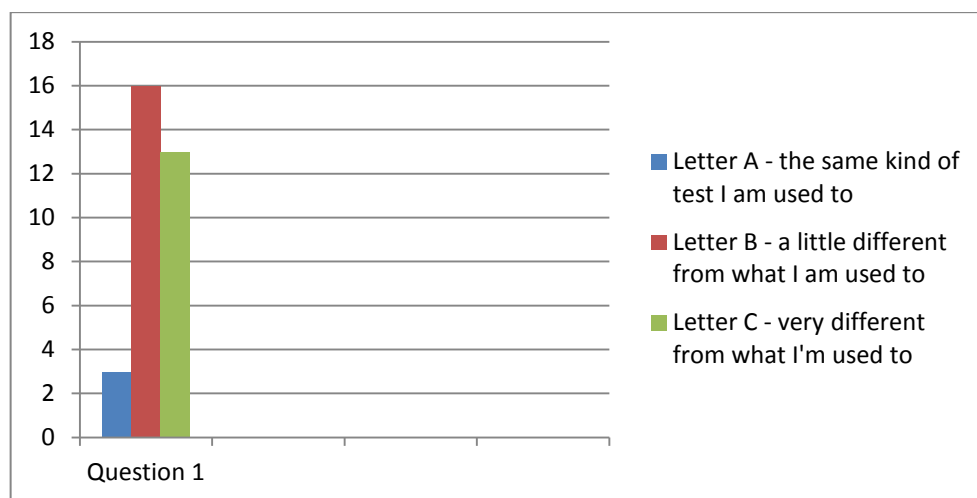
The results derived from the first question show that most of the students were not used to the task-test assessment, since 50% of them chose letter 'b' and 40% of them chose letter 'c'. The responses given for question 1 demonstrate that most of the students were able to identify the task-test as being different from other types of test. It is interesting to observe, however, that three students chose letter 'a' as their answer. These students belong to group 2 which has been exposed the Task Based Approach in class activities. When asked to give reasons to their choice, students declared that the Task-Test required them to use their language knowledge acquired in class in a real world context of language use. Even though none of the three students who chose letter 'a' were clear about having had (or not) similar tests in previous semesters that would

carry these characteristics they mentioned, the three of them used this rationale to explain their view of the Task-Test as similar to other types of test. Therefore, it can be concluded (but not confirmed) that these three participants have been exposed previously to tests that followed a similar approach to the Task-Test. Nonetheless, the characteristics mentioned by the students show that they were aware of some of the task features presented in Task-Test.

It is also relevant to note that, when separating the answers by groups, it becomes clear that students in group 2 declared themselves to be more familiar to the Task-Test than did students in group 1. These results may be related to the type of approach students have been exposed to in class, that is, the fact that students from group 2 were used to work on activities that made use of the Task Based Approach in class may contribute to a sense of familiarity in relation to this type of assessment. However, this assumption may only be confirmed when the other answers to this questionnaire are analyzed since the other questions students answered offer space for them to discuss in more details their view on the Task-Test and the approach used in class.

Figure F. Representation of the number of times each answer appeared in students' responses for the first question. Answers are separated by groups. The items on the left correspond to the given answers.
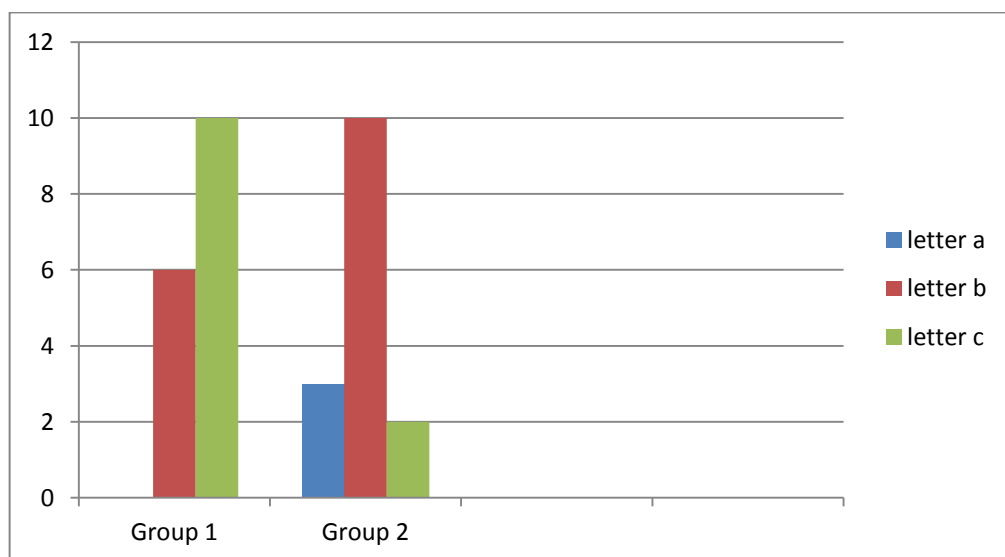
The second question of the questionnaire required students to explain their choice in question 1 by mentioning some criteria they perceived from the Task-Test. Regarding the features that could differentiate the Task-Test from other types of tests, students mentioned:

- Support for the test

- Opportunity to discuss real-world contexts

- Use of writing ability

- Use of a movie scene to contextualize the test

- Focus on pragmatic meaning

- Absence of 'focus on forms' questions replaced by 'focus on form' ones

Figure G. Representation of the number of times each factor appeared in students' responses for the second question. The items on the left correspond to the aspects that emerged from the students' answers listed before.
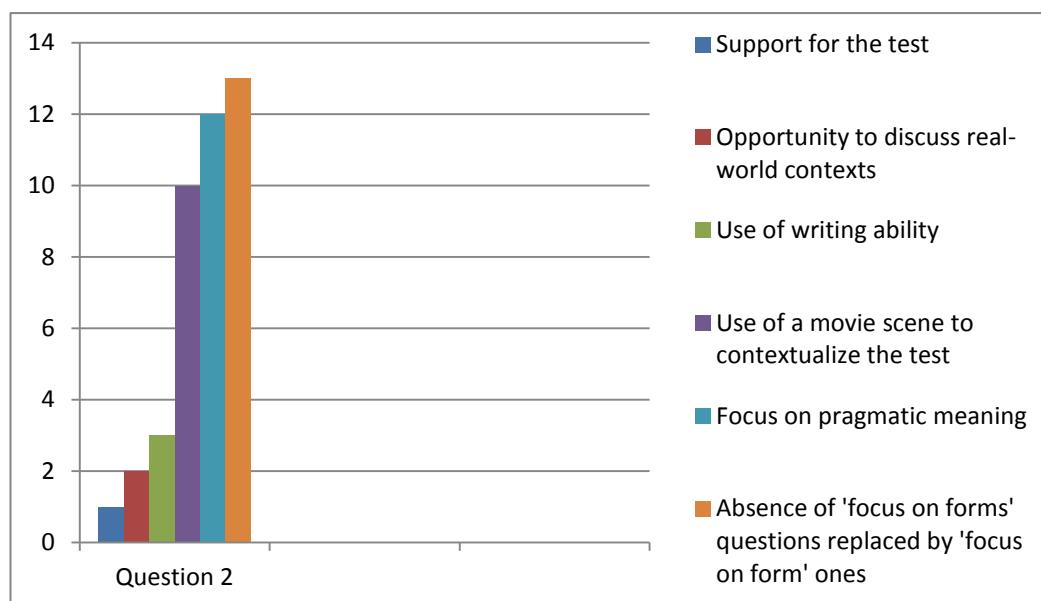
By analyzing the factors which appeared in this part of the questionnaire, it is possible to notice that the students were able to perceive the difference between the Task-Test and other types of testing they have already made since they could indentify

many features described by Ellis (2003) as task characteristics. Although the students did not use the vocabulary proposed by Ellis (which was not expected from them), the questionnaires revealed that, as portrayed in figure G, they could notice that the Task-Test made use of 'focus on form' questions to assess grammar, instead of 'focus on forms' ones; focused on pragmatic meaning instead of on grammatical features or semantic meaning; made use of a movie scene to contextualize the test; made use of the writing ability to assess their knowledge; offered opportunities to discuss real-world contexts; and gave students pedagogical support to answer the test. These aspects will be elaborated on in the following paragraphs together with some samples of answers given by the participants[20].

Concerning the support for the test aspects, one student from group 2 considered the Task-Test different because before starting it, the researcher provided careful explanation about the test and its questions. According to student 28 (group 2), "*my previous teachers didn't explain anything about the test before I took it. The teacher would just hand us the test and collect it when we were finished*"[21]. It is relevant to mention that, although this aspect is not necessarily related to the Task-Based Approach or to the Task-Test itself, from the student's words, the importance of giving enough support to students before and while they are taking a test can be inferred. As explained in the method section, before handing in the test, the researcher read all the questions carefully with the students so as to guarantee they understood what was expected from them. Besides, the researcher discussed with the students about the input they had received from the movie scene in order to ensure their understanding of the necessary

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[20] All the answers given by students that are brought in this discussion as examples for the analysis were previously translated since the questionnaires, as explained in the method section, were given and answered in Portuguese.

information for conducting the test. This way, having in mind a coherent type of assessment, the pre-test phase was indeed of extreme importance to validate students' performance in relation to the Task-Test.

Regarding the opportunity to discuss real-world contexts, two students from group 2 identified this characteristic in the Task-Test as a positive one. Participant 19, for instance, brings up the use of a movie scene that discusses real world issues: "*the use of the media was a positive factor since it* [the movie scene] *discussed a conflict of ideas, opposite thoughts, all things we see in our daily life. I considered this a well prepared test"*. Student 27, on the other hand, explains that the Task-Test gave her the chance to use what she had studied in class in a "*more practical way".* Both participants mentioned that they were able to use the language in daily contexts which is one of the characteristics of a Task present in the Task-Test.

Three students from group 1 tackled the opportunity to practice the writing skill as one of the reasons why they considered the Task-Test a different type of assessment. Participant 9 referred to the Task-Test as a chance to write in a more contextualized way, that is, by answering to "*guiding questions, instead of just writing a composition or filling in the blanks or even marking the correct option".* That is the same reason given by participant 13 who said that "*normally, previous tests were neither based on a movie nor discursive".* Participant 16 seems to agree with his classmates when he states that "*In my opinion, this is an interesting test because it involves listening, interpretation and writing and it is, therefore, complete. Previous tests usually focus on grammar, very little writing is required and listening questions rarely appear".* Indeed, another important intention of the Task-Test is to give students the opportunity to focus on different abilities. Although listening was not the main focus in the test, participants received audio input by watching the movie scene. Additionally, they were tested in

relation to their reading skill since the last question in the test requires them to read a small excerpt in order to give their answers. Even so, the main focus of the Task-Test was on testing and developing the writing skills of the participants in a communicative way and this seems to be perceived by some of them.

As mentioned above by participant 13 (group 1), the use of a movie to serve as a context for the test was another aspect identified by the participants. Five participants from each group discussed how the use of the scene served as a situation about which they needed to write. Participant 2 (group 1) affirmed that "*this was a more contextualized test. I realized that all the content studied in class was included in the test but presented as questions related to the movie. Therefore, the movie and the learnt content were contextualized. In my opinion, this made it easier to answer the test*". Participants 11 (group 1) and 17 (group 2) seem to share a similar view as they put "[the Task-Test] *is different because, sometimes, teachers use videos as resources but with specific purposes. This time, the video was used as a context which involved all the content discussed in class*" and "*starting a test with a video and then having the whole test related to the video*". Nunan (2004) discusses the importance of a contextualized assessment that offers students the possibility to communicate focusing their attention to message being conveyed. By presenting questions that are all based on a movie scene, the Task-Test indeed offers students the possibility to focus on pragmatic meaning.

The focus on pragmatic meaning was also a topic raised by some participants. Six students from each group seemed to recognize that the Task-Test presented a contextualized combination of questions about a similar topic and that, therefore, offered them the chance to use their language knowledge to communicate. From group 1, Participant 7, for instance, explains that the Task-Test is different since thinking about form happens in a subjective way: "*In this test, we have to use what we learnt but*

we don't realize that because we use our knowledge in a less objective way". Participant 8 (group 1) seems to concur when she says "*this is a test in which you use the content learnt without noticing. There is no way you can just memorize rules or words to answer this test"*. This is the same opinion Participant 32 (group 2) offers by stating "*this test requires more lexical knowledge and understanding of the context. Besides, it encourages the language practice instead of motivating the simple reproduction of memorized vocabulary or rules"*. Seeing eye to eye, Participant 23 (group 2) explains "*The content is applied to a context, a reality. There aren't just loose sentences to be transformed into others"*. The fact that the students were able to realize that the main focus of the test was on expressing ideas about a given context shows that they could see that the Task-Test had pragmatic meaning as its primary focus. Ellis (2003) points out that the key criterion for a task is "the need for a primary focus on meaning" (p.16).

Finally, the dichotomy 'focus on form vs focus on forms' coined by Long (1991) was also perceived by thirteen students, ten from group 1 and three from group 2. D'Ely (2009) explains that focus on forms tasks are related to 'instruction per se', that is, the linguistic structure is detached from its context of use. On the other hand, its counterpart, focus on form, gives students the opportunity to reflect about form while focusing primarily on meaning. Although students did not use the terms brought by Long in their questionnaires, it is clear that they could identify their characteristics. Participant 3 (group 1), for example, explained that "*I have been used to answering to questions like complete the sentence, multiple choice or other similar types of questions that only tested my understanding of the grammatical topic discussed in the book. This test we just did, on the other hand, goes beyond that. It tests all your English knowledge and your ability to structure ideias and express yourself. In my opinion, it is much more*

efficient since it is broader". Xavier (2001) points out the following features as characteristics of 'grammar exercises' and as examples of 'focus on forms' activities: routine exercises, pattern drills, activities that have language mastery as purpose, activities that practice and reinforce the correct rule application, sentence-based activities. Participant 12 (group 1) also points out the same characteristics explaining that he/she has always answered to tests that made use of multiple choices questions or fill-in-the-blanks activities, all different from the Task-Test "*this test is different from what I'm used to because the other tests dealt with completing the sentence questions, multiple choice, listening and checking the answer, besides some questions in which we had to write about themes discussed in class"*. It is clear, then, that many of the participants in this study were able to recognize the focus on form approach used in the Task-Test.

Based on the analysis presented above, it can be concluded that the learners were able to recognize some of the criteria brought by Ellis (2003) as aspects of the Task-Test and most of them considered them reasons to explain why this test is a different type of test they are used to. As stated before, even the three participants who categorized the Task-Test as similar to other tests they have already taken, when explaining their view, classified it as a contextualized and communication-encouraging type of test.

The third question invited students to reflect about which type of test they considered more appropriate to assess their learning process. They were also expected to explain their choice. In relation to the first part of the question, twelve students from group 1 and twelve students from group 2 answered that the Task-Test is more appropriate to measure their acquisition while four students from each group answered

that both the Task-Test and other types of testing can be considered good test instruments.

Figure H. Representation of the number of times each answer appeared in students' responses for the first part of the third question. The items on the left correspond to the students' answers.
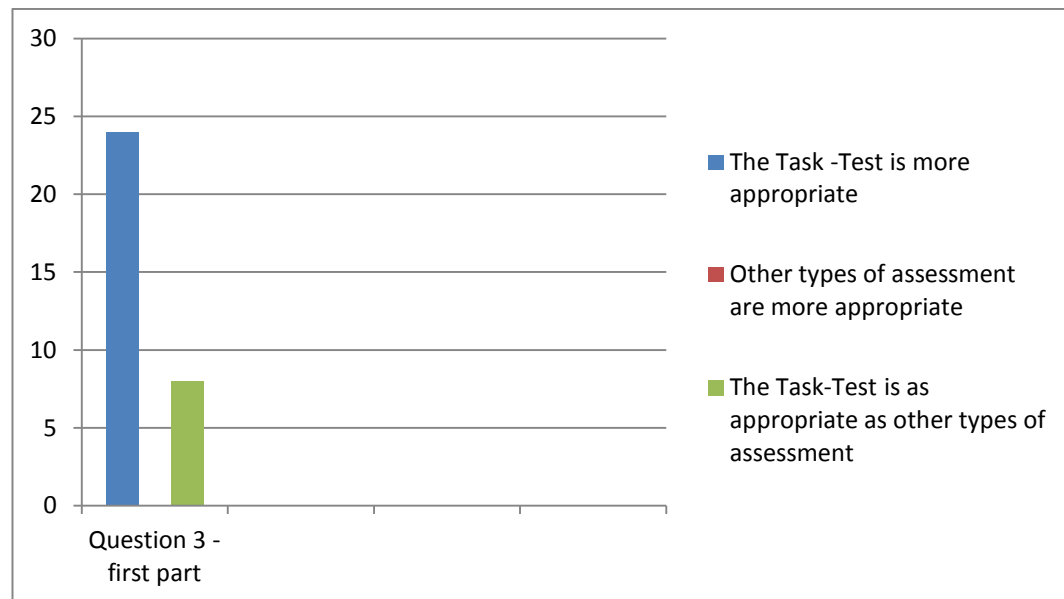
The results collected in the first part of question 3 show that the majority of students considered the Task-Test a more appropriate tool for measuring their acquisition. The reasons that emerged from the choices made can be summarized as follows:

- Support for the test

- Use of a movie scene to contextualize the test

- Focus on pragmatic meaning

- Use of different abilities

- Opportunity to use the language knowledge in a communicative way

Figure I. Representation of the number of times each topic appeared in students' responses for the second part of the third question. The items on the left correspond to the aspects that emerged from the students' answers that considered the Task-Test a more appropriate instrument.
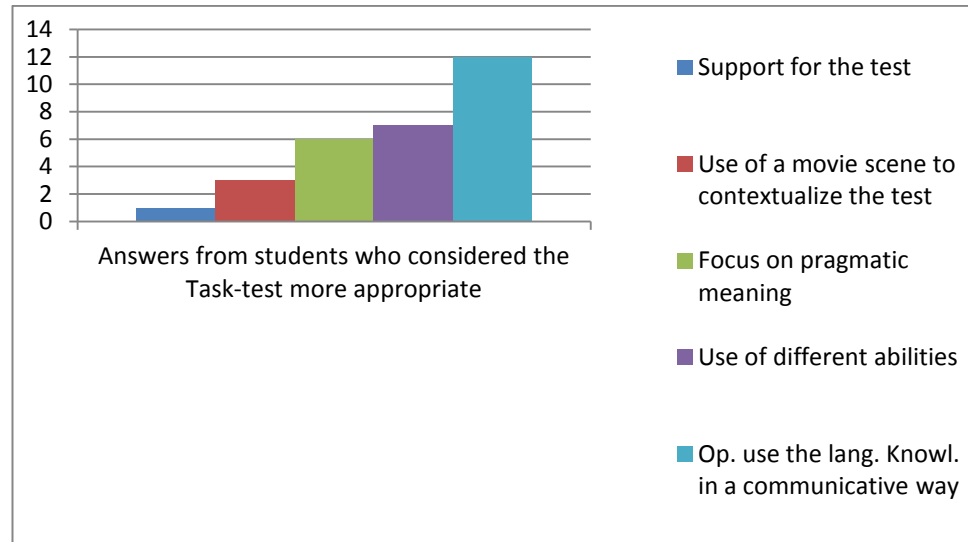
As it is possible to observe, the results for question 3 are similar to those found in the previous question, that is, it seems like the students indentified some of Ellis' (2003) features to define a task and used them as reasons for considering the Task-Test an appropriate tool to measure their learning development. The answer given by participant 5 (group 1), for instance, *"I consider this test more appropriate since it shows what the student really knows and not only if he/she was able to memorize rules"* as well as the one given by participant 24 (group 2) *"as I have mentioned before, the test we just did assesses the knowledge we have acquired"*, show that students perceived the Task-Test as a chance to use what they had learnt in class in a more communicative way. Participant 29 (group 2) seems to agree on that when she states that *"this test is more appropriate because, since it doesn't contain multiple choice questions, it is possible to evaluate the performance of each student in a broader sense".*

Similarly, Participant 8 (group 1) discusses the opportunity of focusing on pragmatic meaning while answering to the test. She explains that, in her opinion *"this test is closer to a coherent assessment. When you forget about small details, teaching*

can flow better and the student feels more comfortable to express what he/she has learnt". Participant 11 (group 1) also tackles the issue by affirming that "*I like this test better. It encourages the student to think and it doesn't have ready-made questions in a memorize and answer style*". The same view is brought by participant 13 (group 1), who explains that the Task-Test is more appropriate because "*it doesn't present a 'unnatural grammar'. Instead, it makes use of a context so that grammar can be applied in a more subjective way*".

Participants also discussed the fact that the Task-Test was based on a given context (the movie scene) and all questions were related to it. Participant 25 (group 2) pointed out that the Task-Test is "*a linear test which has questions about the same theme, encouraging a more pleasant and sequential line of thought*". Participant 10 (group 1) claimed that the presence of a context facilitated her performance in the test since, according to her words, "*the focus of one single theme made me feel more concentrated*". Another aspect approached by many students has to do with the different abilities required to answer the Task-Test. Participant 31 (group 2) claims to consider the Task-Test a more appropriate instrument for assessment since it "*deals with the three means of linguistic communication – the visual, the oral and the textual ones*". A similar viewpoint is raised by participant 6 (group 1) who mentions that "*I consider this a more appropriate test because it involves listening, comprehension and writing*".

On the other hand, it is also relevant to discuss the reasons presented by the eight participants who considered the Task-Test as appropriate as other types of assessment when it comes to measuring their learning. Participant 2 (group 1) explained that she couldn't decide what was better for her even though she enjoyed the Task-Test. According to her, while answering the Task-Test "*it doesn't feel like answering a test, it*

feels like answering something about a movie". Participants 4 (group 1) and 20 (group 2) give a broader response when they claim, respectively, that "*at my level, I believe that tests that help me convey my ideas* [are more appropriate ones]" and "*considering the tests I have done in Extracurricular, I can say that all measure learning appropriately concerning each level"*.

Participant 7 (group 1) points out that tests which follow a traditional trend seem to be more related to the classes he had been taking even though the Task-Test offers the possibility "*to use the English language in a broader way*". Participants 12 (group 1) and 22 (group 2) recognize that the Task-Test *"puts together practice and theory, besides being more descriptive*" and that *"it requires students to express themselves more which may contribute to realizing if, in fact, they are interacting to the language or actually memorizing rules and chunks"*.

Participant 30 (group 2) discusses the importance of testing different abilities such as interpretation as well as dialogue understanding. Participant 18 (group 2) goes on the same road when she states that "*multiple choice questions are sometimes necessary to evaluate some specific topics. However, this test helps us to deal with common situations by expressing our opinions"*.

Based on the information previously stated, it becomes clear, then, that although participants' reasons may vary and although they do not consider the Task-Test more appropriate than other types of test, none of them perceives the test as unsuitable or not able to fulfill their needs as students. In fact, many of these participants were also able to recognize important task features in the Task-Test and considered them to be positive aspects in the assessment. Nevertheless, it is important to highlight that, considering all participants, the majority perceived the Task-Test as appropriate to measure their learning.

The fourth question concerns the relation between the Task-Test and the activities which had been developed in class so far. For this question, among all participants, twenty-four (eleven from group 1 and thirteen from group 2) considered the Task-Test coherent and related to the activities developed in class while two (one from each group) considered it incoherent to the classroom activities. Additionally, seven participants (five from group 1 and two from group 2) reported other aspects about the class and the Task-Test but did not mention any relation between both.

Figure J. Representation of the number of times each topic appeared in students' responses for the fourth question. The items on the left correspond to the aspects that emerged from the students' answers listed before.
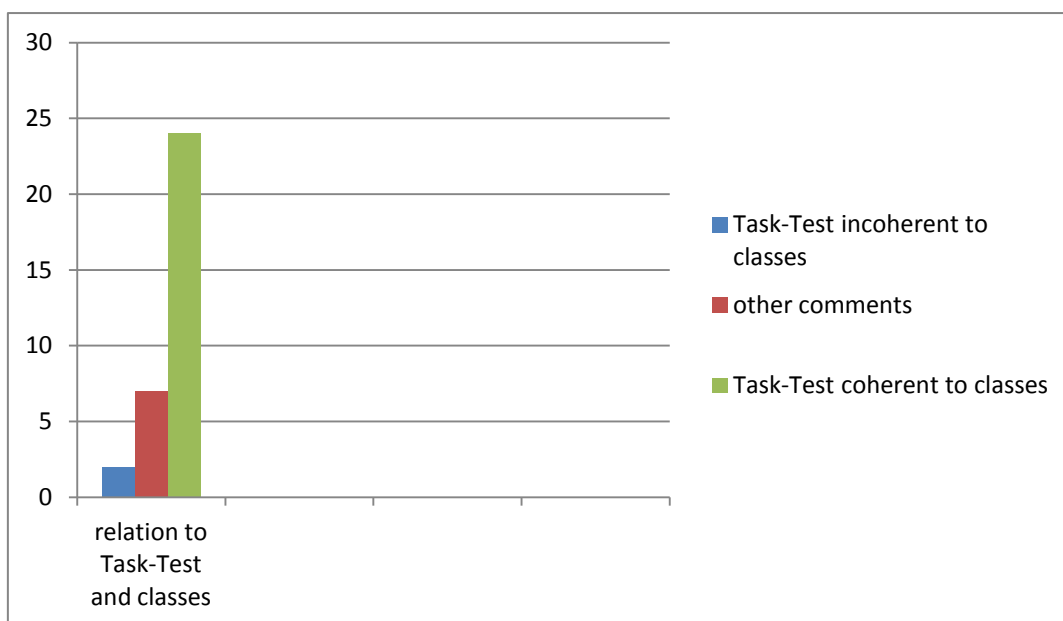
The two students that considered the Task-Test incoherent to the classes they had taken this semester brought different reasons to explain their viewpoint. Student 1, from group 1, explained that "*This test* [the Task-Test] *can be better related to the conversation activities that are constantly used in class since conversations also require much of your background knowledge to express your opinions and ideas. On the other hand, the book exercises are more methodic, such as underlining the correct answer,*

completing and transforming sentences from one grammatical form to another, etc". As it can be perceived, this student understands that the Task-Test can be associated to moments of her class (more communicative moments) while it cannot be associated to others (more grammar-oriented moments). Participant 22, from group 2, does not see a connection between the classes and the Task-Test in terms of language skills. According to her, "*the activities done in class were not enough to answer the test successfully. It would be necessary to work on more writing activities so as to be able to express my opinions in English*". This time, the student seems to be concerned with her own performance in terms of writing. In her opinion, she should have written more in class so as to be capable of answering a writing test.

Concerning the participants who considered the Task-Test coherent to the classes they had been exposed to, many different reasons have been given to explain this relation. What is interesting to observe, however, is that the reasons given by most students from group 1 seem to be very different from the ones given by students who belong to group 2.

Participants from group 1 seem to agree that their classes are coherent to the approach used in the Task-Test because both involved the use of the same grammatical and thematic contents. Participant 2, for instance, stresses how she was able to learn the content taught in class and had the opportunity to review it while answering to the test. From group 1, Participant 4 explains that while doing the Task-Test, he had the chance to "*discuss the grammatical topics seen in written questions*". Participant 5 agrees on that matter when he states that "*this test was able to comprehend if not all, most of the topics approached in a simple and objective way*". Participant 8 also shares a similar view when she affirms that the Task-Test is related to the type of class she has been having since both present a "*general understanding instead of focused grammatical*

rules". The same ideas are mentioned by participant 12, who utters that "*this test involves the content discussed in class in a different* context". Participant 16 goes on the same road when he explains that "*the classes are being well developed, contemplating all the aspects related to English learning such as grammar, writing, listening, among others. This offers us an opportunity to better learn what has been taught*". Finally, participants 9, 10, 11 and 14 believe that the activities done in class were supportive enough so as to prepare them to take the test.

While participants from group 1 seem to believe that their classes are correspondent to the Task-Test taking into account the content discussed in both, participants from group 2 focused on the approach used in class as the main reason for their rationale. Participant 18, for example, highlights that both the Task-Test and the classes were similar because "*instead of teaching and evaluating the content in a more methodical way, it* [the content] *was included in specific situations, which makes us learn how to deal with different circumstances that could come up, besides facilitating memorization*". Participant 19 emphasizes how both the classes and the test are dynamic: "*I believe this* [dynamic] *is the word I can use to define both. I also believe that a better way to learn a language is when interaction between teacher and students happens while making use of a variety of learning tools*". Participant 23 also mentions interaction in class when he explains that the activities in class "*involved all the students, making them interact among each other, taking advantage of this to improve the fluency in* conversation". Participants 21, 25 and 27 all bring the issue of methodology used in class when they affirm, respectively, that "*the test is faithful to the methodological style used in the classes*" as well as "*the content seen in class and applied in the test agree, they seem to be on the same page*" and "*both follow the same line of thought, the method used in class is the same used in the test*". Participants 20,

29 and 32 reflect on how the activities in class prepared them to be successful in the test. Finally, participants 24, 28 and 30 believe that the Task-Test is adequate to the classes they have been exposed to.

It seems clear then, that although the majority of participants in both groups agree on the coherence between the Task-Test and their classes, they do so for somehow different reasons. While indeed the Task-Test discusses the same linguistic and thematic content approached in class, as highlighted by group 1; it makes use of the same approach applied in group 2 classes, the Task Based Approach.

In conclusion, it is also relevant to discuss the aspects raised by the eight participants who commented on the Task-Test and/or on the classes but did not mention any relation between both. Participants 3, 17 and 26 focus on their performance as students. Participant 3 (group 1) mentions how difficult it is for her to map listening and spelling as well as meaning and use. Participant 17 (group 2) reflects on basic difficulties she believes to have. Participant 26 (group 2) reveals her concerns in relation to her writing and speaking skills. Participants 6, 7, 13, 15 (all from group 1) discuss how the test deals with the language in a more communicative, practical and broader way.

The results from question 4 unveil not only that most students were able to recognize the relation between the Task-Test and the activities developed in class, but also, that the majority of students could see the importance of having this type of coherence and relation between teaching and testing, so that, they are prepared for what they are being assessed for.

Finally, the last question allowed students to bring up new aspects about the Task-Test which they had not mentioned in previous questions. In this question, thirteen

students used the space provided in the questionnaire and the following aspects were mentioned:

- Compliments on the classes

- Students' preparation for the Task-Test

- Compliments and suggestions about the Task-Test

Figure L. Representation of the number of times each topic appeared in students' responses for the fifth question. The items on the left correspond to the aspects that emerged from the students' answers listed before.
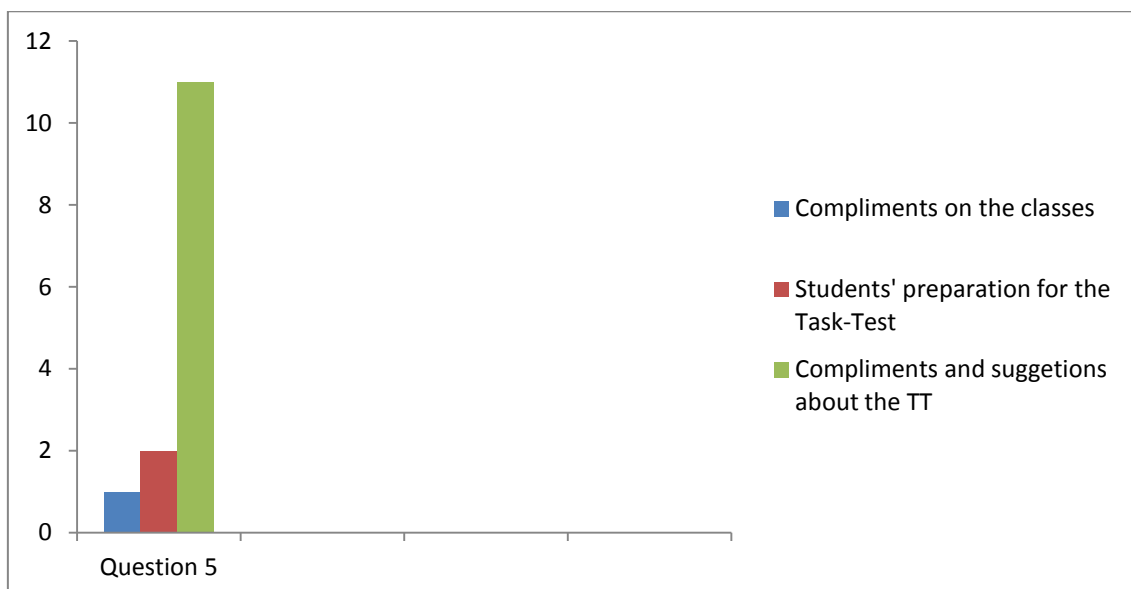
Participant 21 (group 2) commented on the classes by affirming to be "*satisfied with the course*". Participants 2 (group 1) and 17 (group 2) mentioned that although they feel like they had some difficulties to answer to the Task-Test, they enjoyed the experience. Additionally, participants 3, 4, 8, 9, 11, 16 (all from group 1) offered compliments and suggestions about the Task-Test. Participant 3, for instance, explains that for her the test was very interesting and *"all tests should go on the same direction"*. Participant 8 believes the test *"reflects much more what has been learnt"*. Participant 4 suggests a similar test focusing on the oral skills as well. All in all, participants seem to

have enjoyed the experience taking part in the research and making use of the Task-Test as an evaluation instrument.

Taking into consideration the second objective of this research, which was to unfold students' perception on the task-test in relation to it being an appropriate tool for measuring acquisition in the context that they are inserted in, some conclusions can be drawn upon the results. Clearly, the majority of participants were able to indentify task elements in the Task-Test, according to Ellis' (2003) criteria for a task. Although the students did not make use of Ellis' terminologies for explaining what a task is (as it was not expected from them), the questionnaires showed that they could point some important characteristics of tasks in the test and most of them considered these positive features in an assessment tool. Moreover, concerning the approach used in class and in the test, the majority of students could recognize the relationship between both as a coherent one. Therefore, it can be concluded that the participants from both groups considered the Task-Test an appropriate tool for measuring their acquisition.

4.3.Discussion of the Results Derived from the Quantitative and Qualitative Analysis

The aim of this section is to triangulate both quantitative and qualitative results so as to better contemplate the main goals of this research which are (1) to investigate whether the Task-Test and the approach used in class have an impact on students' performance or not and (2) to shed some light on the issue of how students perceive the Task-Test in relation to it being an appropriate instrument for measuring their learning in the context that they are inserted in. Based on these two objectives, five research questions emerged: the first four questions corresponded to the quantitative part of this study and inquired whether there were differences between the performance of two

groups in terms of accuracy, complexity and outcome. Moreover, the last question, which referred to the qualitative part of this research, asked how students perceived the Task-Test in relation to the learning context they had been exposed to.

According to the results from the quantitative analysis, although there are no statistically significant differences between both groups in terms of accuracy, complexity and outcome, group 2 performed better than group 1 considering the three measures under scrutiny. Since activities used in class with group 2 followed the same approach in which the Task-Test was based and because activities applied in group 1 followed a different approach from the Task-Test; this may indicate that, indeed, there is a relevant relationship between the approach used for teaching and the one used in assessment when second language acquisition is concerned.

On the other hand, bearing in mind that, despite the approach used for teaching, no statistical significance was found, it may be concluded that the very nature of the Task-Test allowed for language development and communicative performance for both groups. As previously discussed, that may be due to different reasons such as the fact that: 1) the Task-Test led students to use complex language; 2) the testing situation itself compels learners for avoiding mistakes; 3) the nature of the Task-Test involves a primary focus on meaning; and 4) the Task-Test can be considered a focus on form task which provides learners with opportunities for not only revising what was learned but, most importantly, it gives them opportunities to apply the learned knowledge in a contextualized way. Therefore, these results may also bring claims to the positive role of the Task-Test as a communicative assessment instrument.

Considering the findings from the qualitative analysis, it was clear that students from both groups could perceive elements of the Task Based Approach in the test and considered these elements reasons for classifying the Task-Test as a positive and

appropriate tool for second language measuring. That indicates that even though students did not have theoretical knowledge about tasks or the Task Based Approach (which was not expected from them), as learners they are able to make connections and perceive aspects that, in their view, aided and are beneficial for their learning.

Additionally, when asked to reflect about the relationship between the test and the classes, students from both groups pointed towards a strong relationship though for different reasons. Participants from group 1 highlighted the similarities related to the theme and the grammatical items in both the test and the classes while participants from group 2 pointed similarities in terms of the type of activities and methodological procedures used by the teacher. These results suggest that students from group 2 were able to recognize the coherence between the Task-Test and the approach used in their classes which was in reality the case. Furthermore, the fact that students were asked to reflect on their performance can be seen as a positive aspect since it triggered their ability to think about their learning encouraging metacognition, which is an important and essential element in Task Based Approach (Ellis, 2005).

Having these findings in mind, it can be concluded then that the results of the present study may signal to the importance of offering students in second language classes an approach that is in the line to the one they will be tested on. Not only participants who were exposed to the same approach in both situations performed better (although the differences were small and, hence, not significant) but they were also able to perceive this relationship and see it as a positive one for their language development. Moreover, participants from group 1, who were exposed to a different approach in both learning and testing situations, were also able to recognize important task aspects in the Task-Test and identify them as relevant to their learning process. By analyzing the voice of students from this group, it can be concluded that, although they are not exposed to

Task Based lessons, the activities done in class somehow prepared them in terms of vocabulary and grammar structures which may also explain the lack of statistically significant differences between both groups.

Therefore, there seems to be room for saying that the Task-Test itself may be an appropriate tool for measuring communicative performance even though the group of learners who were also exposed to Task Based activities in class seemed to have benefited a bit more from the testing/learning situation. The quantitative results together with the words of the participants themselves in qualitative data suggest that the Task-Test may be a suitable tool not only for measuring learners' performance but also for elucidating what they already know and signaling to what areas must be revisited after testing.

CHAPTER 5
CONCLUSION: Task-Test, what now?

5.1.Concluding Remarks

The general objective of the present study was to examine the impact of a Task-Test as well as the approach used for second language teaching on learners' performance. For this purpose, both quantitative and qualitative data were collected and analyzed.

Considering the quantitative analysis, the study assumed that, when comparing the performance in a Task-Test of two groups of participants who had been exposed to different teaching approaches in class, differences would emerge in terms of accuracy, complexity and outcome achievement. Thirty-two Brazilian learners of English were part of two groups, the Task Based approach group and the textbook approach group. Second language writing production was elicited in a Task-Test and three dimensions of performance were assessed: accuracy, complexity and task outcome. Drawing on the results from the Independent T-test procedures as regards the differences in the performance of learners in both groups participating in this study the following findings were obtained. No statistically significant differences were found between the groups. However, group 2, the Task Based group, performed better than group 1, the textbook group, considering the three measures. These findings may indicate the importance of a coherent approach between the methodological choices for both teaching and assessing. Moreover, the results from this analysis may highlight the positive impact of the Task-Test as a constructive tool for measuring second language acquisition in communicative classrooms. This is due to the very nature of the Task-Test itself, which encourages

students to focus on pragmatic meaning while reflecting about form besides motivating the use of complex language.

Concerning the qualitative results, participants were asked to complete a questionnaire which contained five questions that aimed at understanding their perception in terms of the appropriateness of the Task-Test to assessing their performance in the context they were inserted in. Participants from both groups answered to the questionnaire without a time limit and some important aspects were raised. Students were able to perceive task aspects (although they did not use any 'task' nomenclature) as positive characteristics of the Task-Test. According to their own voices, the Task-Test offered them opportunities to express the intended message in a contextualized way, focusing their attention on language use for communication but also giving them the chance to put into practice what was learned in class in terms of form. Due to these features raised by the participants themselves, the majority of learners considered the Task-Test an appropriate instrument for measuring language development in their learning context. Moreover, although with different foci (group 1 discussed the themes and the grammatical aspects while group 2 mentioned the methodological procedures), both groups were able to perceive similarities between the Task-Test and their classes and considered these aspects as helpful for their performance in the test. The aforementioned results seem to corroborate the quantitative findings since both point towards the relevance of a coherent approach for teaching and testing as well as emphasize the positive impact of the Task-Test as an assessment instrument.

Thus, overall, the research results suggest evidence for the importance of reflecting on the methodological choices to be applied in class, not only in terms of instruction but equally important in terms of assessment. Although no statistical

relevance was attained, both the quantitative and the qualitative results may be considered substance indicators of testing similarly to the way teaching was conducted.

Furthermore, the findings in this study may testify to the constructive use of the Task-Test as an assessment instrument. Due to the fact it encourages language use by focusing on pragmatic meaning and by giving students the opportunity to communicate within a contextualized and familiar framework; the Task-Test seems to be appropriate for Task Based classrooms as well as for other communicative teaching environments. Besides, its focus on form activities may be considered fruitful facets since they open room for language improvement and practice of learned aspects.

Therefore, taking the previously stated conclusions into account, it can be then stated that both the quantitative results, which highlighted the impact of the communicative nature of the test itself, and the qualitative ones, in which participants raised positive aspects about the test, lay emphasis on how the Task-Test can be considered an appropriate and useful device for assessing students language development in communicative contexts.

5.2.Limitations of the study and suggestions for further research

The present study is to be seen as a tentative and preliminary attempt to understand the impact on students performance of an innovative assessment instrument, the Task-Test, and its relationship to the approach used in class. Despite the fact that it was theoretically and methodologically based on existing literature on L2 production as well as some of the main tenets of the Task Based and assessment theory, the in-roads taken in this research were, additionally, somehow innovative, since (1) this study focuses on written production, which is less common in the Task Based research field;

(2) makes use of a new measure for L2 production, the outcome achievement of a task; and (3) exploits a novel instrument for language testing. Thus, the results here presented should be treated with a great deal of caution and a number of limitations should be accounted for. For that reason, in this subsection, besides presenting the limitations of this piece of research, I also pose some suggestions for further research as follows.

(1) Sample size: Generally, studies on the Task Based paradigm have a sample size of around 45 participants (there are some exceptions) or more, which may ensure external validity for the research. Thus, the results here reported cannot be generalized to the young adult Brazilian population of intermediate learners as, still, the size sample of thirty-two participants is small, especially in the case of this research, in which the population was divided into two different groups and, therefore, each group contained sixteen participants. Since the present analysis involved statistical procedures, and the sample was small, research results are to be seen as limited to the group of learners who participated in the study. Further efforts should be made in pursuing a greater number of participants. It is important to highlight, however, how challenging it is to try to bring a quantitative stance to studies that involve classroom dynamics and, therefore, which are not highly controlled as the ones employed in laboratories and which usually have a limited number of participants.

(2) Level of proficiency: The participants of this research were intermediate learners of English. An issue which is being presently discussed in L2 research is that learners' level of proficiency impacts how learners' approach performance conditions and, thus, their overall performance (Kawauchi, 2005; Tavakoli & Skehan 2005 as cited in D'Ely, 2006). Consequently, further research addressing the importance of coherence between teaching and testing approaches should be carried out with participants of

different proficiency levels. This would allow for making further considerations on the role that level of proficiency might impinge on learners' language development and performance.

(3) Idiosyncrasies of the Task-Test: In the present study, the assessment instrument under scrutiny has been developed for testing the performance of students who take classes at level five of the English Extracurricular course at UFSC. Even so, the characteristics of the test can be reproduced at different levels with theme and form adaptations. Therefore, further research could seek for the development of other Task-Tests as well as examine their impact on students' performance. Moreover, other Brazilian contexts could be investigated together with different abilities to be tested.

5.3.Pedagogical Implications

Research in Task Based Approach has largely contributed to the Second Language Acquisition area by providing teachers the possibility to improve their teaching approach as a way to teach language with a communicative focus. Moreover, research in assessment has also contributed to the teaching environment since it is an important part of the acquisition process.

Therefore, taking into consideration that this research puts together the area of TBA and assessment, it may be said that it contributes to the improvement of the classroom environment. That is due to its innovative testing instrument which offers learners the opportunity to focus on pragmatic meaning, within a context, while reflecting about form and hence, improving communication.

Additionally, it is significant to mention the importance of having teachers who are aware of what lies behind the Task Based Approach to task analysis and

implementation. Therefore, the results of this study may have an impact on teachers who might be willing to design testing instruments in accordance to their teaching practices, therefore, making informed decisions.

Finally, this study which has a qualitative nature as well, takes into account the perception of students of English as a second language which enhances their metacognitive knowledge besides motivating learners to evaluate and realize the processes they engaged in.

All in all, I see the results from the present study as both encouraging and innovative. Encouraging because it shows how important the role of the teacher is within classes as well as the importance of reflecting about methodological procedures for both teaching and testing. Not only teachers are responsible for offering students coherent classes, but it is also of great relevance to reflect about our choices as educators so as to improve our instruction procedures and therefore, offer students better learning opportunities. Innovative because this study makes use of a novel testing instrument and the findings suggest a positive impact of this tool in learners' performance. Hence, the Task-Test may be considered a contribution to the area of both Task Based research, second language classroom assessment and research on measuring second language writing. This way, I end with an invitation to fellow colleagues in the areas of L2 learning, assessment, and communicative teaching to join me in further scrutinizing the issues dealt with in the present study.

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APPENDIXES

Appendix A – Profile Report Questionnaire

Questionário para pesquisa Mestrado

Acadêmica: Priscila Fabiane Farias   Orientadora: Raquel D'Ely

Prezado aluno, o objetivo principal desse questionário é o de conhecê-lo melhor para que então eu possa entender suas escolhas, comportamento e opiniões expressadas nessa pesquisa. Por favor, complete a tabela abaixo com as informações solicitadas. A confidencialidade dessas informações é garantida e sua identidade não será revelada. Obrigada, desde já, por dedicar seu tempo e dividir suas experiências e opiniões!

> **Complete as informações na tabela abaixo. Caso alguma das informações não se encaixe em seu perfil, complete o espaço com a frase "não se aplica" e justifique sua escolha. Obrigada!**

Nome:	
Idade:	
Curso Universitário/ Trabalho:	
Tempo que está estudando inglês:	
Contextos em que estudou inglês (por exemplo, escola particular de idiomas (i.e. Yazigi), escola regular (pública ou privada), aulas particulares:	
Tempo que estuda no extra curricular:	
Razões para o estudo do inglês:	

Appendix B - Task-Test

Universidade Federal de Santa Catarina – UFSC   Curso Extracurricular - Inglês nível 5

Student`s name:

<u>Midterm exam</u>

1- Based on the scene from the film "Singing in the Rain", that you have just watched, explain what an actor is according to Kathy Seldon's opinion.

An actor is a person ………………………………………………………….

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

2- Do you agree with her? What is acting for you?

………..........

……

…….

3- Compare acting with your own profession/major. Which profession…

a) **Is more interesting?**   **b) Has better working hours?**

c) **Requires more effort?**   **d) Is better paid?**

Answer the questions above and explain why you think that way.

……

……

……

……

……

………

4- **As the movie continues, Don falls in love with Kathy. He wants to talk to her but he cannot find her. Imagine you are Kathy's best friend and Don asks you to give her some messages. Rewrite the sentences below, as if Don were asking you to give them to Kathy.**

Example: Kathy, I need to talk to you.

> *Could you tell Kathy that I need to talk to her?*

1- Kathy, I am thinking a lot about you………………………………………………………………………………..

………

2- Kathy, don't run away from me……………………………………………………………………………………..

………

3- Kathy, why are you mad at me?..

………

 Debbie Reynolds (Kathy) was not a dancer at the time she played a role in the movie "Singing in the Rain" — her background was as a gymnast. Gene Kelly (Don) apparently insulted her for her lack of dance experience, upsetting her. Kelly later admitted that he had not been kind to Reynolds and was surprised that she was still willing to talk to him afterwards. Years later, she was quoted as saying that performing in this film and surviving childbirth were the two most difficult experiences of her life.
(Excerpt extracted and adapted from http://en.wikipedia.org/wiki/Singin%27_in_the_Rain)

5- **Based on the excerpt above, answer the following questions:**

a) **Debbie Reynolds (Kathy) was really upset after Kelly's criticism. What was it about? Does it bother you when a person criticizes what you do at work/at university?**

…….
…….
………..

b) **Name other things that you can't stand at your work/university environment.**

…….
…….
………..

Appendix C – Questionnaire about the Task-Test

Questionário para pesquisa Mestrado

Acadêmica: Priscila Fabiane Farias   Orientadora: Raquel D'Ely

Prezado aluno, eu gostaria de convidá-lo a responder o questionário abaixo, como forma de contribuir com a minha pesquisa de Mestrado. No caso de você concordar em participar, é importante salientar que sua identidade não será mencionada. Além disso, caso você queira ser informado dos resultados dessa pesquisa, por favor, escreva seu email abaixo, ao final da página. Obrigada, desde já, por dedicar seu tempo e dividir suas experiências e opiniões!

> **Responda as perguntas abaixo, de acordo com sua opinião. Você pode utilizar o espaço atrás da folha, e você também pode adicionar quantas folhas mais você necessitar. Obrigada!**

1- Escolha uma das alternativas abaixo que melhor expressam a sua opinião em relação ao teste que você acabou de fazer e a outros testes que você já fez dentro do contexto de aprendizado de língua estrangeira.

   a) O mesmo tipo de teste que estou acostumado.
   b) Um pouco diferente do que estou acostumado.
   c) Muito diferente do que estou acostumado.

2- Explique a sua escolha na primeira questão. Ao comparar o teste que você acabou de fazer com outros testes que você já fez dentro do contexto de aprendizado de língua estrangeira, quais características desse teste explicam a sua escolha?
   ....
   ....
   ....
   ....

3- Comparando o teste que você acabou de fazer com outros testes que você já fez dentro do contexto de aprendizado de língua estrangeira, qual você considera o mais apropriado para medir seu aprendizado. Por quê?
   ....
   ....
   ....
   ....

4- Ao comparar o tipo de teste que você acabou de fazer com as atividades realizadas em sala de aula até nesse semestre, à quais conclusões você chega?
   ....
   ....
   ....
   ....

5- Caso você queira dizer algo mais sobre essa experiência, utilize esse espaço.

....

....

....

....

Appendix D – Participants' Profile Information

Group 1

Student	Age	Studies/ Profession	Time studying English	Contexts in which has studied English	Time studying English at Extra Curricular	Reasons for studying English
Student 1 –	20	Part of the undergraduate Nutrition Program	4 years	At regular school, at language schools and at Extracurricular	3 years	For communicating better, for travelling and for pleasure
Student 2 –	22	Part of the Master Program in Pharmacology	13 years	At regular school, at Language Schools and at Extracurricular	This semester	For taking a proficiency test, for academic and professional purposes
Student 3 –	22	Part of the Management Program	More than 2 years	At regular school, at Language Schools and at Extracurricular	2 years	For communication, for academic and professional purposes
Student 4 –	22	Part of the undergraduate Mechanical Engineering Program	5 years	At regular school, at Language Schools and at Extracurricular	2 years	For taking a proficiency test, for academic and professional purposes
Student 5 –	21	Part of the Geography Undergraduate Program	More than 2 years	At regular school and extracurricular	1 year and a half	For professional purposes
Student 6 –	24	Part of the Automation Engineering Program	8 years	At Regular school, at language school and at Extracurricular	2 years and a half	For professional purposes
Student 7 –	32	Part of the Eletrical Engineering Program	3 and half years	At private school and Extracurricular	2 years	For academic, for professional and personal purposes

Student 8 –	27	Part of the Medicine Program	More than 5 years	At language and regular school and at Extracurricular	1 year	For communicating better, for travelling and for professional and academic purposes
Student 9 –	32	Works as a civil servant at UFSC	2 years and a half	At language schools and at Extracurricular	1 year	For academic purposes, for communicating better
Student 10 –	20	Part of the undergraduate Biology Program	1 year and a half	At regular school, at Language schools and at Extracurricular	1 year and two months	For academic purposes, for travelling
Student 11 –	19	Part of the undergraduate Psychology Program	More than 3 years	At regular school, at Language schools and at Extracurricular	1 year and a half	For academic and professional purposes, for travelling
Student 12 –	22	Part of the undergraduate nutrition program	2 years and a half (at Extra)	At regular school and at Extracurricular	2 years and a half	For communicating better, for reading articles and for travelling
Student 13 –	18	Part of the Accountant Program	2 years	At Language schools and Extracurricular	1 year and a half	For academic purposes and for travelling
Student 14 –	21	Part of the Dentistry Program	More than 2 years	At regular school and at Extracurricular	2 years	For academic purposes and for travelling
Student 15 –	24	Part of the Agronomy Program	More than 7 years	At regular school and at Extracurricular	3 years	For academic and professional purposes; and for travelling
Student 16 –	29	Works as a Civil Servant at UFSC	2 years	At Language schools and Extracurricular	This semester	For communicating better, for travelling and for pleasure

Group 2

Student	Age	Studies/ Profession	Time studying English	Contexts in which has studied English	Time studying English at Extra Curricular	Reasons for studying English
Student 17 –	20	Part of the Pharmacy undergraduate program	Since 1999	At regular school, language school and Extracurricular	2 years and a half	For academic purposes, for pleasure, for travelling
Student 18–	23	Part of the Management undergraduate program and is graduated in law	Since her childhood	At regular school, language school and extracurricular	eight months	For travelling purposes
Student 19–	25	Part of the Production Engineering master program	Since 1998	At regular school, language school, private classes and extracurricular	Eight months	For academic purposes
Student 20–	21	Part of the Electrical Engineering undergraduate program	For 11 years	At regular school and extracurricular	1 year and a half	For academic purposes and for personal interest
Student 21 –	31	Administrator, works for a bank	More than 1 year	During an exchange program and at Extracurricular	One semester	For personal purposes
Student 22 –	47	Mathematics Professor	More than 3 years	At extracurricular and with private tutors	1 year and a half	For academic and professional purposes, for travelling and for personal interest
Student 23 –	23	Part of the Mechanical Engineering Undergraduate Program	5 years and a half	At language school and extracurricular	1 year and a half	For academic and professional purposes, for travelling
Student 24 –	43	Graduated in History and specialized in	4 years and a half	At language school and extracurricular	One semester	For academic and professional purposes,

		Advertisement. Currently working at M&S Turismo				for travelling, for personal interest
Student 25 –	27	Designer	2 years	At language school and extracurricular	1 year	For academic and professional purposes, for travelling
Student 26 –	24	Part of the Food Engineering Undergraduate Program	More than 13 years	At regular school, language school and extracurricular	2 years	For academic purposes, for travelling and for personal interest
Student 27 –	17	Part of the Law Undergraduate Program	4 years	At regular school, language school and extracurricular	2 years	For travelling
Student 28 –	20	Part of the Chemistry Undergraduate Program	More than 5 years	At language school and extracurricular	One semester	For academic and professional purposes
Student 29 –	29	Pharmacist	More than 2 years	At language school, with a private tutor and at extracurricular	One year	For travelling and personal interest
Student 30 –	19	Part of the Chemical Engineering Program	More than 2 years	At language school and extracurricular	One semester	For personal and professional purposes
Student 31 –	19	Part of the Civil Engineering Program	More than 1 year	At regular school and extracurricular	One semester	For travelling, academic and professional purposes
Student 32 –	24	Portuguese Teacher	5 years	At regular school and extracurricular	2 years	For academic purposes, for travelling and for personal interest

Appendix E – Report on class observations

Group 1 – The group that has not been exposed to the Task-Based Treatment

Group 2 – The group that has been exposed to the Task-Based Treatment

Group 1 – 09/04

Taking into consideration the observed class, it is possible to say that the teacher seemed to follow mainly a grammatical approach to English as a second language. This conclusion was drawn upon some choices made by the teacher during the class which will be briefly described. The first part of the class initiated with the teacher explaining the grammatical topic which was the use of "who and that" as relative pronouns. The grammatical explanation was introduced without a previous contextualization or a situation from which the grammar was taken from. Using the board, the teacher pointed out some important features related to the use of the "who" pronoun. The teacher also asked some questions to the students in order to guarantee their understanding. The first and second activities (exercise A, pg 3, in which students were supposed to combine sentences to transform them into relative clauses and then later decide in which clauses the pronoun was necessary) were of a grammatical primary focus. The third activity (exercise 4, wordpower, in which students were expected to match meaning to correspondent adjectives and then decide if they could be considered positive or negative adjectives) also had a grammatical primary focus. All of the previous activities mentioned seemed to be used as a way to practice the grammatical topic previously explained, and therefore, were not connected among each other or used to a posterior goal in this class. The last activity was a listening one (pg. 4) in which students were told to listen to the audio of two people talking about a third person in order to (1) understand the main ideia and decide if the opinion about the third person was a positive or a negative one, (2) make notes about this third person' personality features. After listening to the audio twice, the students were supposed to get in groups and discuss their notes so as to achieve a final conclusion. This activity had a more communicative nature since the main focus of the students was directed towards a context. Based on the description above, during this class, it is possible to affirm that the teacher used a more grammatical approach to teach the unit.

group 2 – 09/04

Based on the observation of this class, it is possible to say that the approach used in class by the teacher was primarily communicative with emphasis on the task-based approach. This conclusion was drawn based on some of the choices made by the teacher in class. The teacher initiated the class contextualizing the topic to the students. He reminded them about the discussion they had previously about "annoying people". Then, he mentioned they would continue talking about the same subject. The teacher gave the students a song and told them to focus on the pronunciation of a specific sentence in bold. The sentence had an example of a linked sound and, after finishing the song, the teacher questioned the students about the strategies used by the singer to pronounce that sentence. By using students help, the teacher emphasized the importance of liking sounds in English and explained some ways to do it. Then, students had to listen to the song again in order to find other examples of linked sounds. The first part of the activity can be considered of a grammatical nature since the main focus on the teacher was on pronunciation rules. In the second part of the activity, the teacher asked the students some oral questions about the song in relation to its meaning. The teacher then used the song as a contextualization tool to continue the discussion about annoying people (since the song describes a annoying habit of a person who changes his/her mind all the time). Students then were asked the question: "what annoys you about people you love?" and, using students' answers, the teacher wrote on the board examples of sentences that would use different ways to express annoyance. Then, using the sentences on the board, the teacher called students' attention to the presence of the pronoun "it" in the sentences and explained why it was there. Although the main focus at this moment was to draw students' attention to grammar, the teacher did so in a contextualized way and focused on the communicative aspects of the grammatical rule. In fact, the teacher departed from students' realities, by using their answers on the board which some included the topic and others didn't, and solely emphasized the grammatical topic instead of focusing on it. The students then worked on a quiz (activity 2, pg. 5) which made use of the grammatical topic studied. The students listened to the quiz and marked down the main options they agreed with. There was a discussion in class about the quiz. This activity had a communicative focus. The next

activity, students were expected to discuss in groups about what annoys them in a specific situation given by the teacher in order to come up with a list of annoying habits. This activity can be considered a task since it has its primary focus on meaning and has an outcome (the list). Finally, the students had, as the last activity, to choose a profession to discuss about. They were supposed to write some sentences about this profession that described the professional in terms of personality traits and annoyance. The other groups would have to guess the profession based on the descriptions. This activity can also be considered a task.

group 1 – 11/04

This class had a more communicative nature. The teacher started the class by asking students to get in groups of 4. Each group received an adjective and had to choose 3 of them to perform to the class. The other groups had to find out which adjective was being performed. This activity can be considered communicative since the students are encouraged to plan their performance by talking to each other about it. Although the main objective is to teach vocabulary, it is done through a communicative activity. Then, the teacher continued the class by showing students a video. He asked students to first try to understand the main ideia of the video. The video is about a game show in which a woman is trying to find a date and has three men to choose from. First she talks a little about herself and then she asks the man some questions about themselves. Students are encouraged to watch the video and then answer some questions about it. The activity can be considered a communicative activity since students had to focus their attention to meaning and also had an outcome which was to complete the activity. It is not a task though since the material used isn't authentic. The activity will be finished next class.

group 2 – 11/04

This class had a very communicative nature. In the first activity, the teacher distributed some sentences to the students about celebrities. In groups, they had to discuss and decide if these sentences were true or false. Later, they compared their answers. This activity can be considered a task because the students have to discuss in groups about

the input in order to achieve a conclusion and report to the class. Using the sentences from the activity, the teacher pointed out the use of gerund in sentences as subjects and objects, in the infinitive form. It was possible to see that the teacher used the input and the students' voice to achieve the teaching of grammar. Also, it was contextualized and both activities were connected. In the next activity, pg. 9, students worked in groups of 3. They needed to talk about the professions cited in the activity in order to get to a decision about that profession. Then, they made a list of good and bad professions on the board. It is also a task since it has the main focus on meaning and the outcome is the list. In the next activity, also in groups, students received a situation in which a student wanted to try a specific major. The students had to help the student and advise him/her based on the major choice and the personality traits established in the activity. Then, they reported to the class and the other groups discussed to see if they agreed. It was also a task. Therefore, this was a primarily task-based class.

group 1 – 15/04

The teacher started the class in the laboratory. He gave students some time to re-read the activity that was started last class. The teacher then reminded the students about it, contextualizing the video they had already watched previously. He played the video and reviewed the adjectives that were learned in the unit. Then, he told the students to complete the activity in pairs. In order to correct it, the teacher wrote the students' answers on the board as they responded it. Students had the opportunity to discuss their answers with the big group. As said previously, this activity can be considered communicative since the objective is to focus their attention on input to understand the message. The teacher then used the same activity to introduce the next topic which is related to the use of expressions such as "can't stand", "it annoys me"…. The teacher played the part of the video that brought examples of these structures and the students completed the rest of the activity. Without correcting the end of the activity, the teacher told students to open the book on pg. 4, exercise 7 in which they were supposed to describe their best friend to someone else using the learnt structures in the unit. This can also be considered a communicative activity since the students were expected to practice their speaking skills. It is important to mention that the teacher did not mention any grammatical rule related to the use of the new expressions presented to the students

which will probably be done next class. Based on the description above, it is possible to say that the teacher seemed to follow a more communicative approach during this class.

group 2 – 15/04

The teacher asked students about the topic they were discussing last class. He explained they'd continue talking about the same topic which was professions. The teacher explained they'd focus on summer jobs. He asked students to listen to an audio in order to say which were the summer jobs mentioned. The students worked on the activity and reported the answers to the class. This activity is a communicative one since students listen to an audio to understand the message. The students then listen to part b of the audio to answer what were the summer jobs the girl was engaged in. Again, a communicative activity. After the listening, the teacher asked students to compare the two professions mentioned in the second audio. Using students' answers, the teacher wrote sentences on the board that made somehow use of the grammatical topic being learnt which were ways of making comparisons. The teacher presented the grammatical topic in a contextualized way, as it was possible to see. He called students' attention to the use of comparisons and the different ways that can be done. Then, the students were asked to get in pairs and choose a profession to discuss about in terms of "money, working hours, pre-service preparation and working environment". The students had some time to discuss about these topics. Then, the teacher instructed pairs to get together and form groups of four. Next, they had to compare the two professions brought by each group and decide which one was better paid, etc. This activity can be considered a task since students had an outcome and focus on pragmatic meaning. Therefore, it is possible to say that the teacher made use of a communicative approach, more specifically in some moments, task-based approach.

group 1 – 15/04

The teacher started the class by asking the students to get in pairs and talk about their weekend. It seemed to be a warm up activity as well as an opportunity to students to know each other. Then, the teacher talked about their homework which involved an activity posted in their email group in which they need to write a cover letter to a summer job. After calling the role, the teacher told the students to move on to page 11

in the textbook. He then asked the students if they understood the meaning of "you get a great tan" which was the title of the conversation in that page. After discussing the meaning of the sentence, the teacher told the students to listen to the conversation and take notes about it. The students did as told and after listening to the audio twice, they discussed what they understood with a partner. The activity seemed to have a communicative purpose since they listened to the audio to discuss about it with their classmate. Then, the teacher told the students to work in part B of the conversation which again involved an audio which they listened to in order to discuss about it with a partner. The teacher then used the conversation to teach the use of the grammatical topic which was comparisons. The grammar was presented in a more contextualized and implicit way. The teacher tells the students to work on the grammar focus activity as homework. Based on the aforementioned, this class seemed to have followed a more communicative stance.

group 2 – 30/04

The teacher starts the class with an activity using the textbook. Students have to listen to phone messages and discuss with a classmate about who might have sent the message. This is a communicative activity since the students must listen, take notes to discuss. The teacher then, using students' answers, explains the difference between direct and indirect speech in those examples. In pairs, students are then asked to work in the word power activity which involves collocations. This seems to be a more grammatical activity since the main focus is to learn vocabulary and lexical choices. In the next activity, the teacher asks the students to continue in pairs and think of two or more unusual indirect requests someone would ask someone else. The students are expected to use the collocations created. This seems to be a communicative activity. The students then work in a task. They are given comic books and in groups, they need to read a story and retell it using indirect speech. It can be considered a task since they need to read authentic input, discuss in groups about it to retell the story to the rest of the class. It is possible to see, therefore, that the class seemed to follow predominantly a communicative approach with one task within it.

Appendix F – Transcript of the interviews with the teachers

Teacher group 1

1 Quantos anos você tem?

Quarenta e quatro

2 Há quanto tempo você estuda o Inglês?

Eu estudo desde os quatorze anos.

3 Há quanto tempo você leciona Inglês?

Desde 1996.

4 Em que contextos você lecionou e leciona Inglês?

Escolas de idiomas, alunos particulares, escolas publicas e extracurricular.

5 Você passou – ou passa – por alguma experiência formal em formação de professores? Caso positivo descreva sua experiência.

Sim, o curso aqui da Universidade. Então, depois de ter morado um tempo na Inglaterra, que eu fiquei cinco anos lá, eu voltei pensando o que fazer a partir desse conhecimento que eu adquiri fora do país. E me veio a ideia de lecionar inglês. E daí, eu senti a necessidade de formalizar, legitimar essa profissão. Então, ai a ideia de fazer um curso superior, nessa época.

6 Enquanto aluno, como você se sente/sentia em momentos de testagem?

Há avaliações e avaliações. São vários olhares. Um, se for uma disciplina que eu me sinto mais confiante, que eu tenha uma predileção, eu acho que ai eu gosto. Agora, até mesmo dentro das avaliações tem os tipos de avaliações que são dados. Vai depender se vai ser discursivo, se vai ser *multiple choices*, e tem alguns que prefiro e outros que eu não prefiro tanto.

7 Se você tivesse que escolher três palavras-chaves para explicar o aprendizado de segunda-língua, quais palavras você escolheria? Explique suas escolhas.

Motivação, acho que é um dos fundamentais porque se não há motivação talvez não haja tanto comprometimento, aproveitamento, né. Interesse faz parte da motivação também. E comprometimento, é importante pra funcionar, não adianta só estar presente nas aulas e não ter nenhum esforço, além disso, pra que não dependa só da sala de aula, que o comprometimento se estenda fora também. Mais uma hein? Duas acho que está bom. Motivação já engloba outras coisas.

8 Descreva a forma que você aborda o ensino durante suas aulas. Fale sobre suas principais escolhas como professor dentro de seu contexto atual de ensino.

Apesar de estar dando aula no extra desde 2007, eu uso o extra como um laboratório de experimentações. Então, não dá pra dizer que eu siga a mesma abordagem. Então, especialmente agora que eu estou fazendo estágio, minhas escolhas são bem particulares do grupo que eu estou trabalhando. Porque os alunos da manhã são diferentes do da noite e assim vai. Agora, quanto às escolhas, eu estou tentando, estou dando muita atenção, pra que o meu tempo de aula não seja muito prolongada. Eu tento, dentro da sala de aula, fazer umas quatro atividades em que eles estejam em grupo. Estou mandando pra eles também, em certas turmas, antecipando lições. Por exemplo, o nível 1 que eles estão aprendendo o *simple present*, eu vejo vídeo no *Youtube*, e mando pros alunos pra que na aula seja um momento de pratica, usar a sala de aula pra praticar o tema, dentro do contexto.

9 Comente sobre sua visão em relação ao momento de testagem dos alunos. Fale sobre aspectos que você leva em consideração no momento de escolha do seu instrumento de testagem.

Eu estou tentando, o material que a gente usa, ele oferece bastante pratica gramatical. Então, pra avaliação, eu tenho feito mais provas discursivas, em que o aluno possa falar sobre o que ele esta aprendendo e ali vai entrar o ponto gramatical sendo estudado. Partindo de um texto, uma situação, e ali eles vão usar o que eu espero que eles tenham entendido.

10 Quais aspectos você leva em consideração para avaliar seus alunos?

Pra que eles sintam que a língua é útil, por exemplo, a atividade que você observou, da *cover letter*, eu acho que tem a ver com o que estamos vendo, e é um material mais significativo, pra que eles possam usar aquilo ali na vida, pra arranjar emprego,

por exemplo. Ou seja, privilegiando mais a língua e o uso dela do que as minúcias gramaticais.

11 Utilize esse espaço para fazer qualquer comentário que você considerar relevante nesse momento.

É mais esse processo de professor, não chega a ter um ponto que você está confortável, é sempre essas reflexões, esses momentos em que a gente coloca ou discute com colegas e reavaliamos nossa pratica, pra não ficar uma coisa *frozen*. É importante também observar os colegas, você está fazendo essa pesquisa e é interessante olhar como as pessoas fazem com o propósito de ajustar nossas praticas de ensino.

Teacher group 2

12 Quantos anos você tem?

Vinte Dois

13 Há quanto tempo você estuda o Inglês?

Eu comecei a estudar inglês na quinta série, na escola regular, mas quando eu comecei mesmo assim foi na sétima serie em um curso extraclasse, com treze anos.

14 Há quanto tempo você leciona Inglês?

Eu comecei a dar aula no inicio da graduação, como voluntário, em um curso do PET letras e tive experiências de ensino no estágio, no final da graduação, por um ano. Estou dando aula no extracurricular desde 2011-2, então agora no final desse semestre completaria dois anos que eu dou aula no extracurricular.

15 Em que contextos você lecionou e leciona Inglês?

Então, no estagio eu tive experiência em escola regular com alunos de diferentes idades. Mas, principalmente, a experiência que eu tive foi com alunos universitários, que querem aprender inglês pra viajar, pra fazer intercambio, ou por motivos pessoais, de trabalho.

16 Você passou – ou passa – por alguma experiência formal em formação de professores? Caso positivo descreva sua experiência.

Então, eu me formei em letras inglês, na licenciatura. Tive disciplinas na área de ensino e também fiz o estagio que é dividido em duas partes.

17 Enquanto aluno, como você se sente/sentia em momentos de testagem?

Eu não gosto, nunca gostei de prova. Eu fico muito ansioso e nervoso, assim; então, eu também não gosto muito de prova como professor. Mas acredito que como é uma exigência do contexto, como a gente precisa ter essa forma de medir como está o desempenho dos alunos, é preciso a testagem. Mas, eu não gosto muito enquanto aluno. Principalmente porque muitas das provas que a gente costuma ter são baseadas em decorar, regras e não realmente em usar o que aprendeu.

18 Se você tivesse que escolher três palavras-chaves para explicar o aprendizado de segunda-língua, quais palavras você escolheria? Explique suas escolhas.

Acho q interação porque aprender uma língua é preciso ter insumo, instrução formal ou não, contato de alguma forma. A interação também inclui ação no sentido q você vai colocar em pratica o que aprendeu. O que mais? Motivação, no sentido que é importante que você tenha interesses, objetivos, que você queira aprender por alguma razão. E também estar aberto, ser uma pessoa de cabeça aberta, pronta pra conhecer algo diferente, pra entender uma cultura diferente.

19 Descreva a forma que você aborda o ensino durante suas aulas. Fale sobre suas principais escolhas como professor dentro de seu contexto atual de ensino.

Então, como o contexto do extracurricular tem um objetivo comunicativo, eu tento abordar, planejar as aulas, de forma que elas sejam temáticas, que tenham temas, e que todos os tópicos ensinados estejam relacionados aos temas e que façam sentido dentro de um contexto, e que se assemelhem a vida real. Eu também tento partir do conhecimento dos alunos assim, do que eles já sabem, pra que eles possam usar a língua pra expressar opiniões, como pessoas criticas. Eu tento trabalhar com materiais autênticos. Claro que o material didático aparece mas, eu tento incorporar materiais autênticos na aula e não só trazer mas também fazer os alunos produzirem assim, pra que eles tenham um objetivo claro, um resultado em mente enquanto fazem as atividades. Então, várias atividades com esse objetivo, partindo de um

contexto, geralmente tem um insumo real, e daí eu posso abordar questões gramaticais, principalmente de forma implícita, e daí a produção, em como se pode usar isso na vida real. Claro que nem sempre segue essa ordem, mas é sempre um ciclo, porque a aprendizagem não é um processo linear.

20 Comente sobre sua visão em relação ao momento de testagem dos alunos. Fale sobre aspectos que você leva em consideração no momento de escolha do seu instrumento de testagem.

Então, eu tento fazer uma prova que os alunos vão poder colocar em pratica o que eles aprenderam. Eu penso como que os alunos poderão usar a sua voz, dizer o que eles pensam, as visões deles, dentro de um contexto. E também no momento da correção o que eu levo em conta é se ele conseguiu usar o que aprendeu, as estruturas mas igualmente até que ponto foi repassado a mensagem.

21 Quais aspectos você leva em consideração para avaliar seus alunos?

Eu trabalho com as quatro habilidades e tento fazer provas orais também, as vezes entrevistas, e também atividades escritas, textos, onde eu dou feedback. Porque eu também quero abordar as várias habilidades e estilos de aprendizagem.

22 Utilize esse espaço para fazer qualquer comentário que você considerar relevante nesse momento.

Eu acho que não.

Appendix G – Consent Form

UNIVERSIDADE FEDERAL DE SANTA CATARINA
Termo de Consentimento Livre e Esclarecido

Você está sendo convidado a participar de uma pesquisa sobre aquisição de segunda língua. Você foi selecionado porque você é um aluno de Inglês como Língua Estrangeira e está matriculado no Curso Extra Curricular, no nível 5. Este estudo está sendo conduzido por Priscila Fabiane Farias, aluna do programa de Mestrado em Letras Inglês, na Universidade Federal de Santa Catarina, e orientado pela professora doutora Raquel Carolina Souza Ferraz D'Ely.

Objetivo da Pesquisa:

O objetivo deste estudo é investigar questões de testagem e aprendizagem de língua estrangeira.

Procedimentos:

Você será solicitado a desempenhar as seguintes tarefas: (1) responder a um teste de língua estrangeira correspondente ao teste escrito previamente acordado com sua turma no extracurricular, (2) responder a um questionário sobre sua experiência de testagem, (3) responder a um questionário com algumas informações de cunho pessoal para que a pesquisadora possa construir um perfil de seus participantes.

Confidencialidade:

Não há nenhum risco em participar da pesquisa. Pelo contrário as atividades desenvolvidas por você durante essa pesquisa irão contribuir para enriquecer sua aprendizagem. Ao final da pesquisa, os resultados do estudo serão tornados públicos, e compartilhados com os participantes da pesquisa. Contudo, a sua identidade será totalmente preservada e não será incluída nenhuma informação que possa identificá-lo(a). Sua decisão de permitir ou não o uso dos dados para a nossa pesquisa, não afetará sua relação com o curso, turma ou professor. Em caso de dúvidas e/ou sugestões, o contato com a pesquisadora pode ser feito através do seguinte e-mail: priscilafabianefarias@yahoo.com.br. Assinando o consentimento pós-informação abaixo, você estará consentindo com o uso dos dados coletados para a pesquisa. Lembre-se que você pode desistir de participar em qualquer ocasião. Muito obrigada,

Priscila Fabiane Farias

Pesquisadora

Consentimento Pós-Informação

Eu, _____ (nome completo), fui esclarecido sobre a pesquisa em testagem e aquisição de segunda língua e concordo que meus dados sejam utilizados para a realização da mesma.

Florianópolis, _____ de maio de 2013.

Assinatura: _____ RG: _____

Appendix H – Students' answers to the Task-Test

<u>Participant 1</u>

Question 1

An actor is a person who don't really act because in the silent movies the actors don't talk,

they just do some dumb faces.

She thinks that actors who work in silent movies always do the same thing

Question 2

No, I don't agree with her

and I think that acting in silent movies is even more difficult than acting in a play or in a normal movie.

If the actor can't talk, he needs to work harder to people understand what is happening in the scenes.

Acting for me is making people believe that your character is real.

Question 3

a) Nutrition is more interesting than acting because it lead with something that everybody likes and uses: food

b) Nutrition has better working hour than acting because most of the jobs offered in this area are light hours/day jobs, while the actor has to work all day long many times

c) I think acting requires more effort than nutrition because actors have to do the same scene many times

and this may be exhausting

d) An actor is better paid than a nutritionist.

Actors receive money to do to parties, TV shows, events and his salary from his movies while a nutritionist has to work in more than one job to get a better salary.

Question 4

a) Could you tell Kathy that I am thinking a lot about her?

b) Could you tell Kathy not to run away from me?

c) would you ask Kathy why she is mad at me is?

Question 5

a) It was about Debbie's dance experience because she was a gymnast, not a dancer, when she played a role in the movie.

It bothers me when is not a constructive criticism.

When a person criticizes me to help me and to teach me something,

I don't know, I enjoy being criticized.

b) I can't stand when a person makes me a question in class about something that she/he didn't pay attention to

and after I answered asks me if I'm sure about that.

Also, I don't like when people talking loudly to each other during the classes because I like to hear what the teacher is saying.

Participant 2

Question 1

An actor is a person who does more than just faces,

is a person who speaks like Shakespeare

she said.

Question 2

I agree in parts, because a long time ago, the movies could not be make with sound

and it is not a reason to belittle the job of an actor.

And I agree when she says that you need more than just faces,

you need to speak also.

Question 3

   a) I think being an actor is more interesting than being a master student because you can create different personalities;

      you can speak, sing and have fun while you work.

   b) In my opinion, being a actor has better working hours than a master student because they do not work all year long,

      they have vacations and etc.

c) Being a master student requires more effort than being an actor because you need to create/discover new things as a student,

you need to think about thousand things

and an actor you just act about a scene that is ready.

d) For sure, an actor is better paid than a student

and I have no ideia why it happens.

Question 4

    a) Could you tell Kathy that I am thinking a lot about her?

    b) Could you tell Kathy do not run away from me?

    c) would you tell Kathy why she is mad at me?

Question 5

    d) The criticism was about the fact "her lack of dance experience" to act in this movie.

    Sometimes it bothers me.

    I know that some critics are needed

    but depending on the way it is made it can hurt.

    I think that all professions have your own importance.

e) I can't stand when a person talk loud in a meeting.

I can't stand when the students do not pay attention in the teacher

and talk about other things.

I can't stand when a teacher do not teach

and just give appointments for homework,

it upsets me,

instead, I know that this kind of methodology could help in the learning process.

Participant 3

Question 1

An actor is a person who need to talk in the scenes,

just do gestures is not enough to her.

And more, the character in a movie needs to be like a theater actor that make a lot of expressions for can be realist.

So, the films that Don did don't impression Kathy.

Question 2

No, I don't.

I think that have very types of actors.

There are actors for movies, for television, theater, radio

and which one have your form to act.

For me acting is all the examples I said,

just depend about the preference of anyone.

Question 3

For me, my profession is more interesting than acting

but sometimes, when I watch movies, I would like to be an actress.

But, this professional needs to work for hours, sometimes in the morning, sometimes at night,

it's very flexible

and I don't like this.

I don't mind it when I need to wake up early because I have to work,

I prefer to have a routine.

And I think that both of works needs to effort, different kind of effort.

So, now, I guess a actor, like Tom Cruise, is better paid than me

but I hope one day be paid like him.

Question 4

    a) Could you tell Kathy that I am thinking a lot about her?

    b) Could you tell Kathy not run away from me?

    c) would you ask Kathy if she is mad at me is?

Question 5

    a) It's about a insulted that Gene Kelly said for Debbie, because in a movie she didn't had any experience of dance

    and later she said that the film was most difficult performing.

b) I can't stand workhomes, especially in groups.

All the times, I have to make on by myself.

So, this very upsets me,

I really don't like.

And this is the only think that I can't stand because in my work I do all the thinks that I need and love.

I don't mind it when happen something different that I need to do.

Participant 4

Question 1

An actor is a person who don't really act because he do not speak.

She think an actor do dumb movies

and he only has the skill to make strange and forced faces.

Question 2

No, I didn't.

Because acting in silent movies is more difficult than do dumb faces,

the actor should transmit the feeling, the idea only by body movements.

Nowadays, acting is stay inside the people's houses giving information without sometimes being invited.

It is a responsible job.

Question 3

   a) I think that science and technology area is more interesting than acting because we have real things to explore.

   b) Well, an engineer spend six to eight hours inside the office,

   an actor can work the same time

but it could be on really beautiful places.

Acting is better in this view.

c) I'm sure that being an engineer you dispend more energy and brain work than an actor.

d) It is a good question,

it certainly depends how good you are.

But if you want a reference, the big companies of buildings, electronics, cars and technology are created by engineers.

Question 4

a) Could you tell Kathy that I am thinking a lot about her?

b) Can you tell Kathy not to run away from me?

c) Can you ask Kathy why she is mad with me?

Question 5

a) It was about an episode which Gene Kelly insulted her because she don't have a god dance ability.

I think it bothers a little

but if was well done, it could be important to the learning process.

b) I can't stand the traffic jam

and the public way of transportation.

I spend at average two and half per day on it.

When workers and teachers of university decide to stop to work, I can't stand it,

they don't know how it is bad with the students.

Participant 5

Question 1

An actor is a person who do the same things in all his jobs because in the silence movie, the actor just have to do some faces

and this don't is acting.

The actor don't have a real character.

Question 2

I don't agree with her because today we have talking movies

and is worst than silence movies.

Is more difficult making comedies, for example, without words and Chaplin or Mr. Bean shows us what is acting.

For me, acting is what Chaplin and Mr. Bean does.

Question 3

  a) Geography is more interesting than acting because you understand the world and the interactions of the system

  b) Acting has better working hours than geography because if I will be a teacher, probably I has to work more to be research.

  c) Geography requires more effort than acting because I have to read a lot of texts

and now what they sad,

don't just memorize like a actor

d) Actor is better paid than a geographer

and the difference is bigger if I will be a teacher in Brazil

Question 4

a) Could you tell Kathy that I am thinking a lot about her?

b) Could you tell Kathy not to do run away from me?

c) I was thinking, can you ask Kathy why her are mad at me?

Question 5

c) Gene Kelly sads that Debbie Reynolds don't have dancer experience to do the movie.

Really bother me when a person criticizes something that I really spend a lot of time to do because is easy criticize when you just look to the final work

and don't have to do the work

d) I don't like some people who have just one way to thing.

In geography, we have to think in all the ways.

And upsets me when a person make a big problem for really small things.

Participant 6

Question 1

An actor is a person who make the same things in all the movies that he do.

He makes the same gestures and the same dump faces.

Question 2

It depends.

Some actors fix in the same qualities according to Kathy Seldom's opinion

but there are a lot of brilliant actors that act in a different way according to his characteristics.

Question 3

a) I think that engineering is more interesting than acting because I like what I'm studying in my major

and I wouldn't like to change this for anything.

b) In my opinion, being a actor has better working hours because he works with emotions

and he can have fun with it.

c) I think being a actor or being a engineering student requires the same level of effort because the both professions requires a lot of skills.

d) An actor earns more than a engineer because he get famous

and he can do some publishments.

Question 4

d) Can you tell Kathy that I am thinking a lot about her?

e) Could you tell Kathy not to run away from me?

f) Could you ask Kathy why she is mad at me?

Question 5

e) Debbie Reynolds get upset because Gene Kelly apparently insulted her for her lack of dance experience.

Sometimes I get upset when a person criticizes me,

but when is a good criticism, I try to correct myself

and I try to do better later.

f) I can't stand when the people do annoying sound in a quiet place.

I can't stand the traffic jam around the University, it's a mess.

I can't stand when a person try to get advantage of my kindness.

Participant 7

Question 1

An actor is a person who just make faces and gestures.

They exaggerate in every movement.

According to Kathy, they don't acting really because they don't speak.

Question 2

I don't agree with Kathy.

I think that acting without sound is much more difficult to give the message them with all the technology that we have now.

Question 3

a)   I'm graduating in Electrical Engineering and both are interesting.

Actors can live many experiences including acting like an engineering.

b)   I think that engineers have better working hours than actors because as a engineer you have a chance to do something that really can change the way how we live.

c)   Definitely, to be an engineer requires more effort.

You have to study all life, like actors to,

but thing with more complexity.

d)   In averaged, I think that engineers are better paid than actors

but if you are a very famous actor you can earn much more than engineers

Question 4

a)   Could you tell Kathy that I am thinking a lot about her?

b)   Could you tell Kathy not to run away from me?

c)   Could you ask Kathy why she mad at me is?

Question 5

c)   The criticism was about her dance experience.

He expected that she was a good dancer.

Depending of approach, criticism can bothers me,

but in general, I like when somebody criticizes me because I have a chance to improve myself.

d)   I can't stand it when people speak loud and don't respect each other.

I can't stand it when there are somebody who take advantage of my effort

Participant 8

Question 1

An actor is a person who can talk in the acting.

She thinks that only body and face language can't make an actor.

She probably don't consider Chaplin an real actor.

Question 2

Well, I can't agree with Kathy.

I think acting involves all kind of language.

Actually, for me, non talk movies are really beautiful

and they represent the beginning of a actor carrier.

Question 3

Been an actor could be really interesting because you can pretend been a lot of kind of person

and this can be very fun.

But a doctor can save lifes or at least help people which give me a lot of pleasure.

To be a doctor requires long years of study, much more than be an actor.

The both profession can be well paid,

but an actor have more free hours and a flexible schedule.

Question 4

    a) Do you mind tell Kathy that I am thinking a lot about her?

    b) Can you tell Kathy that she doesn't need to run away from me?

    c) Could you ask Kathy why she is mad at me?

Question 5

    a) Kelly's criticism was about Reynolds' dance background.

       She was a gymnast and not a dances.

       Is not very nice been criticized

       but I don't really care when is something that I don't agree or when the person who did don't like me.

    b) In my life, I can't stand when people are not kind,

       I think all things that we do could involve love and not angry.

       So, I don't like temperamental type of person.

Participant 9

Question 1

An actor is a person who talks and makes expressions,

not a person that only making some dump faces.

To her, an real actor is not like the movie's actors because in this kind of acting the actor always do the same thing.

Question 2

I agree with her but not totally.

Acting for me is touch the feelings of the public.

No matter if the actor talks, dances, sings or just makes expressions.

The most important thing is being real and convincent.

Question 3

I'm an public server

and I'm graduated in administration.

I like my profession

but I think acting is more interesting because the actors working with emotions,

they have freedom to express himselfs

and they living in a environment that has no routine.

I also think that they have better working hours with very much opportunities and knowing a lot of different people.

I don't know if acting requires more effort, maybe yes because it's a profession that is always on focus.

So, people who works with this receive a lot of critical.

And, for sure, the actors are better paid

but just if they are famous.

Question 4

        a) Could you tell Kathy that I am thinking a lot about her?

        b) Can you tell Kathy to do not run away from me?

        c) Can you ask Kathy why she is mad at me?

Question 5

a) The critical was about Debbie has no experience as a dancer.

It bothers me when a person criticizes me because I'm doing something for the first time.

For example: when we are learning to drive, we need support and someone who gives advice, not just appoints our mistakes.

b) I can't stand it when someone tells me to do something that I know that I have to do.

I don't like it when someone doesn't answer the phone at work.

It bothers me when the people who I work with are disorganized and doesn't work as a team.

Participant 10

Question 1

An actor is a person who express your character using words.

She said that faces is not sufficient.

Question 2

No, I believe that is possible be a good actor without talk.

For example, your character can be a person who doesn't talk

and you have acting without talk.

The important is if you make people believe in you.

Question 3

   a) Being a biologist is more interesting than be a actor.

       Because the biologist can study animals, evolution and stay more close the nature than actors.

   b) I think it is depend of the profession of both.

       Some actors works for many days without stop.

       But some biologists have to works in the middle of night for get some research results.

c) I think it is depends again.

Because if you like what you do the effort is not a problem.

For example, some biologists have to make long walks, climbing, stay in the rain for take your research.

But some actors have to works in a theatre three times in one night.

d) The actor are better paid than biologists.

I think it is because the actor are paid by big company.

Question 4

a) Could you tell Kathy that I am thinking a lot about her?

b) Could you said Kathy to don't run away from me?

c) Would you mind asking Kathy why she is mad at me?

Question 5

a) It is about her performance.

He said that she was not a dancer,

she was acting like a gymnast.

It depends.

If the person criticize, explain and give some advices, it is so good!

But if the person just criticize, I don't like so much.

b) I can't stand when the person doesn't do what was agree by the group.

Other thing that I can't stand is when don't have books enough when the library is full.

I can't stand places that doesn't have bicycletary.

Participant 11

Question 1

An actor is a person who express the feeling and the body.

Is a person who don't make movies for the masks

and don't just gesticulate your arms or faces.

Question 2

For me, an actor is a person who shows nice histories.

Is a person who make the people left or cry but express feeling.

I agree if her in parts.

The silence acting is good too

and the way to do movies in this time.

Question 3

   a) I don't know what is more interesting.

      The both are, which one with their characteristics.

   b) I think sometimes psychology has better working hours, sometimes acting.

      Depends the situation.

c) The both.

But sometimes I think the acting requires more effort to get a job.

d) Depends.

If you are a famous actor is better paid in the job

if not, the psychology paid more,

I think.

Question 4

a) Could you tell Kathy that I am thinking a lot about her?

b) Can you tell Kathy not to run away from me?

c) Can you ask Kathy why she is mad at me?

Question 5

a) Is about the she was insulted for her dance experience.

It bothers me when people makes criticizes on a bad way like insulting.

If the criticize is construct its so good.

b) I can't stand being boring classes with bad teacher.

It's upsets me when my colleagues are not sociable.

It's upsets me when I make a bad exam.

Participant 12

Question 1

An actor is a person who do the same thing all time and who don't acting with others actors.

The actor is someone who stay in the same place and don't talk,

is according to Kathy's opinion.

Question 2

I agree with her because to do the same thing all time is boring.

In my opinion, acting is to work with other actors and to talk.

Acting is make different characters.

Question 3

a)   Nutrition is more interesting than acting because help the people about health food and give information with diet for the different groups

b)   Nutrition has better working hours than acting because the routine is more calm and requires less effort

c)   Acting requires more effort than nutrition because every day the actor need improve new abilities

d)   Acting earns less than nutrition because the job is more difficult and stressful

Question 4

    a) Could you tell Kathy that I think a lot about her?

    b) Could you tell Kathy not to run away from me?

    c) Could you ask Kathy why is her mad at me?

Question 5

    a) Kathy was upset after Kelly's criticism about her dance experience.

       Kelly was surprised that she was willing to talk to him

       but was most difficult in your life.

    b) I can't stand it when people don't make the work.

       It upsets me when my friends are unreliable and inflexible.

       I can't stand it when the person arrives after an appointment

       and I like it when people have good sense of humor.

Participant 13

Question 1

An actor is a person who did the same thing every time, just make strong faces and use the body language.

A person who is a movie actor is not a really actor because they don't talk.

Question 2

I don't agree with her because for me acting is a profession,

you have to convince the people who is watch your performance

and for it you need be very good in yours face expressions, body language and in your talking too.

Question 3

For me, be an accounter is more interesting than acting because you have to study a lot and now the work with numbers

and I like it.

Be an accounter requires more effort than acting because you have to study a lot,

you have to know everything about the law.

You have to look the change in law because in Brazil the law relating to accounting change a lot.

I think the working hours has the same bad note for the both because an actor sometimes work all the day and an accounter too, especially in the end of the month.

About the paid, it's depend because a governmental accounting receive much money and a good actor too.

Question 4

   a) Can you tell Kathy that I am thinking a lot about her?

   b) Could you tell Kathy not to run away from me?

   c) Could you ask Kathy why she is mad at me?

Question 5

   a) The critic was about her lack of dance experience.

       Yes, it bother me when I receive some criticizes.

        I don't feel good but if was a good criticizes I think about it and I try to do something to change.

   b) I can't stand when someone talk during the explanation of the teacher or when I'm watch the class

       and someone ask me something every second.

Participant 14

Question 1

An actor is a person who show really emotion, who don't exaggerate if these.

Question 2

I don't agree because you can be an actor of many ways

and silent movies was a kind of movies.

They acted if they had to act.

For me, acting is show your emotion if your best way.

Show emotion for the public.

Question 3

Acting is more interesting than odontology.

First because we can know many people, different places or countries.

In the odontology, the most past of the time you stay in the consultory.

Depend the actor but usually dentist better paid as a actor.

And I think that the actor as more effort as dentist because they need acting many 'peças' and film in the same time and because of that they working more hours as dentists too.

Question 4

a) Could you tell Kathy that I am thinking a lot about her?

b) Could you tell Kathy to she don't run away from me?

c) Could you ask Kathy if she is mad at me?

Question 5

a) I'm very easygoing

but if someone criticizes me I was a little bother.

If is constructor criticize makes me happy or thankfull.

When a person criticizes the odontology just for "preconceito" and don't know about makes me angry.

b) I can't stand if a baby screams when I trie study.

Makes me sad when I need to wake up early.

I can't stand in places if a sound very loud.

Participant 15

Question 1

Well, Kathy think the actor do the same dumb faces always.

He don't say the really things,

he sometimes acting

and show his smile and faces.

Question 2

Yes, I agree with her.

In all time, the actor only talk to her about your carrier and lifestyle he have,

the glory was the best thing from he.

Question 3

   a) The part more interesting in my opinion is my profession because I produce food to the people,

   I do building little houses

   and make clean energy for the people.

   b) I haven't a regular time to work.

   I need work every day, weekends and holidays all the year

and actor no.

c) My job requires more effort because I work with animals and fertilizer bags, etc.

d) The actor receives much more money

but money is a consequence,

the important are what you feel about the work you do.

Question 4

a) Could you tell Kathy that I am thinking a lot about her?

b) Can you tell Kathy she do not run away from me?

c) Can you ask Kathy why she mad at me?

Question 5

a) Well, when one person criticizes me and I'm a better when I do, I don't care.

But when I make the wrong thing, I listen what the person have to tell

and I will be better.

b) I really hate when I'm quiet make my tests or works and people says: "send me a cheat, a number X answer".

And the other thing is when I don't understand the question or exercise and my friends say: "oh, it's easy", for me is not.

<u>Participant 16</u>

Question 1

An actor is a person who only do faces on movies.

The actor doesn't talk and interpret,

he only thinks that are acting and pretend to be acting.

Question 2

I agree with her in parts because I think that an actor need to be complete

and a complete actor is a person who know to talk and express in front of the camera.

So, in some moments, the actor need to work with words and other times only with expressions and if he does this two things good, he's a great actor for me.

Question 3

I guess acting is a lot more interesting that to be a chemist like me because you work directly with many people

and after you can see your job on TV and feel so well you were.

In my job, I work alone

and I do almost the same things all day.

But been an actor needs to work more hours than me requires more efforts because the scene need to be perfect in the end,

so sometimes it's necessary to repeat, repeat and repeat.

For other hands, acting earns better

but I work less hours as results of depends only me.

Question 4

    a) Could you tell Kathy that I am thinking a lot about her?

    b) Can you tell Kathy not to run away from me?

    c) Can you ask Kathy why she is mad at me?

Question 5

    a) Kathy was upset with Kelly's because Kelly's insulted her for your inexperience in dance.

        I don't mind if someone criticizes me if is for improve my job, if is one advice.

        I will be angry if a person criticizes me only to be offensive with me.

    b) One thing that upset me is people that don't want to do your job

        and ask for you all the time if you can help his before he tried to do.

        And, in my work, this happens a lot because I work with students

        and a lot of students are a little lazy
            and don't want to read the instructions or procediments after to work.

Participant 17

Question 1

Kathy Seldon's criticize the man because he's a actor movie

and his job use only expression face.

She said is more easy because he doesn't need to speak,

only use his body/face.

Kathy Seldon's think it's nothing really action.

Question 2

I disagree because for me expression with face or body is emotion and is very hard.

In this case, the actor need the people attention in silence.

Some form to express something, a history or comedy, talking or not is acting for me.

Question 3

   a) I'm a pharmacy student and work at a research laboratory.

   Being an actor is less interesting than being a student.

   The pharmacy student always study new things about chemistry and biology

   and can help the people in them health.

b) The some actors works more than students.

But some pharmacists that work at hospital during all day works more than actors.

c) Being student requires more effort than being actor because new things always will discover

and you always need to learn and study this things.

d) The actor has a better paid than student/pharmacist

but my profession is more rewarding.

Question 4

a) Could you tell Kathy that I am thinking a lot about her?

b) Can you tell Kathy not be run away from me?

c) Could you ask Kathy why she is mad at me?

Question 5

a) Kelly criticized Kathy about her experience to dancing

but she wanted to speak with him after.

When the people criticize me I don't like very much

but in some moments is necessary.

Criticizes can help a person.

Sometimes, I speak with person criticize me because I want understand.

b) I hate it when the person don't wash the dishes.

I don't like the people don't are punctual.

I hate it when the people don't know about my profession

and say the pharmacist is only attendant.

I don't like the person only criticize

and never exalt (see my good characteristics)

Participant 18

Question 1

An actor is a person who has no job or a bad job.

Especially an actor of a silent movie is someone who does a dumb show like doing a lot of face expressions

and doesn't talk.

For her, that is not really a job.

Question 2

No, I think all kind of acting is a good job because this actor needs to know how to do good face expressions or needs to memorize a lot of things to say during the film.

Question 3

I think being a management sometimes can be better paid than being an actor.

However, I think acting is more interesting than administrate a firm.

On the other hand, I think an actor requires more effort than being a management.

And, I think acting has better working hours than administrate a firm.

Question 4

    a) Can you tell Kathy that I'm thinking a lot about her?

b) Could you tell Kathy not to run away from me?

c) Could you ask Kathy why she is mad at me?

Question 5

a) Kelly's criticism was about Kathy's work where she is not a dancer,

she is a gymnast.

For me, depends the form of someone criticizes what I do.

If the person does it to help me, to improve my life, I like.

But, if the person does that without good arguments, I don't like.

b) I can't stand it when one teacher does always the same class with old examples

and doesn't say things that are not on the book of the course.

And I can't stand it when someone starts to talk loudly

and start laughing during the class.

Participant 19

Question 1

An actor is a person who gets to show what is feeling not only through his body movements but also through his speaking.

Question 2

More or less.

I think acting is an art

and in the art environment, almost all is possible.

Charlie Chaplin was an excellent and unforgettable silence actor.

However, I agree with her because I don't like so much silent movies,

it's a relative issue.

Question 3

 a) Being an actor sounds more interesting than being an engineer

 b) Working like an actor, you can have better working hours than working like an engineer

 c) Being an engineer requires more effort than being an actor

 d) Normally, engineering you can be better paid than acting

Question 4

a) I was wondering if could you tell Kathy that I need to talk to her?

b) Could you tell Kathy that she doesn't run away from me?

c) Would you mind asking Kathy why are she mad at me?

Question 5

a) Kathy didn't like Kelly's criticism because he told to her that she wouldn't have dance experience.

For me, depends on the criticism.

Sometimes, they can help you to noticed that there is something wrong.

But, generally, it annoys me.

b) I can't stand when there is no coffee in my job.

I can't stand when I don't understand something very hard in my master study.

I can't stand when there are people talking loud close to me in the moments that I need to study and to have concentration.

Participant 20

Question 1

An actor is a person who express his art and emotion by speaking long and beautiful speeches in front of the people in the stage instead of making faces and silent expressions on the screen.

Question 2

No, I don't.

Acting for me, as a form of art, can be made with a silent movie or a live performing since the actor achieve the objective of passing all the emotions that he can.

Question 3

a) Working as an engineer is more interesting than working as an actor because as an engineer you can develop and discover things that could help or even change the humanity.

b) An actor has better hours than an engineer because the actor play his role just for a couple of hours (like two or three)

and an engineer may have to work almost all day long.

c) Being an engineer requires more effort than being an actor because the engineer have to deal with the fact of the technology may change without an previous warning as the innovation keeps going on.

d) An engineer is better paid than an actor because his list of skills is longer than an actor skill list.

He can apply for job at the government sector,

he can work for a big company

or he can still create his own.

Summing up, what I want to say is that the possibilities are many.

Question 4

a) Can you please tell Kathy that I am thinking a lot about her?

b) Could you please tell Kathy no to run away from me?

c) Would you mind asking Kathy why is she mad at me?

Question 5

a) Reynolds wasn't a dancer,

but a gymnast instead

and Kelly criticized her for her lack of experience at dancing.

It really upsetted her.

It only doesn't bother me when someone criticize me if this person has a point.

In this case, he's helping me to correct what I did wrong.

b) I can't stand it when the teacher goes through the class hours

and I haven't lunched yet.

It bothers me when the teacher hold the grades for too long before releasing them to us.

I can't stand it when the menu at the RU (University Restaurant) is serving "tainha em posta".

Participant 21

Question 1

An actor is a person who has a silly job.

Because an actor only uses body language so, when the actor is working, he never speaks.

Question 2

I don't agree with her.

I think being an actor is very difficult.

Acting is an art, a beautiful one.

Question 3

Being an actor is more interesting than being a bank employee

but a bank employee has better working hours than an actor.

Being an actor requires as much effort as being a bank employee.

An actor probably is better paid than a bank employee.

Question 4

   a) Could you tell Kathy that I'm thinking a lot about her, please?

b) Could you tell Kathy to she doesn't run away from me, please?

c) Could you ask Kathy why she is mad at me, please?

Question 5

a) Kelly's criticism was about Reynolds lack of dance experience.

    I don't mind people who criticizes what I do since they do it politely.

b) It upsets me people who are lazy at work.

    I can't stand it people who are not polite with the others.

    It bothers me people who don't respect the line.

<u>Participant 22</u>

Question 1

According to Kathy Seldon, an actor is someone who really play a role in the movie.

This person have to speak and not only mime.

Question 2

No, I don't.

Being an actor is to represent a role.

It doesn't matter if she or he speaks or not.

The important is to play, to perform a role.

Question 3

Being an actor is as much as interesting than a professor at the school.

Being a professor requires as much as effort than an actor.

An actor has better working hours than a professor.

Being an actor is better paid than a professor.

Question 4

a) Could you tell Kathy that I am thinking a lot about her?

b) Could you tell Kathy doesn't run away from me?

c) Could you ask Kathy why she is mad at me?

Question 5

a) Kelly upseted Reynolds because she didn't know how to dance,

criticizing her lack of dance experience and being rude with her.

I don't like when a person criticizes me in front of others.

c) It annoys me when people call me at University.

It bothers me when my colleagues aren't supportive.

I don't like when my student arrives late for an appointment.

Participant 23

Question 1

Kathy Seldon gives her opinion about acting in a movie and acting on stages.

According to her, a movie actor is a person with no expressions that only does dumb faces.

For Kathy, the real acting is on the stages with great dialogs and face to face with the public.

Question 2

I don't agree with all that she said.

Acting on the stages or in the movies are both real acting.

Obviously, they have their differences,

but acting in a movie with no sound can be much more difficult than acting facing the public.

Question 3

In my opinion, working as an actor or as an mechanical engineer are equally interesting.

You have the chance to live different lives acting,

the chance to learn a lot of different things.

And, being a mechanical engineer gives the opportunity of doing, making, creating extraordinary things.

The working hours of the engineers I think that are better because in almost cases, he is free on weekends and holidays.

It is difficult to measure the requirement of effort and work on this two different jobs

but I think that math and physics makes the engineering a little bit more scary.

A famous actor always will be better paid than an engineer and almost everybody else.

Question 4

    a) Would you mind telling Kathy that I am thinking a lot about her?

    b) Can you tell Kathy not to run away from me?

    c) Could you ask Kathy why she is mad at me?

Question 5

    a) Gene Kelly apparently insulted her for her lack of dance experience.

       Depending on the critic that I receive, it doesn't bother me.

       But, sometimes, the person that criticizes you just wants to let you down and make critics that are not fair.

    b) I can't stand when people talk very loud on the library as if they were in a pub.

Participant 24

Question 1

An actor is a person who express your art with words.

Kathy think that the silent movie didn't actors because there wasn't voice/speech in those movies.

She was Ironic when told about movie actors.

Question 2

I don't agree with her because to me,

acting is more than express with talked words.

The actors can express your art with a lot of forms.

It depends in the context and with the talent.

Question 3

a) Being an actor is more interesting because it can provide different experiences.

b) Being an actor hasn't better working hours than teacher.

c) Being an actor as requires effort as teacher.

d) In my country, being an actor is better paid than a teacher. It's ridiculous.

Question 4

a) Could you tell Kathy that I'm thinking a lot about her, please?

b) Could you tell Kathy that she can't run away from me?

c) Could you ask Kathy if she is mad at me?

Question 5

a) Yes, the Kelly criticism upseted Debbie R. because years later,

she still admitted that performing in "Singing in the Rain' was one of the two things most difficult experiences of her life.

No, it doesn't bother me just when the person s ironic with the critique.

b) I can't stand when the person that work with me don't know about the work and don't want to learn,

they are accommodates.

I hate it.

I can't stand at my work when the people talk a lot

and I can't stay concentrated.

Participant 25

Question 1

An actor is a person who needs to talk, to speak.

An actor needs to use their voice to expression their feelings, not just the body or gestures.

Question 2

For me, acting is expression something using lot of resources, like the body, voice and sometimes some objects.

Use expression to transmite something.

Question 3

Acting is more interesting than work a lot of hours front of computer in an office.

Sometimes, work with graphic design requires more effort than acting because you need to pay a lot of attention and need to city in front of a computer a lot of hours.

Depend the kind of working, acting is better paid than design works because you can have a big contract for long years.

Question 4

      a) Could you tell Kathy that I'm thinking a lot about her?

      b) Could you tell Kathy to her doesn't run away from me?

c) Could you ask Kathy why she mad at me?

Question 5

a) Sometimes I'm bother when a person criticizes me.

But sometimes not bothers me because I need criticizes to do my work or what I like better

and a criticizes can be good and help me to going to be a good person.

b) I can't stand at work when someone doing a person cry just because that person is not fast or not do work correctly.

I can't stand it never.

Participant 26

Question 1

An actor is a person who acting with body language and sounds because the voice of one people is unique.

When you speak and dramatize be more really and involve more the spectators with the history.

Only make faces not transmit the real emotion of the movie.

Question 2

I agree with Kathy because only see the movie with no sound, only subtitle is strange.

The voice is the impact to the film, like in a animation,

the voice of the actor behind the scenes be all the difference,

sometimes the voice express more than body!

Question 3

I think that be a actor is more interesting than be a food engineer because acting has more emotion and body involves

and in engineering has more decisions and calculus involves.

But, in the other hand, I think work with acting you have more working hours than engineering

and I think that not always are the better.

I'm sure that is more effort to work with engineering than with acting because in engineering you must have more responsibilities

but even with this being an actor, you are better paid than being an engineering.

And, I think this absurd.

Question 4

    a) It was wondering if you tell Kathy that I am thinking a lot about her.

    b) Can you tell Kathy don't run away from me?

    c) Could you ask Kathy why she is mad at me?

Question 5

a) Don insulted her for her lack of dance experience.

   When someone criticizes me I try to think why

   and if this is important to me, if this will add something in my life, if not I just let it go, if yes, I try to change.

b) I really don't like people who doesn't do nothing and let the things for the others.

   I can't stand too professor who thinks I have only your matters.

   I don't like not have much time to do the things or have much things to do.

Participant 27

Question 1

The movie actor is a dumb,

use more corporal language than use words.

Movie actor is learning

and a stage actor is better for Seldon because it is the opposite.

Question 2

I don't agree because I think is not boring a actor use more corporal language,

it is more interesting in a movie.

Question 3

a) Acting is more interesting than study law because acting need the artistic part

and is not someone can being a actor.

b) University study has better working hours than a actor

and a student can control this time

c) A actor as requires effort as a student

d) A actor is must better paid than a student because students don't have too much
time for working.

Question 4

    a) It was wondering if you tell Kathy that I am thinking a lot about her.

    b) Can you tell Kathy doesn't run away from me?

    c) Could you ask Kathy why is she mad at me?

Question 5

    a) It upset Debbie when Kelly insulted her for her lack of dance experience.

    It bothers me when someone criticizes me

    but I don't do something just don't being happy.

    b) I can't understand when students talk too much in class.

    I can't understand when the teacher give a lot of homework.

Participant 28

Question 1

An actor is a person who talks with another person

and has a dialogue with other actor.

She said that an actor is a person who improvise his words

and do more than make expressions with face and gestures.

Question 2

I don't agree with her because acting for me is a person who does both the things like makes expressions with face

and can memorize his words and improvise as well as possible.

Question 3

a) Acting is more interesting than study chemical engineer because you can be different kinds of personality

b) Acting has better working hours than an chemical engineer because an actor works in different places and can be funny.

c) A chemical engineer requires more effort than acting because if you have a mistake, you can kill many people.

d) Acting is better paid than a chemical engineer because if you become be a super star actor, you will be better paid than the best of engineers.

Question 4

    a) Could you tell Kathy that I am thinking a lot about her?

    b) Could you tell Kathy don't run away from me?

    c) Could you ask Kathy why she is mad at me?

Question 5

    a) Kathy was really upset after Don apparently insulted her for her lack of dance experience.

It bothers me when someone criticizes what I do

and the thing that do is something that this person ask to me do this thing.

    b) I can't stand it when my co-workers start to scream while we are discussing something about work.

I can't stand it when my teachers of university don't charge what they say at class on exams.

Participant 29

Question 1

An actor is a person who makes movements, change the face according to the history.

But she thinks that an actor needs to speak because this is necessary to be a complete actor.

Question 2

I disagree with Kathy because to be an actor isn't necessary to speak.

The actor can express your feeling by the body movements and expressions.

It's harder to be a dumb actor than another kind of actor.

Question 3

a) Being a pharmacist is more interesting than being an actor because the pharmacist can research about new diseases

and it possible to discover the cure.

b) The pharmacist has better working hours than actor because the actors, sometimes, works all day to make only one scene.

c) Being an actor requires more effort than being a pharmacist because it's necessary to be creative and expressive in the first profession

d) Being a famous actor is better paid than pharmacist.

Question 4

    a) Could you tell Kathy that I am thinking a lot about her?

    b) Could you tell Kathy that not to run away from me?

    c) Could you ask Kathy why is she mad at me?

Question 5

    a) Kelly insulted Debbie for her lack of dance experience.

        Yes, it bothers me when someone criticizes me

        but I usually try to learn with my mistakes.

        I am human and the things happen to turn me better

    b) I can't stand it when I need to do the same service again.

        I can't stand it when happen armed robbery at University.

        I can't stand it when the students throw the trash on the floor.

Participant 30

Question 1

An actor is a person who has script to follow when acting

and there is content on the script, like Shakespeare's plays.

Being an actor requires speaking when acting

and not only expressing yourself with gestures and facial expressions.

Question 2

No, I don't agree with her because acting is expressing the character's thoughts and feelings to the people who is watching.

In order to do that, body language and facial expression can be used too, instead of just speaking.

Question 3

a) Acting is much more interesting than working as a math monitor because it is a more dynamic job.

b) Working as a math monitor has shorter hours than working as an actor

c) Being an actor requires more effort than working as a math monitor because an actor needs to practice a lot to do his job

d) An actor is much better paid than a math monitor

Question 4

    a) Could you tell Kathy that I am thinking a lot about her?

    b) Can you tell Kathy to not run away from me?

    c) Could you ask Kathy why she is mad at me?

Question 5

    c) Kelly insulted Debbie because of her lack of dance experience.

       It depends on how the person criticizes me.

       If I realize the person is trying to help me, I accept it easily.

       However, if the person is just badmouthing me, it upsets me.

    d) I can't stand it when people are speaking loudly when I'm working.

       I hate it when people doesn't respect the others.

       I don't like when people ask me something

       and when I am trying to explain it to them, they don't pay attention on me.

Participant 31

Question 1

An actor is a person who express and interpretate feelings, movements and situations

not only making faces,

but with the voice and all the body.

Question 2

I disagree with her.

I think that an actor is a person who can transmite feelings and movements by anyway.

If you can do it only with your face, for example, you can be a good actor.

Question 3

I think that being a student is more interesting than being an actor just because a student can be more interesting to the future of people (with the research and all those stuff).

But being an actor is better paid and requires more effort than being a student.

And I think that being a student has better working hours than being an actor, because you just have to go to class

and you can study at home when you want.

Question 4

a) Could you tell Kathy that I am thinking a lot about her?

b) Could you tell Kathy that to don't run away from me?

c) Could you ask Kathy why is she mad at me?

Question 5

a) Kelly insulted Kathy for her lack of dance experience.

It depends of the way that the person criticizes me.

When I'm criticized friendly, with the intention to make me a better person, I accept it and feel happy for this.

But, when I'm criticized by a hostile way, I get angry.

b) I can't stand it when people are talking in the class while I want to pay attention to the teacher.

I can't stand it when someone is using the enterprise's phone to make personal calls.

Participant 32

Question 1

An actor is a person who is boring because only stay doing expressions with your body.

An actor is a person that doesn't value to the words.

An actor is a person that doesn't value to the famous writers like Shakespeare.

Question 2

I 'm not agree with Kathy because, for me, the expression at the body is a very important element for this profession.

Acting is much more than to say words,

it is doing the public to live the words and to believe that all can be real.

Question 3

Being a teacher is more interesting than being an actor because it is the real life.

It were not a invented world.

Teaching has better working hours than acting because always work at home.

Also, teaching requires more effort than acting because the teacher needs to continue your studies.

Acting is better paid than teaching

but it depends what kind of the actor who you are.

Question 4

   a) Could you tell Kathy that I was thinking a lot about her?

   b) Could you tell Kathy that her didn't run away from him?

   c) Could you ask Kathy why her were mad at me?

Question 5

   a) Kelly apparently insulted Reynolds saying that her didn't have experience of the dance.

     It bothers me when a person criticizes about infundable things and when it is out of the context.

   b) I can't stand when the director walk away next to me.

     It upsets me when the people complain they need study for being graduate.

     I hate it when the students disrespect me in front of the class.

Appendix I – Complexity Analysis of the data

<u>Participant 1</u>

Question 1

An actor is a person

who don't really act

because in the silent movies

the actors don't talk

they just do some dumb faces.

She thinks that actors

who work in silent movies always do the same thing

Question 2

No, I don't agree with her

and I think that acting in silent movies is even more difficult

than acting in a play or in a normal movie

If the actor can't talk

he needs to work harder to people understand

what is happening in the scenes.

Acting for me is making people believe

that your character is real.

Question 3

e) Nutrition is more interesting

   than acting

   because it lead with something

   that everybody likes and uses: food

f) Nutrition has better working hour

   than acting

   because most of the jobs offered in this area are light hours/day jobs

   while the actor has to work all day long many times

g) I think acting requires more effort

   than nutrition

   because actors have to do the same scene many times

   and this may be exhausting

h) An actor is better paid

than a nutritionist.

Actors receive money to do to parties, TV shows, events

and his salary from his movies

while a nutritionist has to work in more than one job to get a better salary.

Question 4

   d) Could you tell Kathy

       that I am thinking a lot about her?

   e) Could you tell Kathy not to run away from me?

   f) would you ask Kathy

       why she is mad at me is?

Question 5

   c) It was about Debbie's dance experience

       because she was a gymnast,

       not a dancer

       when she played a role in the movie.

       It bothers me

when is not a constructive criticism.

When a person criticizes me to help me

and to teach me something

I don't know

I enjoy being criticized.

d) I can't stand

when a person makes me a question in class about something

that she/he didn't pay attention to

and after I answered

asks me

if I'm sure about that

Also, I don't like

when people talking loudly to each other during the classes

because I like to hear

what the teacher is saying

<u>Participant 2</u>

Question 1

An actor is a person

who does more than just faces,

is a person

who speaks like Shakespeare

she said.

Question 2

I agree in parts,

because a long time ago,

the movies could not be make with sound

and it is not a reason to belittle the job of an actor.

And I agree

when she says

that you need more than just faces

you need to speak also.

Question 3

e) I think being an actor is more interesting

than being a master student

because you can create different personalities

you can speak, sing and have fun

while you work

f) In my opinion, being a actor has better working hours

than a master student

because they do not work all year long

they have vacations and etc.

g) Being a master student requires more effort

than being an actor

because you need to create/discover new things as a student,

you need to think about thousand things

and an actor you just act about a scene that is ready.

h) For sure, an actor is better paid

than a student

and I have no ideia

why it happens.

Question 4

    f) Could you tell Kathy

       that I am thinking a lot about her?

    g) Could you tell Kathy do not run away from me?

    h) would you tell Kathy

       why she is mad at me?

Question 5

    i) The criticism was about the fact "her lack of dance experience" to act in this movie.

       Sometimes it bothers me.

       I know

       that some critics are needed

       but depending on the way it is made,

       it can hurt.

       I think

that all professions have your own importance.

j) I can't stand

when a person talk loud in a meeting.

I can't stand

when the students do not pay attention in the teacher

and talk about other things.

I can't stand

when a teacher do not teach and just give appointments for homework,

it upsets me,

instead, I know that this kind of methodology could help in the learning process.

<u>Participant 3</u>

Question 1

An actor is a person

who need to talk in the scenes,

just do gestures is not enough to her.

And more, the character in a movie needs to be like a theater actor,

that make a lot of expressions for can be realist.

So, the films

that Don did

don't impression Kathy.

Question 2

No, I don't.

I think

that have very types of actors.

There are actors for movies, for television, theater, radio

and which one have your form to act.

For me acting is all the examples I said,

just depend about the preference of anyone.

Question 3

For me, my profession is more interesting

than acting

but sometimes,

when I watch movies,

I would like to be an actress.

But, this professional needs to work for hours, sometimes in the morning, sometimes at night,

it's very flexible

and I don't like this.

I don't mind it

when I need to wake up early

because I have to work

I prefer to have a routine.

And I think

that both of works needs to effort, different kind of effort.

So, now, I guess a actor, like Tom Cruise, is better paid

than me

but I hope one day be paid like him.

Question 4

d) Could you tell Kathy

that I am thinking a lot about her?

e) Could you tell Kathy not run away from me?

f) would you ask Kathy

if she is mad at me is?

Question 5

e) It's about a insulted

that Gene Kelly said for Debbie

because in a movie she didn't had any experience of dance

and later she said

that the film was most difficult performing

f) I can't stand workhomes, especially in groups.

All the times, I have to make on by myself.

So, this very upsets me,

I really don't like.

And this is the only think

that I can't stand

because in my work

I do all the thinks

that I need and love

I don't mind it

when happen something different

that I need to do

Participant 4

Question 1

An actor is a person

who don't really act

because he do not speak

She think an actor do dumb movies

and he only has the skill to make strange and forced faces.

Question 2

No, I didn't.

Because acting in silent movies is more difficult

than do dumb faces

the actor should transmit the feeling, the idea only by body movements.

Nowadays, acting is stay inside the people's houses giving information without sometimes being invited.

It is a responsible job.

Question 3

    e) I think

that science and technology area is more interesting

than acting

because we have real things to explore

f) Well, an engineer spend six to eight hours inside the office,

an actor can work the same time,

but it could be on really beautiful places.

Acting is better in this view.

g) I'm sure

that being an engineer

you dispend more energy

and brain work

than an actor

h) It is a good question,

it certainly depends how good you are.

But if you want a reference,

the big companies of buildings, electronics, cars and technology are created by engineers.

Question 4

    d) Could you tell Kathy

        that I am thinking a lot about her?

    e) Can you tell Kathy not to run away from me?

    f) Can you ask Kathy

        why she is mad with me?

Question 5

    g) It was about an episode

        which Gene Kelly insulted her

        because she don't have a god dance ability

        I think it bothers a little

        but if was well done,

        it could be important to the learning process.

    h) I can't stand the traffic jam and the public way of transportation.

        I spend at average two and half per day on it.

        When workers and teachers of university decide to stop to work,

I can't stand it,

they don't know how it is bad with the students.

Participant 5

Question 1

An actor is a person

who do the same things in all his jobs

because in the silence movie,

the actor just have to do some faces

and this don't is acting.

The actor don't have a real character.

Question 2

I don't agree with her

because today we have talking movies

and is worst than silence movies.

Is more difficult making comedies, for example, without words

and Chaplin or Mr. Bean shows us

what is acting.

For me, acting is

what Chaplin and Mr. Bean does.

Question 3

e) Geography is more interesting

than acting

because you understand the world and the interactions of the system

f) Acting has better working hours

than geography

because if I will be a teacher, probably,

I has to work more to be research

g) Geography requires more effort

than acting

because I have to read a lot of texts

and now what they sad,

don't just memorize like a actor

h) Actor is better paid

than a geographer

and the difference is bigger

if I will be a teacher in Brazil

Question 4

g) Could you tell Kathy

that I am thinking a lot about her? (1)

h) Could you tell Kathy not to do run away from me?

i) I was thinking, can you ask Kathy

why her are mad at me?

Question 5

i) Gene Kelly sads

that Debbie Reynolds don't have dancer experience to do the movie.

Really bother me when

a person criticizes something

that I really spend a lot of time to do

because is easy criticize

when you just look to the final work

and don't have to do the work

j) I don't like some people

who have just one way to thing (1).

In geography, we have to think in all the ways.

And upsets me

when a person make a big problem for really small things (1).

Participant 6

Question 1

An actor is a person

who make the same things in all the movies

that he do

He makes the same gestures and the same dump faces.

Question 2

It depends.

Some actors fix in the same qualities according to Kathy Seldom's opinion

but there are a lot of brilliant actors

that act in a different way according to his characteristics

Question 3

    e) I think

        that engineering

        is more interesting

        than acting

because I like what

I'm studying in my major

and I wouldn't like to change this for anything.

f) In my opinion, being a actor has better working hours

because he works with emotions

and he can have fun with it.

g) I think being a actor or being a engineering student requires the same level of effort

because the both professions requires a lot of skills

h) An actor earns more

than a engineer

because he get famous

and he can do some publishments.

Question 4

j) Can you tell Kathy

that I am thinking a lot about her?

k) Could you tell Kathy not to run away from me?

l) Could you ask Kathy

why she is mad at me?

Question 5

k) Debbie Reynolds get upset

because Gene Kelly apparently insulted her for her lack of dance experience

Sometimes I get upset

when a person criticizes me

but when is a good criticism,

I try to correct myself

and I try to do better later.

l) I can't stand

when the people do annoying sound in a quiet place

I can't stand the traffic jam around the University,

it's a mess.

I can't stand

when a person try to get advantage of my kindness

Participant 7

Question 1

An actor is a person

who just make faces and gestures.

They exaggerate in every movement.

According to Kathy, they don't acting really

because they don't speak.

Question 2

I don't agree with Kathy.

I think

that acting without sound is much more difficult to give the message

them with all the technology

that we have now

Question 3

e)   I'm graduating in Electrical Engineering

        and both are interesting.

Actors can live many experiences including acting like an engineering.

f) I think

that engineers

have better working hours

than actors

because as a engineer

you have a chance to do something

that really can change the way

how we live

g) Definitely, to be an engineer requires more effort.

You have to study all life, like actors to,

but thing with more complexity.

h) In averaged, I think

that engineers are better paid

than actors

but if you are a very famous actor you can earn much more

than engineers

Question 4

d) Could you tell Kathy

that I am thinking a lot about her?

e) Could you tell Kathy not to run away from me?

f) Could you ask Kathy

why she mad at me is?

Question 5

g) The criticism was about her dance experience.

He expected

that she was a good dancer

Depending of approach

criticism can bothers me,

but in general, I like

when somebody criticizes me

because I have a chance to improve myself

h)   I can't stand it

        when people speak loud and don't respect each other

        I can't stand it

        when there are somebody

        who take advantage of my effort

Participant 8

Question 1

An actor is a person

who can talk in the acting

She thinks

that only body and face language can't make an actor.

She probably don't consider Chaplin an real actor.

Question 2

Well, I can't agree with Kathy.

I think acting involves all kind of language.

Actually, for me, non talk movies are really beautiful

and they represent the beginning of a actor carrier.

Question 3

Been an actor could be really interesting

because you can pretend been a lot of kind of person

and this can be very fun.

But a doctor can save lifes or at least help people

which give me a lot of pleasure.

To be a doctor requires long years of study, much more

than be an actor.

The both profession can be well paid,

but an actor have more free hours and a flexible schedule.

Question 4

    d) Do you mind tell Kathy

        that I am thinking a lot about her?

    e) Can you tell Kathy

        that she doesn't need to run away from me?

    f) Could you ask Kathy

        why she is mad at me?

Question 5

    c) Kelly's criticism was about Reynolds' dance background.

        She was a gymnast and not a dances.

Is not very nice been criticized

but I don't really care

when is something

that I don't agree

or when the person

who did don't like me

d) In my life, I can't stand

when people are not kind

I think all things

that we do could involve love and not angry

So, I don't like temperamental type of person.

Participant 9

Question 1

An actor is a person

who talks and makes expressions,

not a person

that only making some dump faces.

To her, an real actor is not like the movie's actors

because in this kind of acting the actor always do the same thing.

Question 2

I agree with her but not totally.

Acting for me is touch the feelings of the public.

No matter if the actor talks, dances, sings or just makes expressions.

The most important thing is being real and convincent.

Question 3

I'm an public server

and I'm graduated in administration.

I like my profession

but I think acting is more interesting

because the actors working with emotions,

they have freedom to express himselfs

and they living in a environment

that has no routine.

I also think

that they have better working hours with very much opportunities and knowing a lot of different people.

I don't know if acting requires more effort, maybe yes

because it's a profession

that is always on focus

So, people who works with this receive a lot of critical.

And, for sure, the actors are better paid

but just if they are famous.

Question 4

       d) Could you tell Kathy

that I am thinking a lot about her?

    e) Can you tell Kathy to do not run away from me?

    f) Can you ask Kathy

why she is mad at me?

Question 5

  c) The critical was about Debbie has no experience as a dancer.

It bothers me

when a person criticizes me

because I'm doing something for the first time

For example: when we are learning to drive ,

we need support and someone

who gives advice,

not just appoints our mistakes.

  d) I can't stand it

when someone tells me to do something

that I know that I have to do.

I don't like it

when someone doesn't answer the phone at work.

It bothers me

when the people

who I work with

are disorganized and doesn't work as a team.

Participant 10

Question 1

An actor is a person

who express your character using words.

She said

that faces is not sufficient.

Question 2

No, I believe

that is possible be a good actor without talk.

For example, your character can be a person

who doesn't talk

and you have acting without talk.

The important is

if you make people believe in you.

Question 3

e) Being a biologist is more interesting

than be a actor.

Because the biologist can study animals, evolution and stay more close the nature

than actors.

f) I think it is depend of the profession of both.

Some actors works for many days without stop.

But some biologists have to works in the middle of night for get some research results.

g) I think it is depends again.

Because if you like what you do

the effort is not a problem.

For example, some biologists have to make long walks, climbing, stay in the rain for take your research.

But some actors have to works in a theatre three times in one night.

h) The actor are better paid

than biologists.

I think it is because the actor are paid by big company.

Question 4

d) Could you tell Kathy

that I am thinking a lot about her?

e) Could you said Kathy to don't run away from me?

f) Would you mind asking Kathy

why she is mad at me?

Question 5

c) It is about her performance.

He said that she was not a dancer,

she was acting like a gymnast.

It depends.

If the person criticize, explain and give some advices,

it is so good!

But if the person just criticize,

I don't like so much.

d) I can't stand

when the person doesn't do

what was agree by the group

Other thing that I can't stand

is when don't have books enough

when the library is full

I can't stand places

that doesn't have bicycletary

Participant 11

Question 1

An actor is a person

who express the feeling and the body.

Is a person

who don't make movies for the masks

and don't just gesticulate your arms or faces.

Question 2

For me, an actor is a person

who shows nice histories.

Is a person

who make the people left or cry but express feeling.

I agree if her in parts.

The silence acting is good too

and the way to do movies in this time.

Question 3

e) I don't know

what is more interesting.

The both are, which one with their characteristics.

f) I think sometimes psychology has better working hours, sometimes acting.

Depends the situation.

g) The both.

But sometimes I think the acting requires more effort to get a job.

h) Depends.

If you are a famous actor

is better paid in the job

if not,

the psychology paid more,

I think.

Question 4

d) Could you tell Kathy

that I am thinking a lot about her?

e) Can you tell Kathy not to run away from me?

f) Can you ask Kathy

why she is mad at me?

Question 5

d) Is about the she was insulted for her dance experience.

It bothers me

when people makes criticizes on a bad way like insulting.

If the criticize is construct

its so good.

e) I can't stand being boring classes with bad teacher.

It's upsets me

when my colleagues are not sociable.

It's upsets me

when I make a bad exam.

Participant 12

Question 1

An actor is a person

who do the same thing all time

and who don't acting with others actors

The actor is someone

who stay in the same place and don't talk,

is according to Kathy's opinion.

Question 2

I agree with her

because to do the same thing all time is boring

In my opinion, acting is to work with other actors and to talk.

Acting is make different characters.

Question 3

e)   Nutrition is more interesting

        than acting

because help the people about health food

and give information with diet for the different groups

f)   Nutrition has better working hours

        than acting

        because the routine is more calm

and requires less effort

g)   Acting requires more effort

than nutrition

because every day the actor need improve new abilities

h)   Acting earns less

than nutrition

because the job is more difficult and stressful

Question 4

   d) Could you tell Kathy

       that I think a lot about her?

   e) Could you tell Kathy not to run away from me?

   f) Could you ask Kathy

why is her mad at me?

Question 5

c) Kathy was upset

after Kelly's criticism about her dance experience.

Kelly was surprised

that she was willing to talk to him

but was most difficult in your life.

d) I can't stand it

when people don't make the work.

It upsets me

when my friends are unreliable and inflexible.

I can't stand it

when the person arrives after an appointment

and I like it

when people have good sense of humor.

Participant 13

Question 1

An actor is a person

who did the same thing every time,

just make strong faces and use the body language.

A person

who is a movie actor is not a really actor

because they don't talk

Question 2

I don't agree with her

because for me acting is a profession,

you have to convince the people

who is watch your performance

and for it you need be very good in yours face expressions, body language and in your talking too.

Question 3

For me, be an accounter is more interesting

than acting

because you have to study a lot

and now the work with numbers and I like it.

Be an accounter requires more effort

than acting

because you have to study a lot

you have to know everything about the law.

You have to look the change in law

because in Brazil the law relating to accounting change a lot

I think the working hours has the same bad note for the both

because an actor sometimes work all the day

and an accounter too, especially in the end of the month.

About the paid, it's depend

because a governmental accounting receive much money and a good actor too.

Question 4

c) Can you tell Kathy

that I am thinking a lot about her?

d) Could you tell Kathy not to run away from me?

f) Could you ask Kathy

why she is mad at me?

Question 5

c) The critic was about her lack of dance experience.

Yes, it bother me

when I receive some criticizes.

 I don't feel good

but if was a good criticizes

I think about it

and I try to do something to change.

d) I can't stand

when someone talk during the explanation of the teacher

or when I'm watch the class

and someone ask me something every second.

Participant 14

Question 1

An actor is a person

who show really emotion

who don't exaggerate if these

Question 2

I don't agree

because you can be an actor of many ways

and silent movies was a kind of movies.

They acted

if they had to act.

For me, acting is show your emotion in your best way.

Show emotion for the public.

Question 3

Acting is more interesting

than odontology.

First because we can know many people, different places or countries.

In the odontology, the most past of the time, you stay in the consultory.

Depend the actor

but usually dentist better paid as a actor.

And I think

that the actor as more effort as dentist

because they need acting many 'peças' and film in the same time

and because of that they working more hours as dentists too

Question 4

    d) Could you tell Kathy

        that I am thinking a lot about her?

    e) Could you tell Kathy to she don't run away from me?

    f) Could you ask Kathy

        if she is mad at me?

Question 5

    c) I'm very easygoing

but if someone criticizes me

I was a little bother.

If is constructor criticize

makes me happy or thankfull.

When a person criticizes the odontology just for "preconceito"

and don't know about

makes me angry.

d) I can't stand

if a baby screams

when I trie study

Makes me sad

when I need to wake up early

I can't stand in places

if a sound very loud.

Participant 15

Question 1

Well, Kathy think the actor do the same dumb faces always.

He don't say the really things,

he sometimes acting

and show his smile and faces.

Question 2

Yes, I agree with her.

In all time, the actor only talk to her about your carrier and lifestyle he have,

the glory was the best thing from he.

Question 3

e) The part more interesting in my opinion is my profession

because I produce food to the people,

I do building little houses

and make clean energy for the people.

f) I haven't a regular time to work.

I need work every day, weekends and holidays all the year

and actor no.

g) My job requires more effort

because I work with animals and fertilizer bags, etc.

h) The actor receives much more money

but money is a consequence,

the important are

what you feel about the work you do.

Question 4

d) Could you tell Kathy

that I am thinking a lot about her?

e) Can you tell Kathy she do not run away from me?

f) Can you ask Kathy

why she mad at me?

Question 5

c) Well, when one person criticizes me

and I'm a better when I do,

I don't care.

But when I make the wrong thing,

I listen what the person have to tell

and I will be better.

d) I really hate

when I'm quiet make my tests or works and people says: "send me a cheat, a number X answer"

And the other thing is

when I don't understand the question or exercise

and my friends say: "oh, it's easy", for me is not.

Participant 16

Question 1

An actor is a person

who only do faces on movies.

The actor doesn't talk and interpret,

he only thinks

that are acting and pretend to be acting.

Question 2

I agree with her in parts

because I think

that an actor need to be complete

and a complete actor is a person

who know to talk and express in front of the camera.

So, in some moments, the actor need to work with words and other times only with expressions

and if he does this two things good,

he's a great actor for me.

Question 3

I guess acting is a lot more interesting that to be a chemist like me

because you work directly with many people

and after you can see your job on TV and feel so well you were.

In my job, I work alone

and I do almost the same things all day.

But been an actor needs to work more hours

than me

requires more efforts

because the scene need to be perfect in the end,

so sometimes it's necessary to repeat, repeat and repeat.

For other hands, acting earns better

but I work less hours as results of depends only me.

Question 4

    d) Could you tell Kathy

       that I am thinking a lot about her?

e) Can you tell Kathy not to run away from me?

f) Can you ask Kathy

why she is mad at me?

Question 5

c) Kathy was upset with Kelly's

because Kelly's insulted her for your inexperience in dance.

I don't mind if someone criticizes me

if is for improve my job,

if is one advice

I will be angry

if a person criticizes me only to be offensive with me.

d) One thing that upset me is people

that don't want to do your job

and ask for you all the time

if you can help his

before he tried to do

And, in my work, this happens a lot

because I work with students

and a lot of students are a little lazy

and don't want to read the instructions or procediments after to work.

Participant 17

Question 1

Kathy Seldon's criticize the man

because he's a actor movie

and his job use only expression face.

She said is more easy

because he doesn't need to speak,

only use his body/face.

Kathy Seldon's think it's nothing really action.

Question 2

I disagree

because for me expression with face or body is emotion and is very hard.

In this case, the actor need the people attention in silence.

Some form to express something, a history or comedy, talking or not is acting for me.

Question 3

e) I'm a pharmacy student and work at a research laboratory.

Being an actor is less interesting

than being a student.

The pharmacy student always study new things about chemistry and biology

and can help the people in them health.

f) The some actors works more than students.

But some pharmacists

that work at hospital during all day

works more than actors

g) Being student requires more effort

than being actor because new things always will discover

and you always need to learn and study this things.

h) The actor has a better paid

than student/pharmacist

but my profession is more rewarding.

Question 4

b) Could you tell Kathy

that I am thinking a lot about her?

d) Can you tell Kathy not be run away from me?

e) Could you ask Kathy

why she is mad at me?

Question 5

c) Kelly criticized Kathy about her experience to dancing

but she wanted to speak with him after.

When the people criticize me

I don't like very much

but in some moments is necessary.

Criticizes can help a person.

Sometimes, I speak with person criticize me

because I want understand.

d) I hate it

when the person don't wash the dishes.

I don't like the people don't are punctual.

I hate it

when the people don't know about my profession

and say the pharmacist is only attendant.

I don't like the person only criticize

and never exalt (see my good characteristics)

Participant 18

Question 1

An actor is a person

who has no job or a bad job.

Especially an actor of a silent movie is someone

who does a dumb show like doing a lot of face expressions

and doesn't talk.

For her, that is not really a job.

Question 2

No, I think all kind of acting is a good job

because this actor needs to know how to do good face expressions or needs to memorize a lot of things to say during the film

Question 3

I think being a management sometimes can be better paid

than being an actor.

However, I think acting is more interesting

than administrate a firm.

On the other hand, I think an actor requires more effort

than being a management.

And, I think acting has better working hours

than administrate a firm.

Question 4

    d) Can you tell Kathy

        that I'm thinking a lot about her?

    e) Could you tell Kathy not to run away from me?

    f) Could you ask Kathy

        why she is mad at me?

Question 5

    c) Kelly's criticism was about Kathy's work

        where she is not a dancer,

        she is a gymnast.

        For me, depends the form of someone criticizes

        what I do.

If the person does it to help me, to improve my life,

I like.

But, if the person does that without good arguments,

 I don't like.

d) I can't stand it

when one teacher does always the same class with old examples

 and doesn't say things

that are not on the book of the course.

And I can't stand it

when someone starts to talk loudly

and start laughing during the class.

Participant 19

Question 1

An actor is a person

who gets to show

what is feeling

not only through his body movements but also through his speaking.

Question 2

More or less.

I think acting is an art

and in the art environment, almost all is possible.

Charlie Chaplin was an excellent and unforgettable silence actor.

However, I agree with her

because I don't like so much silent movies,

it's a relative issue.

Question 3

    e) Being an actor sounds more interesting

than being an engineer

f) Working like an actor,

you can have better working hours

than working like an engineer

g) Being an engineer requires more effort

than being an actor

h) Normally, engineering you can be better paid

than acting

Question 4

d) I was wondering

if could you tell Kathy

that I need to talk to her?

e) Could you tell Kathy

that she doesn't run away from me?

f) Would you mind asking Kathy

why are she mad at me?

Question 5

c) Kathy didn't like Kelly's criticism

because he told to her

that she wouldn't have dance experience

For me, depends on the criticism.

Sometimes, they can help you to noticed

that there is something wrong.

But, generally, it annoys me.

d) I can't stand

when there is no coffee in my job.

I can't stand

when I don't understand something very hard in my master study.

I can't stand

when there are people talking loud close to me in the moments

that I need to study and to have concentration.

Participant 20

Question 1

An actor is a person

who express his art and emotion by speaking long and beautiful speeches in front of the people in the stage

instead of making faces and silent expressions on the screen.

Question 2

No, I don't.

Acting for me, as a form of art, can be made with a silent movie or a live performing

since the actor achieve the objective of passing all the emotions

that he can

Question 3

    e) Working as an engineer is more interesting

        than working as an actor

        because as an engineer you can develop and discover things

        that could help or even change the humanity.

    f) An actor has better hours

than an engineer

because the actor play his role just for a couple of hours (like two or three)

and an engineer may have to work almost all day long.

g) Being an engineer requires more effort

than being an actor

because the engineer have to deal with the fact of the technology may change without an previous warning as the innovation keeps going on

h) An engineer is better paid

than an actor

because his list of skills is longer than an actor skill list

He can apply for job at the government sector,

he can work for a big company

or he can still create his own.

Summing up, what I want to say is

that the possibilities are many.

Question 4

d) Can you please tell Kathy

that I am thinking a lot about her?

e) Could you please tell Kathy no to run away from me?

f) Would you mind asking Kathy

why is she mad at me?

Question 5

c) Reynolds wasn't a dancer,

but a gymnast instead

and Kelly criticized her for her lack of experience at dancing.

It really upsetted her.

It only doesn't bother me

when someone criticize me

if this person has a point

In this case, he's helping me to correct

what I did wrong.

d) I can't stand it

when the teacher goes through the class hours

and I haven't lunched yet.

It bothers me

when the teacher hold the grades for too long before releasing them to us

I can't stand it

when the menu at the RU (University Restaurant) is serving "tainha em posta".

Participant 21

Question 1

An actor is a person

who has a silly job

Because an actor only uses body language so

when the actor is working

he never speaks.

Question 2

I don't agree with her.

I think being an actor is very difficult.

Acting is an art, a beautiful one.

Question 3

Being an actor is more interesting

than being a bank employee

but a bank employee has better working hours

than an actor

Being an actor requires as much effort

as being a bank employee

An actor probably is better paid

than a bank employee

Question 4

    d) Could you tell Kathy

        that I'm thinking a lot about her, please?

    e) Could you tell Kathy to she doesn't run away from me, please?

    f) Could you ask Kathy

        why she is mad at me, please?

Question 5

    d) Kelly's criticism was about Reynolds lack of dance experience.

        I don't mind people

        who criticizes

        what I do

        since they do it politely.

e) It upsets me people

who are lazy at work.

I can't stand it people

who are not polite with the others.

It bothers me people

who don't respect the line.

Participant 22

Question 1

According to Kathy Seldon, an actor is someone

who really play a role in the movie

This person have to speak and not only mime.

Question 2

No, I don't.

Being an actor is to represent a role.

It doesn't matter if she or he speaks or not.

The important is to play, to perform a role.

Question 3

Being an actor is as much as interesting

than a professor at the school

Being a professor requires as much as effort

than an actor

An actor has better working hours

than a professor

Being an actor is better paid

than a professor

Question 4

    d) Could you tell Kathy

        that I am thinking a lot about her?

    e) Could you tell Kathy doesn't run away from me?

    f) Could you ask Kathy

        why she is mad at me?

Question 5

    b) Kelly upseted Reynolds

        because she didn't know how to dance ,

        criticizing her lack of dance experience and being rude with her.

        I don't like

        when a person criticizes me in front of others

    f) It annoys me

when people call me at University

It bothers me

when my colleagues aren't supportive

I don't like

when my student arrives late for an appointment

Participant 23

Question 1

Kathy Seldon gives her opinion about acting in a movie and acting on stages.

According to her, a movie actor is a person with no expressions

that only does dumb faces

For Kathy, the real acting is on the stages with great dialogs and face to face with the public.

Question 2

I don't agree with all

that she said

Acting on the stages or in the movies are both real acting.

Obviously, they have their differences,

but acting in a movie with no sound can be much more difficult

than acting facing the public

Question 3

In my opinion, working as an actor or as an mechanical engineer are equally interesting.

You have the chance to live different lives acting,

the chance to learn a lot of different things.

And, being a mechanical engineer gives the opportunity of doing, making, creating extraordinary things.

The working hours of the engineers

I think

that are better

because in almost cases,

he is free on weekends and holidays

It is difficult to measure the requirement of effort and work on this two different jobs

but I think that math and physics makes the engineering a little bit more scary.

A famous actor always will be better paid

than an engineer and almost everybody else

Question 4

   d) Would you mind telling Kathy

      that I am thinking a lot about her?

   e) Can you tell Kathy not to run away from me?

   f) Could you ask Kathy

why she is mad at me?

Question 5

c) Gene Kelly apparently insulted her for her lack of dance experience.

Depending on the critic that I receive,

it doesn't bother me.

But, sometimes, the person

that criticizes you just wants to let you down and make critics

that are not fair

d) I can't stand when

people talk very loud on the library as if they were in a pub

<u>Participant 24</u>

Question 1

An actor is a person

who express your art with words

Kathy think

that the silent movie didn't actors

because there wasn't voice/speech in those movies

She was Ironic

when told about movie actors

Question 2

I don't agree with her

because to me, acting is more

than express with talked words.

The actors can express your art with a lot of forms.

It depends in the context and with the talent.

Question 3

e) Being an actor is more interesting

because it can provide different experiences

f) Being an actor hasn't better working hours

than teacher

g) Being an actor as requires effort

as teacher

h) In my country, being an actor is better paid

than a teacher

It's ridiculous.

Question 4

d) Could you tell Kathy

that I'm thinking a lot about her, please?

e) Could you tell Kathy

that she can't run away from me?

f) Could you ask Kathy

if she is mad at me?

Question 5

 c) Yes, the Kelly criticism upseted Debbie R.

   because years later, she still admitted

   that performing in "Singing in the Rain' was one of the two things most difficult experiences of her life (1).

   No, it doesn't bother me just

   when the person s ironic with the critique.

 d) I can't stand

   when the person that work with me don't know about the work

   and don't want to learn

   they are accommodates.

   I hate it.

   I can't stand at my work

   when the people talk a lot

   and I can't stay concentrated.

Participant 25

Question 1

An actor is a person

who needs to talk, to speak.

An actor needs to use their voice to expression their feelings, not just the body or gestures.

Question 2

For me, acting is expression something using lot of resources, like the body, voice and sometimes some objects.

Use expression to transmite something.

Question 3

Acting is more interesting

than work a lot of hours front of computer in an office.

Sometimes, work with graphic design requires more effort

than acting

because you need to pay a lot of attention

and need to city in front of a computer a lot of hours.

Depend the kind of working,

acting is better paid

than design works

because you can have a big contract for long years

Question 4

    d) Could you tell Kathy

        that I'm thinking a lot about her?

    e) Could you tell Kathy to her doesn't run away from me?

    f) Could you ask Kathy

        why she mad at me?

Question 5

   c) Sometimes I'm bother

      when a person criticizes me

      But sometimes not bothers me

      because I need criticizes to do my work

      or what I like better

      and a criticizes can be good

and help me to going to be a good person.

d) I can't stand at work

when someone doing a person cry

just because that person is not fast or not do work correctly.

I can't stand it never.

Participant 26

Question 1

An actor is a person

who acting with body language and sounds

because the voice of one people is unique.

When you speak and dramatize

be more really and involve more the spectators with the history.

Only make faces not transmit the real emotion of the movie.

Question 2

I agree with Kathy

because only see the movie with no sound, only subtitle is strange

The voice is the impact to the film, like in a animation,

the voice of the actor behind the scenes be all the difference,

sometimes the voice express more than body!

Question 3

I think

that be a actor is more interesting

than be a food engineer

because acting has more emotion and body involves

and in engineering has more decisions and calculus involves.

But, in the other hand, I think work with acting you have more working hours

than engineering

and I think that not always are the better.

I'm sure

that is more effort to work with engineering

than with acting

because in engineering you must have more responsibilities

but even with this being an actor,

you are better paid

than being an engineering

And, I think this absurd.

Question 4

     d) It was wondering

if you tell Kathy

that I am thinking a lot about her

e) Can you tell Kathy don't run away from me?

f) Could you ask Kathy

why she is mad at me ?

Question 5

d) Don insulted her for her lack of dance experience.

When someone criticizes me

I try to think why and if this is important to me, if this will add something in my life,

if not

I just let it go,

if yes,

I try to change.

e) I really don't like people

who doesn't do nothing and let the things for the others.

I can't stand too professor

who thinks I have only your matters (1).

I don't like not have much time to do the things or have much things to do.

Participant 27

Question 1

The movie actor is a dumb,

use more corporal language

than use words

Movie actor is learning

and a stage actor is better for Seldon

because it is the opposite

Question 2

I don't agree

because I think is not boring a actor use more corporal language,

it is more interesting in a movie.

Question 3

e) Acting is more interesting

than study law

because acting need the artistic part

and is not someone can being a actor.

f) University study has better working hours

than a actor

and a student can control this time

g) A actor as requires effort

as a student

h) A actor is must better paid

than a student

because students don't have too much time for working

Question 4

e) It was wondering

if you tell Kathy

that I am thinking a lot about her

f) Can you tell Kathy doesn't run away from me?

f) Could you ask Kathy

why is she mad at me?

Question 5

c) It upset Debbie

when Kelly insulted her for her lack of dance experience

It bothers me

when someone criticizes me

but I don't do something just don't being happy.

d) I can't understand

when students talk too much in class

I can't understand

when the teacher give a lot of homework

Participant 28

Question 1

An actor is a person

who talks with another person

and has a dialogue with other actor.

She said

that an actor is a person

who improvise his words

and do more

than make expressions with face and gestures

Question 2

I don't agree with her

because acting for me is a person

who does both the things

like makes expressions with face

and can memorize his words and improvise as well as possible.

Question 3

c) Acting is more interesting

than study chemical engineer

because you can be different kinds of personality

d) Acting has better working hours

than an chemical engineer

because an actor works in different places and can be funny

g) A chemical engineer requires more effort

than acting

because if you have a mistake,

you can kill many people

h) Acting is better paid

than a chemical engineer

because if you become be a super star actor,

you will be better paid

than the best of engineers.

Question 4

d) Could you tell Kathy

that I am thinking a lot about her?

e) Could you tell Kathy don't run away from me?

f) Could you ask Kathy

why she is mad at me?

Question 5

c) Kathy was really upset

after Don apparently insulted her for her lack of dance experience

It bothers me

when someone criticizes

what I do

and the thing

that do is something

that this person ask to me do this thing

d) I can't stand it

when my co-workers start to scream

while we are discussing something about work.

I can't stand it

when my teachers of university don't charge what they say at class on exams.

Participant 29

Question 1

An actor is a person

who makes movements,

change the face according to the history

But she thinks

that an actor needs to speak

because this is necessary to be a complete actor

Question 2

I disagree with Kathy

because to be an actor isn't necessary to speak

The actor can express your feeling by the body movements and expressions.

It's harder to be a dumb actor

than another kind of actor

Question 3

    e) Being a pharmacist is more interesting

than being an actor

because the pharmacist can research about new diseases

and it possible to discover the cure.

f) The pharmacist has better working hours

than actor

because the actors, sometimes, works all day to make only one scene

g) Being an actor requires more effort

than being a pharmacist

because it's necessary to be creative and expressive in the first profession

h) Being a famous actor is better paid

than pharmacist

Question 4

d) Could you tell Kathy

that I am thinking a lot about her?

e) Could you tell Kathy

that not to run away from me?

f) Could you ask Kathy

why is she mad at me?

Question 5

e) Kelly insulted Debbie

for her lack of dance experience

Yes, it bothers me

when someone criticizes me

but I usually try to learn with my mistakes.

I am human and the things happen to turn me better

f) I can't stand it

when I need to do the same service again.

I can't stand it

when happen armed robbery at University.

I can't stand it

when the students throw the trash on the floor.

Participant 30

Question 1

An actor is a person

who has script to follow

when acting

and there is content on the script, like Shakespeare's plays.

Being an actor requires speaking

when acting

and not only expressing yourself with gestures and facial expressions.

Question 2

No, I don't agree with her

because acting is expressing the character's thoughts and feelings to the people

who is watching

In order to do that, body language and facial expression can be used too,

instead of just speaking.

Question 3

e) Acting is much more interesting

than working as a math monitor

because it is a more dynamic job

f) Working as a math monitor has shorter hours

than working as an actor

g) Being an actor requires more effort

than working as a math monitor

because an actor needs to practice a lot to do his job

h) An actor is much better paid

than a math monitor

Question 4

d) Could you tell Kathy

that I am thinking a lot about her?

e) Can you tell Kathy to not run away from me?

f) Could you ask Kathy

why she is mad at me?

Question 5

g) Kelly insulted Debbie

because of her lack of dance experience.

It depends on how the person criticizes me.

If I realize the person is trying to help me,

I accept it easily.

However, if the person is just badmouthing me,

it upsets me.

h) I can't stand it

when people are speaking loudly

when I'm working

I hate it

when people doesn't respect the others.

I don't like

when people ask me something

and when I am trying to explain it to them,
they don't pay attention on me.

Participant 31

Question 1

An actor is a person

who express and interpretate feelings, movements and situations

not only making faces,

but with the voice and all the body.

Question 2

I disagree with her.

I think

that an actor is a person

who can transmite feelings and movements by anyway

If you can do it only with your face, for example,

you can be a good actor.

Question 3

I think

that being a student is more interesting

than being an actor

just because a student can be more interesting to the future of people (with the research and all those stuff)

But being an actor is better paid and requires more effort

than being a student

And I think

that being a student has better working hours

than being an actor,

because you just have to go to class

and you can study at home

when you want.

Question 4

   d) Could you tell Kathy

      that I am thinking a lot about her?

   e) Could you tell Kathy

      that to don't run away from me?

   f) Could you ask Kathy

why is she mad at me?

Question 5

c) Kelly insulted Kathy for her lack of dance experience.

It depends of the way

that the person criticizes me.

When I'm criticized friendly,

with the intention to make me a better person,

I accept it and feel happy for this.

But, when I'm criticized by a hostile way,

I get angry.

d) I can't stand it

when people are talking in the class

while I want to pay attention to the teacher

I can't stand it

when someone is using the enterprise's phone to make personal calls

Participant 32

Question 1

An actor is a person

who is boring

because only stay doing expressions with your body.

An actor is a person

that doesn't value to the words.

An actor is a person

that doesn't value to the famous writers like Shakespeare.

Question 2

I'm not agree with Kathy

because, for me, the expression at the body is a very important element for this profession.

Acting is much more

 than to say words,

it is doing the public to live the words

and to believe

that all can be real.

Question 3

Being a teacher is more interesting

than being an actor

because it is the real life

It were not a invented world.

Teaching has better working hours

than acting

because always work at home

 Also, teaching requires more effort

than acting

because the teacher needs to continue your studies

Acting is better paid

than teaching

but it depends what kind of the actor

who you are.

Question 4

    d) Could you tell Kathy

       that I was thinking a lot about her?

    e) Could you tell Kathy

       that her didn't run away from him?

    f) Could you ask Kathy

       why her were mad at me?

Question 5

    c) Kelly apparently insulted Reynolds saying

       that her didn't have experience of the dance.

       It bothers me

       when a person criticizes about infundable things

       and when it is out of the context

    d) I can't stand

       when the director walk away next to me.

       It upsets me

when the people complain they need study for being graduate.

I hate it

when the students disrespect me in front of the class.

Appendix J – Accuracy Analysis Guide given to Raters

Dear Rater,

First of all, thanks for having accepted being a rater in this data analysis phase of my study. Your participation will be extremely important for the final result of this research.

In this study, I am investigating the use of a Task-Test, that is, a written test that has task characteristics in it; for assessment purposes. In this test, participants were expected to answer five questions about a movie scene they had watched. Having in mind that one of the main characteristics of this test is to focus participants' attention on how to communicate their ideas so as to answer the questions, it is important that they make use of accurate language so as to be understood.

Considering the importance of accuracy for effective communication, your job in this analysis is to identify possible inaccuracies participants have produced while answering the five questions in the test. However, it is also important to remember that not all inaccurate language may hinder communication. So that we share a similar view about what types of inaccuracy should be taken into account, some examples are listed below. Errors related to punctuation or spelling should not be considered.

Examples of possible errors:

- "I think the actor, in that time, did what was possible to transmit the emotion for the watchers" (lexical choice error)

- "if is a famous actor, absolutely" (syntax error)

- " it is worst when is a silent actor" (morphological error)

For you to understand what was expected by the students, it is important that you get to know (1) how the Task-Test was developed and (2) how the data collection was made. The genuine information about it is displayed below.

In relation to the development of the Task-Test, according to Farias (2011), the Task-Test "constitutes a task formed by sub-tasks, as it fulfills Ellis (2003) sets of criteria" (p.22). Although the Task-Test, as Farias (2011) explains, "was designed so as to focus students' attention to answer the question" (p.21), that is, students focusing on primarily on pragmatic meaning before attending to form, using accurate language to produce meaning facilitates communication and ensures outcome achievement, which are the main goals of a task. Therefore, accurate language is of great importance in a task.

In relation to the data collection moment, participants watched a movie scene from the movie *Singing in the Rain.* Then, students answered the Task-Test without a time limit. The tests were then collected for the analysis to be conducted.

So, now that we have established your role in this research and you have a better understanding of this research, it's time to get to work! For you to be familiar with the main instrument used in this research, you are receiving a document file with a copy of the Task-Test. Additionally, you are receiving a DVD containing the scene (scene 13 - 00:14:55 to 00: 19: 29) that students watched in order to answer the test.

So as to maximize our time and ensure rater's consistency in the analysis, two other raters will participate in this research. Therefore, I would like to set up a meeting with all the raters and, on that opportunity; I will present you all with the answers given by the participants. Each answer was typed and divided into clauses so as to facilitate our reading of them. During the meeting, we will indentify the errors in the clauses together.

For the sake of 'guiding' your preparation for this assessment process, you may follow these instructions:

- Watch the movie scene.
- Read the Task-Test and think about the outcome of each question being asked so that you understand what was expected by each student in that question.
- Make notes of doubts or questions you have about the test and solve them with the researcher.

Then, on the day of our meeting, we will:

- Read the first clause in answer 1 given by Participant 1.
- Decide if there are any errors concerning syntax, morphology or lexical choice that could hinder communication (you will not be expected to categorize the mistakes you find, you are only supposed to highlight them)
- In case you find an error, highlight it using a different font color. In case you don't find any errors, move on to the next clause.
- Save the file so you avoid losing the work you have done.
- Repeat the same procedures for the other clauses.
- Repeat the same procedures for the other participants.
- Avoid comparing participants' performance.

If you have any doubts concerning this document or the evaluation process, my e-mail is priscilafabianefarias@yahoo.com.br and my phone numbers are (048) 9135 9941 or (049) 9978 2038.

Thanks a lot, once again! Sincerely yours,

Priscila

Appendix K – Accuracy analysis of the data

<u>Participant 1</u>

Question 1

An actor is a person who don't really act because in the silent movies the actors don't talk, they just do some dumb faces (1)

She thinks that actors who work in silent movies always do the same thing.

Question 2

No, I don't agree with her and I think that acting in silent movies is even more difficult than acting in a play or in a normal movie

If the actor can't talk he needs to work harder to people (to) understand what is happening in the scenes (2)

Acting for me is making people believe that your character is real.

Question 3

i) Nutrition is more interesting than acting because it lead with something that everybody likes and uses: food (1)

j) Nutrition has better working hours than acting because most of the jobs offered in this area are [light hours/day] jobs, while the actor has to work all day long many times (1)

k) I think acting requires more effort than nutrition because actors have to do the same scene many times and this may be exhausting (1)

l) An actor is better paid than a nutritionist.

Actors receive money to go to parties, TV shows, events and his salary from his movies while a nutritionist has to work in more than one job to get a better salary (2)

Question 4

g) Could you tell Kathy that I am thinking a lot about her?

h) Could you tell Kathy not to run away from me?

i) would you ask Kathy why she is mad at me?

Question 5

e) It was about Debbie's dance experience because she was a gymnast, not a dancer when she played a role in the movie.

It bothers me when (it) is not a constructive criticism (1)

When a person criticizes me to help me and to teach me something I don't know I enjoy being criticized.

f) I can't stand (it) when a person makes me a question in class about something that she/he didn't pay attention to and after I answered asks me if I'm sure about that. (1)

Also, I don't like (it) when people talking loudly to each other during the classes because I like to hear what the teacher is saying. (2)

Number of mistakes per T-units: 12

Participant 2

Question 1

An actor is a person who does more than just faces, is a person who speaks like Shakespeare she said.

Question 2

I agree in parts, because a long time ago, the movies could not be make with sound and (it) is not a reason to belittle the job of an actor. (2)

And I agree when she says that you need more than just faces, you need to speak also. (1)

Question 3

    i)   I think being an actor is more interesting than being a master student because you can create different personalities; you can speak, sing and have fun while you work.

    j)   In my opinion, being a actor has better working hours than a master student because they do not work all year long, they have vacations and etc. (2)

    k)   Being a master student requires more effort than being an actor because you need to create/discover new things as a student, you need to think about thousand things and (as) an actor you just act about a scene that is ready. (1)

    l)   For sure, an actor is better paid than a student and I have no ideia why it happens.

Question 4

    k) Could you tell Kathy that I am thinking a lot about her?

l)   Could you tell Kathy do not run away from me? (1)

m) would you tell Kathy why she is mad at me? (1)

Question 5

a) The criticism was about the fact "her lack of dance experience" to act in this movie. (1)

Sometimes it bothers me.

I know that some critics are needed but depending on the way it is made it can hurt.

I think that all professions have your own importance. (1)

b) I can't stand (it) when a person talk in a meeting. (2)

I can't stand (it) when the students do not pay attention in the teacher and talk about other things. (2)

I can't stand (it) when a teacher do not teach and just give appointments for homework, (3)

it upsets me, instead, I know that this kind of methodology could help in the learning process. (1)

Number of mistakes per T-units: 17

Participant 3

Question 1

An actor is a person who need to talk in the scenes, just do gestures is not enough to her. (3)

And more, the character in a movie needs to be like a theater actor, that make a lot of expressions for (it to) can be realist (5).

So, the films that Don did don't impression Kathy (1).

Question 2

No, I don't. I think that have very types of actors. (2)

There are actors for movies, for television, theater, radio and which one have your form to act (4)

For me acting is all the examples I said, (it) just depend about the preference of anyone (4).

Question 3

For me, my profession is more interesting than acting but sometimes, when I watch movies, I would like to be an actress.

But, this professional needs to work for hours, sometimes in the morning, sometimes at night, it's very flexible and I don't like this.

I don't mind it when I need to wake up early because I have to work, I prefer to have a routine.

And I think that both of works needs to effort, different kind of effort. (4)

So, now, I guess a actor, like Tom Cruise, is better paid than me but I hope one day (to) be paid like him (2)

Question 4

g) Could you tell Kathy that I am thinking a lot about her?

h) Could you tell Kathy not (to) run away from me? (1)

i) would you ask Kathy if she is mad at me? (1)

Question 5

a) It's about a insulted that Gene Kelly said for Debbie, because in a movie she didn't had any experience of dance and later she said that the film was most difficult performing (5).

i) I can't stand workhomes, especially in groups. (1)

All the times, I have to make (it) on by myself. (3)

So, this very upsets me, I really don't like (it). (2)

And this is the only think that I can't stand because in my work I do all the thinks that I need and love. (2)

I don't mind it when happen something different that I need to do. (2)

Number of mistakes per T-units: 42

Participant 4

Question 1

An actor is a person who don't really act because he do not speak. (2)

She think an actor do dumb movies and he only has the skill to make strange and forced faces. (3)

Question 2

No, I didn't.

Because acting in silent movies is more difficult than do dumb faces, the actor should transmit the feeling, the idea only by body movements. (1)

Nowadays, acting is stay inside the people's houses giving information without sometimes being invited. (2)

It is a responsible job. (1)

Question 3

i) I think that science and technology area is more interesting than acting because we have real things to explore.

j) Well, an engineer spend six to eight hours inside the office, an actor can work the same time, but it could be on really beautiful places. (2)

Acting is better in this view (1)

k) I'm sure that (by) being an engineer you dispend more energy and brain work than an actor. (1)

l) It is a good question, it certainly depends (on) how good you are. (1)

But if you want a reference, the big companies of buildings, electronics, cars and technology are created by engineers.

Question 4

g) Could you tell Kathy that I am thinking a lot about her?

h) Can you tell Kathy not to run away from me?

i) Can you ask Kathy why she is mad with me?

Question 5

m) It was about an episode (in) which Gene Kelly insulted her because she don't have a good dance ability. (2)

I think it bothers (me) a little but if (it) was well done, it could be important to the learning process. (3)

n) I can't stand the traffic jam and the public way of transportation. (1)

I spend at average two and half (hours) per day on it. (2)

When workers and teachers of university decide to stop to work, I can't stand it, they don't know how it is bad with the students. (3)

Number of mistakes per T-units: 25

<u>Participant 5</u>

Question 1

An actor is a person who do the same things in all his jobs because in the silence movie, the actor just have to do some faces and this don't is acting. (4)

The actor don't have a real character. (2)

Question 2

I don't agree with her because today we have talking movies and (it) is worst than silence movies. (2)

(it) Is more difficult making comedies, for example, without words and Chaplin or Mr. Bean shows us what is acting. (3)

For me, acting is what Chaplin and Mr. Bean does. (1)

Question 3

    i)   Geography is more interesting than acting because you understand the world and the interactions of the system

    j)   Acting has better working hours than geography because if I will be a teacher, probably I has to work more to be (a) research. (5)

    k)   Geography requires more effort than acting because I have to read a lot of texts and now what they sad, don't just memorize (them) like a actor (5)

    l)   (an) Actor is better paid than a geographer and the difference is bigger if I will be a teacher in Brazil (2)

Question 4

m) Could you tell Kathy that I am thinking a lot about her?

n) Could you tell Kathy not to do run away from me? (1)

o) I was thinking, can you ask Kathy why her are mad at me? (2)

Question 5

o) Gene Kelly sads that Debbie Reynolds don't have dancer experience to do the movie. (3)

(it) Really bother me when a person criticizes something that I really spend a lot of time to do because (it) is easy (to) criticize when you just look to the final work and don't have to do the work (6)

p) I don't like some people who have just one way to thing. (3)

In geography, we have to think in all the ways (1).

And (it) upsets me when a person make a big problem for really small things (3).

Number of mistakes per T-units: 43

Participant 6

Question 1

An actor is a person who make the same things in all the movies that he do (2).

He makes the same gestures and the same dump faces (1).

Question 2

It depends.

Some actors fix in the same qualities according to Kathy Seldon's opinion but there are a lot of brilliant actors that act in a different way according to his characteristics. (2)

Question 3

i)   I think that engineering is more interesting than acting because I like what I'm studying in my major and I wouldn't like to change this for anything.

j)   In my opinion, being a actor has better working hours because he works with emotions and he can have fun with it. (4)

k)   I think being a actor or being a engineering student requires the same level of effort because the both professions requires a lot of skills. (4)

l)   An actor earns more than a engineer because he get famous and he can do some publishments (3).

Question 4

p)   Can you tell Kathy that I am thinking a lot about her?

q)   Could you tell Kathy not to run away from me?

r) Could you ask Kathy why she is mad at me?

Question 5

q) Debbie Reynolds get upset because Gene Kelly apparently insulted her for her lack of dance experience. (1)

Sometimes I get upset when a person criticizes me, but when (it) is a good criticism, I try to correct myself and I try to do better later. (1)

r) I can't stand (it) when the people do annoying sound in a quiet place. (2)

I can't stand the traffic jam around the University, it's a mess.

I can't stand (it) when a person try to get advantage of my kindness. (2)

Number of mistakes per T-units: 22

Participant 7

Question 1

An actor is a person who just make faces and gestures. (1)

They exaggerate in every movement.

According to Kathy, they don't acting really because they don't speak. (2)

Question 2

I don't agree with Kathy.

I think that acting without sound is much more difficult to give the message them with all the technology that we have now. (4)

Question 3

i)   I'm graduating in Electrical Engineering and both are interesting.

      Actors can live many experiences including acting like an engineering. (1)

j)   I think that engineers have better working hours than actors because as a engineer you have a chance to do something that really can change the way how we live. (3)

k)   Definitely, to be an engineer requires more effort.

      You have to study all life, like actors to, but thing with more complexity. (3)

l)   In averaged, I think that engineers are better paid than actors but if you are a very famous actor you can earn much more than engineers (1)

Question 4

g)   Could you tell Kathy that I am thinking a lot about her?

h)   Could you tell Kathy not to run away from me?

i)   Could you ask Kathy why she mad at me is? (1)

Question 5

j)   The criticism was about her dance experience.

He expected that she was a good dancer. (2)

Depending of (the) approach, criticism can bothers me, but in general, I like (it) when somebody criticizes me because I have a chance to improve myself. (4)

k)   I can't stand it when people speak loud and don't respect each other.

I can't stand it when there are somebody who take advantage of my effort (2)

Number of mistakes per T-units: 24

Participant 8

Question 1

An actor is a person who can talk in the acting. (1)

She thinks that only body and face language can't make an actor.

She probably don't consider Chaplin an real actor. (2)

Question 2

Well, I can't agree with Kathy.

I think acting involves all kind of language. (1)

Actually, for me, non talk movies are really beautiful and they represent the beginning of a actor carrier. (3)

Question 3

Been an actor could be really interesting because you can pretend been a lot of kind of person and this can be very fun. (4)

But a doctor can save lifes or at least help people which give me a lot of pleasure. (2)

To be a doctor requires long years of study, much more than be an actor. (1)

The both profession can be well paid, but an actor have more free hours and a flexible schedule. (2)

Question 4

    g) Do you mind tell Kathy that I am thinking a lot about her? (1)

h) Can you tell Kathy that she doesn't need to run away from me? (1)

i) Could you ask Kathy why she is mad at me?

Question 5

e) Kelly's criticism was about Reynolds' dance background.

She was a gymnast and not a dancer.

(It) Is not very nice been criticized but I don't really care when (it) is something that I don't agree (with) or when the person who did (it) don't like me. (6)

f) In my life, I can't stand (it) when people are not kind, I think all things that we do could involve love and not angry. (2)

So, I don't like (the) temperamental type of person. (1)

Number of mistakes per T-units: 27

Participant 9

Question 1

An actor is a person who talks and makes expressions, not a person that only making some dump faces. (2)

To her, an real actor is not like the movie's actors because in this kind of acting the actor always do the same thing. (3)

Question 2

I agree with her but not totally.

Acting for me is touch the feelings of the public. (1)

No matter if the actor talks, dances, sings or just makes expressions.

The most important thing is being real and convincent. (1)

Question 3

I'm an public server and I'm graduated in administration. (1)

I like my profession but I think acting is more interesting because the actors working with emotions, they have freedom to express himselfs and they living in a environment that has no routine. (4)

I also think that they have better working hours with very much opportunities and knowing a lot of different people. (3)

I don't know if acting requires more effort, maybe yes because it's a profession that is always on focus. (1)

So, people who works with this receive a lot of critical. (2)

And, for sure, the actors are better paid but just if they are famous.

Question 4

g) Could you tell Kathy that I am thinking a lot about her?

h) Can you tell Kathy to do not run away from me? (2)

i) Can you ask Kathy why she is mad at me?

Question 5

e) The critical was about Debbie has no experience as a dancer. (2)

It bothers me when a person criticizes me because I'm doing something for the first time.

For example: when we are learning (how) to drive, we need support and someone who gives advice, not just appoints our mistakes. (2)

f) I can't stand it when someone tells me to do something that I know that I have to do.

I don't like it when someone doesn't answer the phone at work.

It bothers me when the people who I work with are disorganized and doesn't work as a team. (1)

Number of mistakes per T-units: 25

Participant 10

Question 1

An actor is a person who express your character using words. (2)

She said that faces is not sufficient. (1)

Question 2

No, I believe that (it) is possible (to) be a good actor without talk (3).

For example, your character can be a person who doesn't talk and you have acting without talk. (2)

The important is if you make people believe in you (3).

Question 3

    i)   Being a biologist is more interesting than be a actor. (2)

        Because the biologist can study animals, evolution and stay more close (to) the nature than actors. (2)

    j)   I think it is depend of the profession of both. (3)

        Some actors works for many days without stop. (2)

        But some biologists have to works in the middle of night for get some research results. (2)

    k)   I think it is depends again. (1)

        Because if you like what you do the effort is not a problem.

For example, some biologists have to make long walks, climbing, stay in the rain for take your research (4)

But some actors have to works in a theatre three times in one night (1)

l) The actor are better paid than biologists (2)

I think it is because the actor are paid by big company (4)

Question 4

g) Could you tell Kathy that I am thinking a lot about her?

h) Could you said Kathy to don't run away from me? (2)

i) Would you mind asking Kathy why she is mad at me?

Question 5

e) It is about her performance.

He said that she was not a dancer, she was acting like a gymnast.

It depends.

If the person criticize (me), explain (him/herself) and give some advices, it is so good! (5)

But if the person just criticize (me), I don't like (it) so much (3)

f) I can't stand (it) when the person doesn't do what was agree by the group (2)

Other thing that I can't stand (it) is when don't have books enough when the library is full. (3)

I can't stand places that doesn't have bicycletary (2).

Number of mistakes per T-units: 51

Participant 11

Question 1

An actor is a person who express the feeling and the body. (2)

(it) Is a person who don't make movies for the masks and don't just gesticulate your arms or faces (7).

Question 2

For me, an actor is a person who shows nice histories (2)

It Is a person who make the people left or cry but express feeling (5).

I agree if her in parts (1)

The silence acting is good too and the way to do movies in this time (2).

Question 3

    i)   I don't know what is more interesting.

        The both are, which one with their characteristics (2).

    j)   I think sometimes psychology has better working hours, sometimes acting.

        (it) Depends (on) the situation (2)

    k)   The both, but sometimes I think the acting requires more effort to get a job (2).

    l)   (It) Depends (1).

If you are a famous actor (you) is better paid in the job if not, the psychology paid more, I think (4).

Question 4

    g) Could you tell Kathy that I am thinking a lot about her?

    h) Can you tell Kathy not to run away from me?

    i) Can you ask Kathy why she is mad at me?

Question 5

    g) (it) Is about the she was insulted for her dance experience. (2)

       It bothers me when people makes criticizes on a bad way like insulting (2)

       If the criticize is construct its so good (3)

    h) I can't stand being (in) boring classes with (a) bad teacher (2).

       It's upsets me when my colleagues are not sociable (1).

       It's upsets me when I make a bad exam (2).

Number of mistakes per T-units: 42

Participant 12

Question 1

An actor is a person who do the same thing all time and who don't acting with others actors. (3)

The actor is someone who stay in the same place and don't talk, is according to Kathy's opinion (3)

Question 2

I agree with her because to do the same thing all (the) time is boring (1).

In my opinion, acting is to work with other actors and to talk.

Acting is make different characters (1).

Question 3

i)   Nutrition is more interesting than acting because (it) help the people about health food and give information with diets for the different groups (7)

j)   Nutrition has better working hours than acting because the routine is more calm and requires less effort (3)

k)   Acting requires more effort than nutrition because every day the actor need (to) improve new abilities (2)

l)   Acting earns less than nutrition because the job is more difficult and stressful (2)

Question 4

   g) Could you tell Kathy that I think a lot about her?

h) Could you tell Kathy not to run away from me?

i) Could you ask Kathy why is her mad at me? (2)

Question 5

e) Kathy was upset after Kelly's criticism about her dance experience.

Kelly was surprised that she was willing to talk to him but (that) was (one of the) most difficult (experiences) in your life (4)

f) I can't stand it when people don't make the work. (2)

It upsets me when my friends are unreliable and inflexible.

I can't stand it when the person arrives after an appointment and I like it when people have good sense of humor. (1)

Number of mistakes per T-units: 31

<u>Participant 13</u>

Question 1

An actor is a person who did the same thing every time, just make strong faces and use the body language. (4)

A person who is a movie actor is not a really actor because they don't talk. (1)

Question 2

I don't agree with her because for me acting is a profession,

you have to convince the people who is watch your performance and for it you need be very good in yours face expressions, body language and in your talking too. (6)

Question 3

For me, be an accounter is more interesting than acting because you have to study a lot and now the work with numbers and I like it. (3)

Be an accounter requires more effort than acting because you have to study a lot, you have to know everything about the law. (2)

You have to look the change in law because in Brazil the law relating to accounting change a lot. (2)

I think the working hours has the same bad note for the both because an actor sometimes work all the day and an accounter too, especially in the end of the month. (4)

About the paid, it's depend because a governmental accounting receive much money and a good actor too. (5)

Question 4

e) Can you tell Kathy that I am thinking a lot about her?

f) Could you tell Kathy not to run away from me?

i) Could you ask Kathy why she is mad at me?

Question 5

e) The critic was about her lack of dance experience (1)

Yes, it bother me when I receive some criticizes. (2)

I don't feel good but if (it) was a good criticizes I think about it and I try to do something to change. (3)

f) I can't stand (it) when someone talk during the explanation of the teacher or when I'm watch the class and someone ask me something every second. (4)

Number of mistakes per T-units: 37

Participant 14

Question 1

An actor is a person who show really emotion, who don't exaggerate if these (4).

Question 2

I don't agree because you can be an actor of many ways and silent movies was a kind of movies. (2)

They acted if they had to act.

For me, acting is show your emotion if your best way. (2)

Show emotion for the public. (1)

Question 3

Acting is more interesting than odontology.

First because we can know many people, different places or countries.

In the odontology, the most part of the time you stay in the consultory. (2)

(It) Depend (on) the actor but usually (a) dentist (is) better paid as a actor. (6)

And I think that the actor (makes) as more effort as dentist because they need acting (in) many 'peças' and films in the same time and because of that they working more hours as dentists too. (10)

Question 4

g) Could you tell Kathy that I am thinking a lot about her?

h) Could you tell Kathy to she don't run away from me? (2)

i) Could you ask Kathy if she is mad at me? (1)

Question 5

e) I'm very easygoing but if someone criticizes me I was a little bother. (1)

If (it) is constructor criticize (it) makes me happy or thankful. (4)

When a person criticizes the odontology just for "preconceito" and don't know about (it), (it) makes me angry. (4)

f) I can't stand (it) if a baby screams when I try (to) study. (2)

(it) Makes me sad when I need to wake up early. (1)

I can't stand (staying) in places if a sound (is) very loud. (3)

Number of mistakes per T-units: 45

Participant 15

Question 1

Well, Kathy think the actor do the same dumb faces always (3).

He don't say the really things, he sometimes acting and show his smile and faces (5).

Question 2

Yes, I agree with her.

In all time, the actor only talk to her about your carrier and lifestyle he have, the glory was the best thing from he. (5)

Question 3

i) The part more interesting in my opinion is my profession because I produce food to the people, I do building little houses and make clean energy for the people (4).

j) I haven't a regular time to work. I need (to) work every day, weekends and holidays, all the year; and an actor no (6).

k) My job requires more effort because I work with animals and fertilizer bags, etc.

l) The actor receives much more money but money is a consequence, the important are what you feel about the work you do (3).

Question 4

g) Could you tell Kathy that I am thinking a lot about her?

h) Can you tell Kathy she do not (to) run away from me? (3)

i)   Can you ask Kathy why she (is) mad at me? (1)

Question 5

e)   Well, when one person criticizes me and I'm a better when I do, I don't care. (1)

But when I make the wrong thing, I listen (to) what the person have to tell and I will be better. (4)

f)   I really hate (it) when I'm quiet make my tests or works and people say: "send me a cheat, a number X answer". (5)

And the other thing is when I don't understand the question or exercise and my friends say: "oh, it's easy", for me (it) is not. (1)

Number of mistakes per T-units: 41

Participant 16

Question 1

An actor is a person who only do faces on movies. (1)

The actor doesn't talk and interpret, he only thinks that are acting and pretend to be acting. (2)

Question 2

I agree with her in parts because I think that an actor need to be complete and a complete actor is a person who know (how) to talk and express (him/herself) in front of the camera. (4)

So, in some moments, the actor need to work with words and other times only with expressions and if he does this two things good, he's a great actor for me. (3)

Question 3

I guess acting is a lot more interesting that to be a chemist like me because you work directly with many people and after you can see your job on TV and feel so well you were. (3)

In my job, I work alone and I do almost the same things all day.

But been an actor needs to work more hours than me (so, being an actor) requires more efforts because the scene need to be perfect in the end, so sometimes it's necessary to repeat, repeat and repeat. (3)

For other hands, acting earns better but I work less hours as results of (it) depends only (on) me. (7)

Question 4

g) Could you tell Kathy that I am thinking a lot about her?

h) Can you tell Kathy not to run away from me?

i) Can you ask Kathy why she is mad at me?

Question 5

e) Kathy was upset with Kelly because Kelly insulted her for your inexperience in dance. (1)

I don't mind (it) if someone criticizes me if (it) is for improve my job, if (it) is one advice. (5)

I will be angry if a person criticizes me only to be offensive with me. (1)

f) One thing that upset me is people that don't want to do your job and ask for you all the time if you can help his before he tried to do (it). (6)

And, in my work, this happens a lot because I work with students and a lot of students are a little lazy and don't want to read the instructions or procediments after to work (2)

Number of mistakes per T-units: 38

Participant 17

Question 1

Kathy Seldon criticize the man because he's a actor movie and his job use only expression face (4).

She said (it) is more easy because he doesn't need to speak, only use his body/face (2)

Kathy Seldon think it's nothing really action (3).

Question 2

I disagree because for me expression with face or body is emotion and (it) is very hard (3).

In this case, the actor need the people attention in silence (2).

Some form to express something, a history or comedy, talking or not is acting for me (3).

Question 3

i) I'm a pharmacy student and (I) work at a research laboratory (1)

Being an actor is less interesting than being a student.

The pharmacy student always study new things about chemistry and biology and can help the people in them health (5).

j) The some actors works more than students (2).

But some pharmacists that work at hospital during all day works more than actors (1).

k) Being (a) student requires more effort than being (an) actor because new things always will (be) discovered and you always need to learn and study this things. (6)

l) The actor has a better paid than (a) student/pharmacist but my profession is more rewarding. (4)

Question 4

c) Could you tell Kathy that I am thinking a lot about her?

f) Can you tell Kathy not be run away from me? (1)

g) Could you ask Kathy why she is mad at me?

Question 5

e) Kelly criticized Kathy about her experience to dancing but she wanted to speak with him after. (2)

When the people criticize me I don't like (it) very much but in some moments (it) is necessary. (3)

Criticizes can help a person. (1)

Sometimes, I speak with (the) person (who) criticize me because I want (to) understand (it). (4)

f) I hate it when the person don't wash the dishes. (2)

I don't like (when) the people don't are punctual. (3)

I hate it when the people don't know about my profession and say (that) the pharmacist is only (an) attendant (3)

I don't like (it when) the person only criticize and never exalts (see my good characteristics) (4)

Number of mistakes per T-units: 59

Participant 18

Question 1

An actor is a person who has no job or a bad job.

Especially an actor of a silent movie is someone who does a dumb show like doing a lot of face expressions and doesn't talk (2).

For her, that is not really a job.

Question 2

No, I think all kind of acting is a good job because this actor needs to know how to do good face expressions or needs to memorize a lot of things to say during the film (2).

Question 3

I think being a management sometimes can be better paid than being an actor (2).

However, I think acting is more interesting than administrate a firm (1).

On the other hand, I think (being) an actor requires more effort than being a management (2).

And, I think acting has better working hours than administrate a firm (2).

Question 4

g) Can you tell Kathy that I'm thinking a lot about her?

h) Could you tell Kathy not to run away from me?

i) Could you ask Kathy why she is mad at me?

Question 5

e) Kelly's criticism was about Kathy's work where she is not a dancer, she is a gymnast (1).

For me, (it) depends (on) the form of someone criticizes what I do (4).

If the person does it to help me, to improve my life, I like (it) (1).

But, if the person does that without good arguments, I don't like (it) (1).

f) I can't stand it when one teacher does always the same class with old examples and doesn't say things that are not on the book of the course.

And I can't stand it when someone starts to talk loudly and starts laughing during the class.

Number of mistakes per T-units: 18

<u>Participant 19</u>

Question 1

An actor is a person who gets to show what (he) is feeling not only through his body movements but also through his speaking. (1)

Question 2

More or less.

I think acting is an art and in the art environment, almost all is possible.

Charlie Chaplin was an excellent and unforgettable silence actor (1).

However, I agree with her because I don't like so much silent movies, it's a relative issue (1).

Question 3

    i)   Being an actor sounds more interesting than being an engineer

    j)   (when) Working like an actor, you can have better working hours than (when) working like an engineer (4)

    k)   Being an engineer requires more effort than being an actor

    l)   Normally, (in) engineering you can be better paid than (in) acting (2)

Question 4

    g)   I was wondering if could you tell Kathy that I need to talk to her? (1)

    h)   Could you tell Kathy that she doesn't run away from me? (1)

i) Would you mind asking Kathy why are she mad at me? (1)

Question 5

e) Kathy didn't like Kelly's criticism because he told to her that she wouldn't have dance experience. (2)

For me, (it) depends on the criticism. (1)

Sometimes, they can help you to noticed that there is something wrong. (1)

But, generally, it annoys me.

f) I can't stand (it) when there is no coffee in my job. (2)

I can't stand (it) when I don't understand something very hard in my master study. (1)

I can't stand (it) when there are people talking loud close to me in the moments that I need to study and to have concentration. (3)

Number of mistakes per T-units: 22

Participant 20

Question 1

An actor is a person who express his art and emotion by speaking long and beautiful speeches in front of the people in the stage instead of making faces and silent expressions on the screen. (2)

Question 2

No, I don't.

Acting for me, as a form of art, can be made with a silent movie or a live performing since the actor achieve the objective of passing all the emotions that he can. (3)

Question 3

i) Working as an engineer is more interesting than working as an actor because as an engineer you can develop and discover things that could help or even change the humanity.

j) An actor has better hours than an engineer because the actor play his role just for a couple of hours (like two or three) and an engineer may have to work almost all day long. (1)

k) Being an engineer requires more effort than being an actor because the engineer have to deal with the fact of the technology may change without an previous warning as the innovation keeps going on. (3)

l) An engineer is better paid than an actor because his list of skills is longer than an actor skill list (1).

He can apply for a job at the government sector, he can work for a big company or he can still create his own. (1)

Summing up, what I want to say is that the possibilities are many.

Question 4

g) Can you please tell Kathy that I am thinking a lot about her?

h) Could you please tell Kathy not to run away from me?

i) Would you mind asking Kathy why is she mad at me? (1)

Question 5

e) Reynolds wasn't a dancer, but a gymnast instead and Kelly criticized her for her lack of experience at dancing.

It really upsetted her. (1)

It only doesn't bother me when someone criticize me if this person has a point. (1)

In this case, he's helping me to correct what I did wrong.

f) I can't stand it when the teacher goes through the class hours and I haven't lunched yet. (3)

It bothers me when the teacher hold the grades for too long before releasing them to us. (1)

I can't stand it when the menu at the RU (University Restaurant) is serving "tainha em posta".

Number of mistakes per T-units: 19

Participant 21

Question 1

An actor is a person who has a silly job. Because an actor only uses body language so, when the actor is working, he never speaks.

Question 2

I don't agree with her. I think being an actor is very difficult.

Acting is an art, a beautiful one.

Question 3

Being an actor is more interesting than being a bank employee but a bank employee has better working hours than an actor.

Being an actor requires as much effort as being a bank employee.

An actor probably is better paid than a bank employee.

Question 4

g) Could you tell Kathy that I'm thinking a lot about her, please?

h) Could you tell Kathy to she doesn't run away from me, please? (1)

i) Could you ask Kathy why she is mad at me, please?

Question 5

g) Kelly's criticism was about Reynolds(') lack of dance experience. (1)

I don't mind people who criticizes what I do since they do it politely. (2)

h) It upsets me people who are lazy at work. (1)

I can't stand it people who are not polite with the others. (1)

It bothers me people who don't respect the line.(1)

Number of mistakes per T-units: 7

Participant 22

Question 1

According to Kathy Seldon, an actor is someone who really play a role in the movie. (1)

This person have to speak and not only (to) mime. (2)

Question 2

No, I don't.

Being an actor is to represent a role.

It doesn't matter if she or he speaks or not.

The important is to play, to perform a role.

Question 3

Being an actor is as much as interesting than (being) a professor at the school. (4)

Being a professor requires as much as effort than (being) an actor. (3)

An actor has better working hours than a professor.

Being an actor is better paid than a professor. (1)

Question 4

    g) Could you tell Kathy that I am thinking a lot about her?

h) Could you tell Kathy doesn't run away from me? (1)

i) Could you ask Kathy why she is mad at me?

Question 5

c) Kelly upseted Reynolds because she didn't know how to dance, criticizing her lack of dance experience and being rude with her. (1)

   I don't like (it) when a person criticizes me in front of others. (1)

i) It annoys me when people call me at University.

   It bothers me when my colleagues aren't supportive.

   I don't like (it) when my student arrives late for an appointment. (1)

Number of mistakes per T-units: 15

Participant 23

Question 1

Kathy Seldon gives her opinion about acting in a movie and acting on stages.

According to her, a movie actor is a person with no expressions that only does dumb faces.

For Kathy, the real acting is on the stages with great dialogs and face to face with the public.

Question 2

I don't agree with all that she said.

Acting on the stages or in the movies are both real acting.

Obviously, they have their differences, but acting in a movie with no sound can be much more difficult than acting facing the public.

Question 3

In my opinion, working as an actor or as an mechanical engineer are equally interesting. (1)

You have the chance to live different lives (while) acting, the chance to learn a lot of different things. (1)

And, being a mechanical engineer gives the opportunity of doing, making, creating extraordinary things.

The working hours of the engineers I think that are better because in almost (all) cases, he is free on weekends and holidays. (3)

It is difficult to measure the requirement of effort and work on this two different jobs but I think that math and physics makes the engineering a little bit more scary. (3)

A famous actor always will be better paid than an engineer and almost everybody else. (1)

Question 4

    g) Would you mind telling Kathy that I am thinking a lot about her?

    h) Can you tell Kathy not to run away from me?

    i) Could you ask Kathy why she is mad at me?

Question 5

    e) Gene Kelly apparently insulted her for her lack of dance experience.

    Depending on the critic that I receive, it doesn't bother me. (1)

    But, sometimes, the person that criticizes you just wants to let you down and make critics that are not fair. (2)

    f) I can't stand (it) when people talk very loud on the library as if they were in a pub. (2)

Number of mistakes per T-units: 14

Participant 24

Question 1

An actor is a person who express your art with words. (2)

Kathy think that the silent movie didn't actors because there wasn't voice/speech in those movies. (2)

She was ironic when told about movie actors. (2)

Question 2

I don't agree with her because to me, acting is more than express (oneself) with talked words. (3)

The actors can express your art with a lot of forms. (2)

It depends in the context and with the talent. (2)

Question 3

    i) Being an actor is more interesting because it can provide different experiences.

    j) Being an actor hasn't better working hours than (a) teacher. (2)

    k) Being an actor as requires effort as teacher. (2)

    l) In my country, being an actor is better paid than a teacher. It's ridiculous. (1)

Question 4

    g) Could you tell Kathy that I'm thinking a lot about her, please?

h) Could you tell Kathy that she can't run away from me? (1)

i) Could you ask Kathy if she is mad at me? (1)

Question 5

e) Yes, the Kelly('s) criticism upseted Debbie R. because years later, she still admitted that performing in "Singing in the Rain' was one of the two things most difficult experiences of her life. (4)

No, it doesn't bother me just when the person is ironic with the critique. (2)

f) I can't stand (it) when the person that work with me don't know about the work and don't want to learn, they are accommodates. (5)

I hate it.

I can't stand (it) at my work when the people talk a lot and I can't stay concentrated. (2)

Number of mistakes per T-units: 35

Participant 25

Question 1

An actor is a person who needs to talk, to speak.

An actor needs to use their voice to expression their feelings, not just the body or gestures. (1)

Question 2

For me, acting is expression something using lot of resources, like the body, voice and sometimes some objects. (1)

Use expression to transmit something.

Question 3

Acting is more interesting than work a lot of hours in front of computer in an office. (1)

Sometimes, work with graphic design requires more effort than acting because you need to pay a lot of attention and need to city in front of a computer a lot of hours. (2)

Depend the kind of working, acting is better paid than design works because you can have a big contract for long years. (5)

Question 4

     g) Could you tell Kathy that I'm thinking a lot about her?

     h) Could you tell Kathy to her doesn't run away from me? (2)

     i) Could you ask Kathy why she (is) mad at me? (1)

Question 5

    e) Sometimes I'm bother when a person criticizes me. (1)

       But sometimes (it) not bothers me because I need criticizes to do my work or what I like better and a criticizes can be good and help me to going to be a good person. (6)

    f) I can't stand (it) at work when someone doing a person cry just because that person is not fast or not do work correctly. (3)

       I can't stand it never.

Number of mistakes per T-units: 23

Participant 26

Question 1

An actor is a person who acting with body language and sounds because the voice of one people is unique. (1)

When you speak and dramatize (it) be more really and involve more the spectators with the history. (4)

Only make faces not transmit the real emotion of the movie. (2)

Question 2

I agree with Kathy because only see the movie with no sound, only subtitle is strange. (2)

The voice is the impact to the film, like in a animation, the voice of the actor behind the scenes be all the difference, sometimes the voice express more than body! (3)

Question 3

I think that be a actor is more interesting than be a food engineer because acting has more emotion and body involves and in engineering has more decisions and calculus involves. (5)

But, in the other hand, I think (when) work with acting you have more working hours than engineering and I think that not always (they) are the better. (4)

I'm sure that (it) is more effort to work with engineering than with acting because in engineering you must have more responsibilities but even with this being an actor, you are better paid than being an engineering. (5)

And, I think this absurd.

Question 4

g) I was wondering if you tell Kathy that I am thinking a lot about her.

h) Can you tell Kathy don't run away from me?(1)

i) Could you ask Kathy why she is mad at me?

Question 5

g) Don insulted her for her lack of dance experience.

When someone criticizes me I try to think why and if this is important to me, if this will add something in my life, if not I just let it go, if yes, I try to change. (1)

h) I really don't like people who doesn't do nothing and let the things for the others. (1)

I can't stand too professor who thinks I have only your matters. (4)

I don't like not have much time to do the things or have much things to do. (3)

Number of mistakes per T-units: 39

Participant 27

Question 1

The movie actor is a dumb, use more corporal language than use words. (2)

Movie actor is learning and a stage actor is better for Seldon because it is the opposite. (1)

Question 2

I don't agree because I think is not boring a actor use more corporal language, (1)

it is more interesting in a movie.

Question 3

i)   Acting is more interesting than study law because acting need the artistic part and is not someone can being a actor. (6)

j)   (a) university study has better working hours than a actor and a student can control this time (4)

k)   Being A actor as requires (as much) effort as (being) a student (5)

l)   A actor is must better paid than a student because students don't have too much time for working. (2)

Question 4

i)   It was wondering if you tell Kathy that I am thinking a lot about her. (2)

j)   Can you tell Kathy doesn't run away from me? (1)

i)   Could you ask Kathy why is she mad at me? (1)

Question 5

e) It upset Debbie when Kelly insulted her for her lack of dance experience.

It bothers me when someone criticizes me but I don't do something just don't being happy. (2)

f) I can't understand when students talk too much in class.

I can't understand when the teacher give a lot of homework. (1)

Number of mistakes per T-units: 29

Participant 28

Question 1

An actor is a person who talks with another person and has a dialogue with other actor.

She said that an actor is a person who improvise his words and do more than make expressions with face and gestures. (2)

Question 2

I don't agree with her because acting for me is a person who does both the things like makes expressions with face and can memorize his words and improvise as well as possible. (1)

Question 3

e) Acting is more interesting than study chemical engineer because you can be different kinds of personality (2)

f) Acting has better working hours than an chemical engineer because an actor works in different places and can be funny. (2)

k) (being) a chemical engineer requires more effort than acting because if you have a mistake, you can kill many people. (2)

l) Acting is better paid than a chemical engineer because if you become be a super star actor, you will be better paid than the best of engineers. (2)

Question 4

g) Could you tell Kathy that I am thinking a lot about her?

h) Could you tell Kathy don't run away from me? (1)

    i)   Could you ask Kathy why she is mad at me?

Question 5

e) Kathy was really upset after Don apparently insulted her for her lack of dance experience.

It bothers me when someone criticizes what I do and the thing that do is something that this person ask to me do this thing. (4)

f) I can't stand it when my co-workers start to scream while we are discussing something about work.

I can't stand it when my teachers of university don't charge what they say at class on exams. (2)

Number of mistakes per T-units: 20

Participant 29

Question 1

An actor is a person who makes movements, change the face according to the history. (1)

But she thinks that an actor needs to speak because this is necessary to be a complete actor.

Question 2

I disagree with Kathy because to be an actor (it) isn't necessary to speak. (1)

The actor can express your feeling by the body movements and expressions. (1)

It's harder to be a dumb actor than another kind of actor.

Question 3

i) Being a pharmacist is more interesting than being an actor because the pharmacist can research about new diseases and it (is) possible to discover the cure.(1)

j) The pharmacist has better working hours than actor because the actors, sometimes, works all day to make only one scene.(1)

k) Being an actor requires more effort than being a pharmacist because it's necessary to be creative and expressive in the first profession

l) Being a famous actor is better paid than (a) pharmacist.(2)

Question 4

g) Could you tell Kathy that I am thinking a lot about her?

h) Could you tell Kathy that not to run away from me?

i) Could you ask Kathy why is she mad at me?(1)

Question 5

i) Kelly insulted Debbie for her lack of dance experience.

Yes, it bothers me when someone criticizes me but I usually try to learn with my mistakes.

I am human and the things happen to turn me better

j) I can't stand it when I need to do the same service again.

I can't stand it when happen armed robbery at University. (2)

I can't stand it when the students throw the trash on the floor.

Number of mistakes per T-units: 10

Participant 30

Question 1

An actor is a person who has (a) script to follow when acting and there is content on the script, like Shakespeare's plays. (1)

Being an actor requires speaking when acting and not only expressing yourself with gestures and facial expressions.

Question 2

No, I don't agree with her because acting is expressing the character's thoughts and feelings to the people who is watching. (1)

In order to do that, body language and facial expression can be used too, instead of just speaking.

Question 3

    i)   Acting is much more interesting than working as a math monitor because it is a more dynamic job.

    j)   Working as a math monitor has shorter hours than working as an actor (4)

    k)   Being an actor requires more effort than working as a math monitor because an actor needs to practice a lot to do his job

    l)   An actor is much better paid than a math monitor

Question 4

    g)   Could you tell Kathy that I am thinking a lot about her?

h) Can you tell Kathy to not run away from me? (1)

i) Could you ask Kathy why she is mad at me?

Question 5

k) Kelly insulted Debbie because of her lack of dance experience.

It depends on how the person criticizes me.

If I realize the person is trying to help me, I accept it easily.

However, if the person is just badmouthing me, it upsets me.

l) I can't stand it when people are speaking loudly when I'm working.

I hate it when people doesn't respect the others. (1)

I don't like (it) when people ask me something and when I am trying to explain it to them, they don't pay attention on me. (2)

Number of mistakes per T-units: 10

Participant 31

Question 1

An actor is a person who express and interpretate feelings, movements and situations not only by making faces, but with the voice and all the body. (3)

Question 2

I disagree with her.

I think that an actor is a person who can transmit feelings and movements by anyway. (2)

If you can do it only with your face, for example, you can be a good actor.

Question 3

I think that being a student is more interesting than being an actor just because a student can be more interesting to the future of people (with the research and all those stuff).

But being an actor is better paid and requires more effort than being a student. (1)

And I think that being a student has better working hours than being an actor, because you just have to go to class and you can study at home when you want. (2)

Question 4

    g) Could you tell Kathy that I am thinking a lot about her?

    h) Could you tell Kathy that to don't run away from me? (2)

    i) Could you ask Kathy why is she mad at me? (1)

Question 5

e) Kelly insulted Kathy for her lack of dance experience.

It depends of the way that the person criticizes me. (1)

When I'm criticized (in a) friendly (way), with the intention to make me a better person, I accept it and feel happy for this. (3)

But, when I'm criticized by a hostile way, I get angry. (1)

f) I can't stand it when people are talking in the class while I want to pay attention to the teacher.

I can't stand it when someone is using the enterprise's phone to make personal calls.

Number of mistakes per T-units: 16

Participant 32

Question 1

An actor is a person who is boring because only stay doing expressions with your body. (3)

An actor is a person that doesn't value to the words. (1)

An actor is a person that doesn't value to the famous writers like Shakespeare. (1)

Question 2

I'm not agree with Kathy because, for me, the expression at the body is a very important element for this profession. (2)

Acting is much more than to say words, it is doing the public to live the words and to believe that all can be real. (6)

Question 3

Being a teacher is more interesting than being an actor because it is the real life.

It were not a invented world. (2)

Teaching has better working hours than acting because (?) always work at home.(1)

 Also, teaching requires more effort than acting because the teacher needs to continue your studies. (1)

Acting is better paid than teaching but it depends (on) what kind of the actor who you are. (4)

Question 4

g) Could you tell Kathy that I was thinking a lot about her?

h) Could you tell Kathy that her didn't run away from him? (3)

i) Could you ask Kathy why her were mad at me? (2)

Question 5

e) Kelly apparently insulted Reynolds saying that her didn't have experience of the dance. (3)

It bothers me when a person criticizes (me) about infundable things and when it is out of the context. (2)

f) I can't stand (it) when the director walk away next to me. (4)

It upsets me when the people complain they need (to) study for being graduate. (3)

I hate it when the students disrespect me in front of the class.

Number of mistakes per T-units: 37

Appendix L – Outcome Analysis Guide and Table given to Raters

Dear Rater,

First of all, thanks for having accepted being a rater in this data analysis phase of my study. In this research, I am investigating the use of a Task-Test, that is, a written test that has task characteristics in it; for assessment purposes. Due to the Task-Based nature of my study, participants are expected to achieve the outcome of each question in the test.

You will be evaluating if participants were able to achieve this outcome or not. So that we share a similar view about what an outcome is, Ellis (2003) defines outcome as the main goal of the task, that is, what students are expected to have done or accomplished (with language) by the end of the task. The outcome may be, for example, collecting information from other classmates about their food taste in order to make a list of food preferences in class. In the case of this example, the outcome of the activity would be the list itself since students used language to collect information so the list could be made.

For you to understand what was expected by the students, it is important that you get to know (1) how the Task-Test was developed and (2) how the data collection was made. The genuine information about it is displayed below.

In relation to the development of the Task-Test, according to Farias (2011), "the Task-Test is more than an average test and the whole test constitutes a task formed by sub-tasks, as it fulfills Ellis (2003) sets of criteria" (p.22). One of these criteria concerns the outcome, that is, each question in the test has a defined outcome to be achieved. Farias (2011) explains that "the Task-Test was designed so as to focus students' attention to answer the question" (p.21). Therefore, by answering the questions appropriately, the students would have completed the Task-Test outcome.

In relation to the data collection moment, participants watched a movie scene from the movie *Singing in the Rain.* Then, the researcher asked them some questions in order to guarantee the understanding of the input. Next, students answered the Task-Test without a time limit. The tests were then collected for the analysis to be conducted.

For you to understand the outcome expected in each question, you are receiving a table which establishes some criteria concerning outcome aspects you should focus on while assessing participants' written performance. The table contains a likert scale for each aspect described in it. The scale goes from "strongly agree" to "strongly disagree" and you are expected to choose the one that best expresses your opinion in relation to the given aspect. Then, you are expected to explain your choice so that your decision can be understood.

If you have any doubts concerning the table, please ask me before you start the rating process. My e-mail is priscilafabianefarias@yahoo.com.br and my phone numbers are (048) 9135 9941 or (049) 9978 2038. After you have attentively read the table and possibly solved any doubts you might have in relation to its content, you may start your assessment.

You have received one CD containing the scene that students watched in order to answer the test. You have also received the Task-Test answered by each student you are assessing. On the top of each test you'll find a number that corresponds to the participant who answered that test. You are also receiving the table where you will evaluate each aspect of learners' performance.

For the sake of 'guiding' your task in this assessment process, you may follow these instructions (but feel free to conduct your assessment in the way you wish):
- Watch the movie scene.
- Look at the table again to refresh your mind in relation to which aspects of learners' performance you should focus on.
- write down your name and the participants' number on the top of the table
- Read the first answer given by Participant 1.
- Select the option in the table that best express your opinion in relation to the participants' answer for that question.
- Explain your choice.
- Repeat the same procedures for the other questions.
- Repeat the same procedures for the other participants.
- And don't forget, avoid comparing participants' performance.

Well, that's all for now. Thanks again for being so cooperative and please try to return the results as soon as possible. Looking forward to hearing from you soon!

Sincerely yours

Priscila

Raters' name:

Participant's number:

Based on the answer given by the student, mark the option that better expresses your opinion in relation to the questions below. Then, explain your choice for each aspect.

Question	Outcome
1	a) It is possible to say that the student was able to understand the given input in relation to the movie character's opinion about acting.

( )Strongly disagree
( )Disagree
( )Neither agree nor disagree
( )Agree
( )Strongly agree

Explanation:

b) It is possible to say that the student was able to report the character's opinion successfully, summarizing the main idea given in the input.

( )Strongly disagree
( )Disagree
( )Neither agree nor disagree
( )Agree
( )Strongly agree

Explanation:

2 c) The student was able to explain his/her opinion successfully, in relation to his/her own view on acting.

( )Strongly disagree
( )Disagree
( )Neither agree nor disagree
( )Agree
( )Strongly agree

Explanation:

3 d) The student was able to compare acting to his/her own profession/ future profession in relation to the criteria established in the four items.

( )Strongly disagree
( )Disagree
( )Neither agree nor disagree
( )Agree
( )Strongly agree

Explanation:

e) The student was able to explain his/her point of view in relation to the comparison made.

( )Strongly disagree
( )Disagree
( )Neither agree nor disagree
( )Agree
( )Strongly agree

Explanation:

4 f) The student was able to reformulate the sentences within the given conditions of the question.

( )Strongly disagree
( )Disagree
( )Neither agree nor disagree
( )Agree

( )Strongly agree

Explanation:

5 g) The student was able to understand the written input.

( )Strongly disagree
( )Disagree
( )Neither agree nor disagree
( )Agree
( )Strongly agree

Explanation:

h) The student was able to express his/her opinion in relation to issues that bother him/her at his work/study environment.

( )Strongly disagree
( )Disagree
( )Neither agree nor disagree
( )Agree
( )Strongly agree

Explanation:

Please, use the space below to add any comment in relation to the student's performance that hasn't been mentioned in this table. Also, please insert any comment about this instrument, in case you have any. Thanks!

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Appendix M – Outcome Analysis of the Data

Participant	Outcome r1	Outcome r2	Outcome r3	Outcome total
S1	50.0	50.0	40.0	46.66
S2	42.5	46.25	40.0	42.91
S3	38.75	36.25	31.25	35.41
S4	43.75	47.5	38.75	43.33
S5	47.5	42.5	36.25	42.08
S6	40.0	46.25	40.0	42.08
S7	46.25	46.25	42.5	45.00
S8	48.75	43.75	35.0	42.50
S9	48.75	46.25	37.5	44.16
S10	46.25	46.25	37.5	43.33
S11	35.0	37.5	35.0	35.83
S12	38.75	33.75	40.0	37.50
S13	46.25	46.25	38.75	43.75
S14	36.25	22.5	32.5	30.41
S15	38.75	26.25	36.25	33.75
S16	46.25	42.5	41.25	43.33
S17	48.75	36.25	40.0	41.66
S18	41.25	32.5	41.25	38.33
S19	41.25	36.25	45.0	40.83
S20	50.0	50.0	46.25	48.75
S21	47.5	41.25	46.25	45.00
S22	45.0	38.75	47.5	43.75
S23	45.0	50.0	50.0	48.33
S24	35.0	32.5	35.0	34.16
S25	45.0	36.25	41.25	40.83
S26	50.0	43.75	36.25	43.33
S27	42.5	42.5	33.75	39.58
S28	48.75	50.0	38.75	45.83
S29	50.0	50.0	41.25	47.08
S30	48.75	48.75	45.0	47.50
S31	48.75	48.75	47.5	48.33
S32	40.0	45.0	42.5	42.50

Appendix N – results from the Independent T-Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
										95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference		Lower	Upper
Accuracy	Equal variances assumed	,122	,730	1,474	30	,151	25,34688	17,19430		-9,76857	60,46232
	Equal variances not assumed			1,474	29,954	,151	25,34688	17,19430		-9,77085	60,46460

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Complexity	Equal variances assumed	,230	,635	-1,070	30	,293	-11,90313	11,12206	-34,61740	10,81115
	Equal variances not assumed			-1,070	28,515	,293	-11,90313	11,12206	-34,66713	10,86088

Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | | | | | | | | 95% Confidence Interval of the Difference | |
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
outcometotal	Equal variances assumed	,395	,534	-1,755	30	,089	-2,73438	1,55814	-5,91652	,44777
	Equal variances not assumed			-1,755	29,627	,090	-2,73438	1,55814	-5,91820	,44945

Appendix O – Summary of Complexity and Accuracy Results

Participants	T-UNITS	Accuracy	Complexity
S1	22	12	57
S2	31	17	53
S3	31	42	53
S4	28	25	44
S5	23	43	48
S6	22	22	42
S7	22	24	47
S8	23	27	37
S9	27	25	47
S10	29	51	47
S11	27	42	40
S12	20	31	41
S13	20	37	42
S14	21	45	39
S15	25	41	36
S16	25	38	46
S17	33	59	47
S18	21	18	36
S19	21	22	40
S20	25	19	44
S21	17	07	30
S22	19	15	31
S23	22	14	35
S24	22	35	38
S25	15	23	31
S26	23	39	45
S27	20	29	35
S28	18	20	46
S29	20	10	41
S30	20	10	43
S31	19	16	40
S32	20	37	42

Appendix P – Rater Reliability Data

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,735	,750	3

Appendix Q – Students' answers to the Questionnaire

Group 1

Participant 1

1 – c

2 – Este teste exige mais vocabulário, interpretação, formação de frases e gramática pois ele não dá opções de palavras para escolher, é o aluno quem tem que construir as frases para falar a respeito do que está sendo elaborado.

3 – Considero o teste que eu acabei de fazer melhor para medir meu aprendizado pois ele exige a utilização de todo o meu aprendizado até agora para responder as perguntas.

4 – Este teste corresponde melhor as atividades de conversação que são bastante utilizadas nas aulas pois a conversação também exige muito de seu conhecimento prévio para expressar suas ideias e opiniões. Já os exercícios utilizados no livro são mais metódicos, de sublinhas a resposta correta, completar, transformar frases que estão em uma forma gramatical para outra, etc.

Participant 2

1 – b

2 – Este teste foi mais contextualizado, percebi que todos os conteúdos trabalhados em aula estavam no teste mas na forma de perguntas relacionadas ao filme. Então, houve contextualização entre o filme e os conteúdos aprendidos, o que em minha opinião, facilita na hora de responder.

3 – sinceramente não sei qual é melhor, mas esse facilitou pois nem parece que você esta fazendo um teste. Parece que está respondendo algo sobre um filme. Eu gostei desse teste que fiz hoje.

4 – Consegui aprender os conteúdos ensinados em sala de aula e estou tendo a oportunidade de revisar conteúdos que já tinha visto.

5 – Primeiro, estou gostando de participar da pesquisa pois eu sei que aprender outra língua não é fácil. Segundo, as vezes tenho a sensação que já sei o bastante e quando sou avaliada vejo que não é verdade. E por fim, espero ajudar e talvez no feedback, gostaria de dicas para melhorar meu inglês.

Participant 3

1 – c

2 – Sempre estive acostumado a fazer teste de inglês para completar sentenças, múltipla escolha ou algo parecido que só testavam meu conhecimento do assunto abordado no livro. Já nesse teste que acabamos de fazer, ele vai mais além, ele avalia todo seu conhecimento de inglês e sua capacidade de estruturar ideias e conseguir se expressar. Na minha opinião, é muito mais eficiente pois é mais abrangente.

3 – Este teste aplicado hoje incentiva mais o aprendizado pela necessidade de montar textos e parágrafos, tendo que utilizar todo o conhecimento para conseguir responder.

4 – que eu tenho muita dificuldade em escrever as palavras que estou acostumado a ouvir, apesar de saber o significado delas, não sei como expressar em texto. Além disso, algumas estruturas básicas de inglês também estão falhas, como conjugação.

5 – Achei bastante interessante esse modelo de teste que fizemos e acho que as provas deveriam se voltadas para esse perfil. Pois eu optei falar inglês para poder me comunicar, montar frases, textos e não se prender apenas as regras gramaticais.

Participant 4

1 – b

2 – Ele não teve questões de preencher lacunas com verbos em parênteses ou questões de assinalar.

3 – no nível de inglês que eu me encontro, julgo que testes que busquem me fazer transmitir minhas ideias.

4 – que haviam questões para discutir os assuntos gramaticais vistos dentro de questões dissertativas.

5 – eu gostei, poderia haver teste oral também.

Participant 5

1 – b

2 – Nos primeiros níveis as avaliações eram basicamente de completar frases. No ultimo semestre mudou um pouco pois o professor acredito eu, era melhor, por isso um pouco diferente.

3 – considero este o mais apropriado pois mostra se o aluno realmente sabe e não somente decorou as regras gramaticais

4 – que este teste conseguiu abranger, se não todos, a maioria dos conteúdos abordados, de uma maneira simples e objetiva.

Participant 6

1 – b

2 – Este teste foi muito bem elaborado em relação a outros teste que já realizei pois exige mais conhecimento gramatical, vocabulário para responder as perguntas

3 – considero esse teste mais apropriado pois envolve listening e comprehension e writing.

4 – concluo que este tipo de teste aborda a língua inglesa de uma maneira mais ampla, pois teste tradicionais são limitados em relação ao conteúdo aprendido em sala de aula.

Participant 7

1 – c

2 – Acho que a grande diferença esta na forma como foi contextualizada. Nesse teste temos que usar o que foi aprendido mas não percebemos tanto por não ser uma aplicação tão objetiva.

3 – Se for considerar o objetivo de cada lição aprendida, acho que das formas mais antigas. Mas nesse conseguimos utilizar mais o inglês de forma geral.

4 – O teste acaba refletindo bem o que será necessário para uma boa comunicação, o que é o objetivo do curso.

Participant 8

1 – c

2 – É um teste que você usa o conteúdo aprendido sem perceber. Não existe uma decoreba para realizar o teste.

3 – Esse teste ao meu ver é o que mais se aproxima de uma avaliação coerente. Quando se deixa para trás pequenos detalhes, o ensino se torna mais fluido e o aluno se sente mais a vontade para expressar o que aprendeu.

4 – Esse tipo de teste condiz mais com o tipo de aula que estamos tendo, que no caso esta mais voltada para um entendimento geral do que para regras gramaticais que podem, aos poucos, serem introduzidas no ensino.

5 – gostei muito de fazer essa prova. Acho que ela reflete muito mais o que foi aprendido. Regras se aprende apenas para fazer uma prova depois elas são esquecidas.

Participant 9

1 – c

2 – o fato de precisar escrever mais e com perguntas direcionadas não somente escrever uma redação ou preencher informações ou assinalar questões.

3 – este tipo de teste pois engloba diversos aspectos distintos ao mesmo tempo

4 – as atividades realizadas em sala dão suporte para que possamos estar mais preparados para testes como esse.

5 – muito interessante e ajudou a perceber que precisamos dedicar mais tempo de estudo para aprender bem outra língua.

Participant 10

1 – b

2 – Foi um pouco diferente pois foi todo sobre um tema. Mas eu já havia feito um teste todo discursivo.

3 – Esse, pois só um tema me fez ficar mais concentrado.

4 – consegui associar as atividades em sala e aplica-las no teste.

Participant 11

1 – b

2 – É diferente pois as vezes os professores utilizam recursos como vídeo mas para uma determinada questão. Dessa vez foi utilizado como um contexto onde se envolveu o conteúdo trabalhado.

3 – gostei mais desse. Este envolve mais o aluno a raciocinar e não apenas questões prontas estilo decore e responda.

4 – Boas. As aulas não pegaram pesado na gramática e mesmo assim acredito que consegui realizar bem a prova.

5 – boa sorte na pesquisa!

Participant 12

1 – c

2 – Este teste é diferente do que estou acostumado pois os demais abordavam questões de completar, múltipla escolha, escutar e responder.

3 – ambos os tipos são bons para o aprendizado, porém este modelo exige mais por juntar a pratica com a teoria e ser descritivo.

4 – este teste engloba conteúdos abordados em sala de aula em um contexto diferente, com questões descritivas o que força mais em relação ao modo de se expressar e elaborar frases.

Participant 13

1 – c

2 – normalmente, os testes anteriores não foram baseados todo em um filme, nem todo discursivo. Normalmente foram separados em perguntas especificas para a teoria – gramática e outras para vocabulário.

3 – este porque não apresenta uma gramática forçada e sim usa um contexto para que possamos usar a gramática de uma forma mais subjetiva.

4 – que esta se tentando usar o inglês de uma forma mais pratica.

Participant 14

1 – c

2 – o teste feito hoje realmente mostra o nível de aprendizagem, pratica e não se decoramos as regras do livro.

3 – O teste de hoje é mais apropriado como já expliquei acima.

4 – o teste se compara ao que o professor nos pede dentro da sala de aula para criarmos frases e não somente completar frases prontas do livro.

Participant 15

1 – c

2 – Não tinha feito uma prova assim, já era tudo pré-definido, complete as frases, passe para o passado, esse estilo de prova.

3 – este pois ele demonstra o que eu sei, me faz pensar mesmo. O outro jeito tradicional é muita decoreba.

4 – é a primeira vez que tenho aula e prova assim. Acho valido, o método é muito melhor, facilita o aprendizado.

Participant 16

1 – c

2 – Eu achei interessante este teste pois envolve a audição, interpretação e escrita sendo este bem completo. Os demais testes geralmente cobram apenas a gramática e bem pouca escrita e nada de audição

3 – Eu considero este o mais apropriado por se tratar de um teste muito mais completo como mencionado acima.

4 – pode-se chegar a conclusão que as aulas estão sendo bem desenvolvidas, contemplando os pontos que envolvem o aprendizado de inglês, como gramática, escrita, escuta, entre outros, proporcionando um melhor aprendizado por parte dos alunos.

5 – acho que essa foi uma grata experiência e mais como estas devem ser desenvolvidas.

Group 2

Participant 17

1 – b

2 – Iniciar a prova com um vídeo e a prova estar associada com o vídeo. Além disso, o teste não apresentou questões de completar, ligar, selecionar.

3 – o realizado hoje, já que envolve um maior conhecimento e não apenas exercícios como realizados em aula.

4 – noto que ainda tenho dificuldades básicas que, por descuido meu e metodologia de alguns professores, acabaram acumulando-se.

5 – apesar de ter dificuldades, gostei da metodologia e acho que é capaz de analisar o aluno de acordo com seu conteúdo e não apenas uma unidade.

Participant 18

1 – c

2 – Os outros teste que fiz possuíam questões de múltipla escolha, este não. No entanto, não considerei um teste difícil. Além de achar que o teste feito hoje nos ajuda a contextualizar os fatos como acontece em situações do dia a dia.

3 – eu acho que algumas questões de múltipla escolha as vezes são necessárias para avaliar alguns tipos de assuntos. Contudo, como falei acima, o teste feito hoje nos ajuda a lidar com situações continuas e expressando nossa opinião.

4 – que são semelhantes. Ao invés de ser passado o conteúdo de forma metódica, inclui-se o conteúdo a determinadas situações fazendo com que a gente aprenda a lidar com situações que podem surgir, além de facilitar a memorização.

Participant 19

1 – c

2 – O uso da mídia foi o grande diferencial e no sentido positivo pois estimula outras formas de percepção, tratou de um conflito de ideias, pensamentos opostos, o que vivenciamos cotidianamente. Achei bastante bem elaborado.

3 – Achei que o teste atual foi mais apropriado pois permitiu que a gramática, diálogos debatendo ideias contrarias fossem contextualizadas e avaliadas de uma vez só. Isso não parece fácil de elaborar.

4 – Acho as aulas bem dinâmicas, assim como o teste. Acredito que essa seja a palavra que define os dois. Acredito também que um melhor aprendizado de um idioma é proporcionado quando a troca de ideias entre alunos e professores acontece.

Participant 20

1 – a

2 – O modo como foi construído, os tipos de perguntas e o formato dele no geral explicam minha escolha.

3 – considerando os testes realizados aqui no extra, posso dizer que todos se aplicam adequadamente com o nível de maneira apropriada para medição do aprendizado.

4 – que seguindo o livro, comparecendo as aulas e participando da mesma, me torna apto a ir bem na prova.

Participant 21

1 – b

2 – Faz muitos anos que não estudo inglês, mas na época eu estava mais acostumado com testes do tipo preencher lacunas.

3 – o teste do tipo feito na prova de hoje, com bastante escrita.

4 – o teste é bem fiel ao estilo metodológico da aula.

5 – estou satisfeito com o curso.

Participant 22

1 – b

2 – considero o teste um pouco diferente por incluir questoes que nos fazem pensar mais sobre como escrever nosso pensamento em inglês. Enquanto havia questões de simplesmente completar ou criar frases, as outras questões precisavam ser mais elaboradas para serem respondidas, exigindo um maior domínio do aprendizado.

3 – qualquer um deles é possível de avaliar o aprendizado. A diferença é que neste requer uma maior performance com a língua, exigindo que nos expressamos mais. Isso, talvez, possa contribuir para perceber se, de fato, o aluno está interagindo com a língua ou simplesmente memorizando regras e frases.

4 – penso que as atividades não foram suficientes para desenvolver o teste a contento. Seria necessário realizar mais atividades de escrita para expressão do pensamento em inglês.

5 – Apenas agradecer pela oportunidade de ser sujeito para uma pesquisa que considero ser interessante para contribuir para a aprendizagem de uma segunda língua.

Participant 23

1 – b

2 – conteúdo aplicado a um contexto, uma realidade e não somente frases soltas para serem transformadas em outras. Porém nos dois últimos semestres já tive provas diferentes do padrão com outros professores.

3 – Esse tipo de teste acredito ser mais apropriado pois consegue avaliar diferentes habilidades como interpretação, composição de texto. Além é claro de estar inserido numa situação que poderia acontecer naturalmente na vida real.

4 – as atividades em sala foram fundamentais. Creio que conseguiram abranger todo o conteúdo de uma maneira não entediante. Envolvendo todos os alunos e fazendo-os interagirem entre si, aproveitando para melhorar a fluência na conversação.

Participant 24

1 – c

2 – Este teste em especial checou ao mesmo tempo memória, concentração, domínio do conteúdo, interpretação de texto e raciocínio. Outros testes exercitam apenas uma ou duas destas habilidades que desenvolvemos.

3 – Conforme citei acima anteriormente, o teste que acabamos de fazer testa muito de nosso conhecimento. Apesar de parecer mais difícil, pode ser bastante eficaz no que se propõe.

4 – que o teste foi adequado.

5 – gostei muito do método aplicado.

Participant 25

1 – b

2 – Creio que o fato de ter sido necessária analisar um vídeo para responder a prova sai do padrão da maioria das provas de línguas que já executei.

3 – O teste mais apropriado para medir meu aprendizado é o teste que acabei de fazer. Acredito que por ter sido um teste linear onde todas as perguntas seguem o mesmo tema incentivando um raciocínio sem quebras e mais agradável.

4 – que o conteúdo ministrado em aula e aplicado no teste estão em pleno acordo.

Participant 26

1 – b

2 – Outros testes tiveram questões de múltipla escolha e questões de completar frases e este teve mais textos a serem escritos.

3 – Eu acho esse teste mais interessante pois nos força a pensar e demonstrar mais inglês.

4 – a conclusão que chego é que preciso realmente praticar mais meu inglês escrevendo para conseguir me expressar melhor.

Participant 27

1 – a

2 – Coloca a matéria dada em aula em um contexto mais usual da língua

3 – esse teste é o ideal para medir o nível de conhecimento também na pratica, como seria usado se tivesse no pais que fala a língua inglesa.

4 – eles seguem a mesma linha, o método utilizado na aula é o mesmo usado na aplicação do teste.

Participant 28

1 – b

2 – Nos outros testes que realizei o professor não explicava nada sobre a prova. Apenas entregava o teste e recolhia.

3 – considero este melhor pois a orientação do professor auxilia o aluno a compreender mais o que esta sendo avaliado.

4 – o teste esta de acordo com o aprendizado da sala de aula pois o professor abordou todos os assuntos discutidos.

5 – achei muito interessante pois o feedback vai auxiliar a melhorar o aprendizado.

Participant 29

1 – a

2 – este teste é dissertativo no qual é possível avaliar se o aluno sabe como construir as frases de acordo com o conteúdo dado.

3 – este esta apropriado pois como não tem alternativas de múltipla escolha é possível avaliar o desempenho de cada aluno de forma bem abrangente.

4 – acredito que as atividades realizadas em aula me preparam para esse tipo de teste.


Participant 30

1 – b

2 – Nos testes que estou acostumado, geralmente eles são compostos por textos enormes e diversas perguntas sobre o texto.

3 – Um pouco de cada é necessário pois interpretação de texto é tão importante quanto entender diálogos.

4 – é condizente com a dinâmica de aula apresentada.

5 – perguntas que estejam mais direcionadas ao texto ou filme, alem de perguntas ligadas a opinião podem ajudar no aprendizado.

Participant 31

1 – b

2 – O teste feito trata de uma situação interpretada de forma visual/oral. Geralmente os outros testes que eu fiz trataram sobre textos presentes nas mesmas.

3 – O realizado hoje pois abrange os três meios de comunicação linguística (visual, oral e textual)

4 – teste tranquilo sem maiores surpresas e extremamente condizente com o conteúdo visto em sala.

Participant 32

1 – c

2 – Este teste exige mais conhecimento vocabular e entendimento do contexto. Além de incentivar a criação do aluno ao invés de mera reprodução de palavras já decoradas.

3 – Com certeza o teste aplicado hoje pois sei que o que respondi é o que eu realmente aprendi ate agora sobre o inglês.

4 – as aulas são ótimas e nos proporcionam suporte suficiente para responder ao teste tranquilamente. Porém, senti muitas dificuldades em responde-lo.

Appendix R – Authorization from Ethics Committee

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PlataForma Brasil

PARECER CONSUBSTANCIADO DO CEP

DADOS DO PROJETO DE PESQUISA

Título da Pesquisa: Teste - Tarefa: o que envolve o uso de um Teste - Tarefa? Um estudo comparativo do desempenho de alunos de inglês como segunda língua e sua percepção sobre a situação de testagem.

Pesquisador: Raquel Carolina
Área Temática:
Versão: 1
CAAE: 14634313.8.0000.0121
Instituição Proponente: Centro de comunicação e expressão
Patrocinador Principal: Financiamento Próprio

DADOS DO PARECER

Número do Parecer: 253.508
Data da Relatoria: 22/04/2013

Apresentação do Projeto:

Projeto de Dissertação de Mestrado do Programa de Pós-Graduação em Inglês: Estudos Linguísticos e Literários da aluna Priscila Fabiane Farias, sob orientação da Prof. Dra. Raquel Carolina Souza Ferraz D¿Ely, que visa investigar questões de testagem e aprendizagem de língua estrangeira.

O estudo em questão é de natureza quantitativa e qualitativa, em que 40 alunos do nível intermediário do curso de inglês do Extracurricular da UFSC serão convidados como participantes. Como instrumentos, 1 questionário referente à percepção dos alunos

sobre o momento de testagem será utilizado. Além disso, um teste de língua escrito, neste estudo intitulado como teste-tarefa, será utilizado para medir aquisição de segunda língua. Em relação aos procedimentos de coleta de dados, o estudo será dividido em três fases. Na primeira fase, a qual acontecerá anteriormente à coleta de dados, os alunos irão preencher o termo de consentimento e um questionário para identificação do perfil dos participantes. Então, na segunda fase, os participantes serão convidados a responder ao Teste-Tarefa. Na Terceira fase, os participantes serão convidados a responder aos questionários de percepção sobre testagem. Após a coleta de dados, os mesmos serão analisados pela pesquisadora.

Objetivo da Pesquisa:

O objetivo principal desse estudo é de comparar o desempenho de duas turmas de alunos de nível

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Intermediário, após responderem a um Teste-Tarefa, como forma de investigar:(I) Se o Teste-Tarefa tem algum impacto no desempenho linguístico desses alunos ou não; (II) Se a abordagem utilizada em sala de aula tem algum impacto no desempenho linguístico desses alunos ou não.

Como objetivo secundário, esse estudo visará, considerando as respostas dos participantes dadas no questionário de percepção, entender se o Teste-Tarefa é um instrumento apropriado para medir aprendizado dentro do contexto de ensino no qual o mesmo é aplicado.

Avaliação dos Riscos e Benefícios:

Riscos: Não há previsão.

Benefícios: A pesquisadora afirmou no projeto formato Plataforma Brasil que não há benefícios. Entretanto, no projeto anexado na íntegra, a mesma afirma que essa pesquisa poderá ser relevante para área de Abordagem Baseada em Tarefas já que a mesma apresenta uma nova perspective no uso de tarefas como instrumentos de medição, e que, além disso, esse estudo poderá ser útil para alunos de segunda língua já que o mesmo mostra a relevância de suas percepções e de seu próprio aprendizado.

Comentários e Considerações sobre a Pesquisa:

O projeto foi apresentado de forma adequada, entretanto não há previsão orçamentária.

Considerações sobre os Termos de apresentação obrigatória:

O TCLE foi apresentado de forma adequada, em linguagem clara e acessível. O teste-tarefa foi apresentado. A folha de rosto foi anexada, bem como autorização do Chefe do Departamento de Língua e Literatura Estrangeiras da UFSC.

Recomendações:

Ressalta-se que se não há previsão de benefícios de uma pesquisa, sua execução torna-se eticamente inviabilizada. Além disso, segundo a resolução 196/96, considera-se que toda pesquisa envolvendo seres humanos envolve risco. Assim, o pesquisador deverá relatar os possíveis riscos aos quais os participantes estarão expostos.

Toda pesquisa envolve custos, por menores que sejam. Desta forma é importante que os pesquisadores façam adequadamente a sua previsão e relatem quem será o responsável por este financiamento.

Conclusões ou Pendências e Lista de Inadequações:

Tendo em vista que os procedimentos a serem adotados durante esta pesquisa estão adequados, este comitê é de parecer favorável à sua aprovação.

Entretanto, chamamos atenção para as questões de previsão de riscos e benefícios conforme comentários no campo "Recomendações" deste parecer.

Endereço: Campus Universitário Reitor João David Ferreira Lima
Bairro: Trindade   CEP: 88.040-900
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Telefone: (48)3721-9206   Fax: (48)3721-9696   E-mail: cep@reitoria.ufsc.br

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Situação do Parecer:

Aprovado

Necessita Apreciação da CONEP:

Não

Considerações Finais a critério do CEP:

FLORIANOPOLIS, 24 de Abril de 2013

Assinador por:
Washington Portela de Souza
(Coordenador)