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L2 LEARNERS´ ORAL PERFORMANCE ON INDEPENDENT AND

INTEGRATED TASKS

por

Fabiana Boos Vásquez

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_____

Mailce Borges Mota Fortkamp
Coordenadora

BANCA EXAMINADORA:

_____

Mailce Borges Mota Fortkamp
Orientadora e Presidente

_____

Adriana de Carvalho Dellagnello
Examinadora

_____

Rosane Silveira
Examinadora

_____

Josalba Ramalho Vieira
Suplente

Florianópolis, 16 de dezembro de 2004.

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especially my mother and father,
who love me and help me grow.

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ABSTRACT

L2 LEARNERS´ ORAL PERFORMANCE ON INDEPENDENT AND INTEGRATED TASKS

FABIANA BOOS VÁSQUEZ

UNIVERSIDADE FEDERAL DE SANTA CATARINA

2004

Supervising Professor: Mailce Borges Mota Fortkamp

The main objective of the present study is to investigate the impact two different types of tasks – independent tasks and integrated tasks – have upon 15 L2 learners´ oral performance, in terms of fluency, accuracy, and complexity. After the quantitative analysis, data was presented to 4 expert raters who judged participants´ oral performance. Results revealed that task 1, an independent task whose task topic is familiar to the participant and planning time of 1 minute is given, yielded more fluent and accurate speech. Integrated tasks, on the other hand, produce more complex speech if contextual support is provided and planning time of 5 minutes is given. Findings revealed the existence of two trade-offs operating in the participants´ speech samples. The first trade-off is that between accuracy and complexity, whereas the second trade-off is that between fluency and complexity. The results from the present study may call teachers´ attention to the value of the design of the oral task so that teachers can assess learners´ oral production successfully.

Key words: speech production, oral assessment, task design

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RESUMO

O IMPACTO DO TIPO DE TAREFA – INDEPENDENTE E INTEGRADA - SOBRE O

DESEMPENHO ORAL DE APRENDIZES DE L2

FABIANA BOOS VÁSQUEZ

UNIVERSIDADE FEDERAL DE SANTA CATARINA

2004

Professor Orientador: Mailce Borges Mota Fortkamp

O principal objetivo deste estudo foi investigar o impacto que dois tipos de tarefa – tarefas independentes e tarefas integradas – têm sobre o desempenho oral de 15 aprendizes de L2, em termos de fluência, complexidade e precisão gramatical. Após a análise quantitativa, os dados foram apresentados a examinadores profissionais que julgaram o desempenho oral dos participantes. Os dados revelaram que a tarefa 1, uma tarefa independente na qual o tópico é familiar ao participante e tempo de planejamento de 1 minuto é oferecido, resultou em um desempenho oral com maior fluência e precisão gramatical. Tarefas integradas, por outro lado, resultam em maior complexidade, desde que exista um apoio contextual e tempo de planejamento de 5 minutos seja oferecido. Os resultados indicaram a existência de dois *trade-offs,* um entre precisão gramatical e complexidade, e outro entre fluência e complexidade. O estudo salienta a importância do desenho da tarefa oral para que o professor avalie a produção oral de seus alunos com eficácia.

Palavras-chave: produção oral, avaliação oral, desenho da tarefa

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INTRODUCTION

1.1 Preliminaries

Speaking has been considered an intricate and puzzling human skill that asks for a great cognitive effort from speakers (Levelt, 1989). The act of producing speech is clearly impelled by a genetically propensity for language (Levelt, 1989). Therefore young children start acquiring the language and keep on improving it during all their lives and even mature users of the language are constantly improving and expanding the lexicon whenever it is necessary (Levelt, 1989). Language is not static and is constantly developing. However, an important factor in the development of the language is the interaction among children and people around them. Indeed, in order to develop the speaking skill intensive interaction is required.

In order to convert feelings and thoughts into speech, speakers are required to perform several synchronized mental operations and this process takes place with such speed that planning and execution occur simultaneously (Levelt, 1989). Moreover, human beings have a limited processing capacity (Skehan, 1998). Therefore, when producing speech, speakers suffer immense processing pressure (Ellis, 2003). A great problem in speaking, thus, is to cope with communication on line and in real time.

Considering the high cognitive demand of producing speech and the fact that human attentional resources are limited, a key question is, how is speaking possible? Skehan (1998) claims that native speakers cope with speaking on-line by relying on several communication strategies. The most important communication strategy, as stated by Skehan (1998, p. 03), is that

speakers draw upon lexical modes of communication, that is, speakers economize by relying on already-made language chunks instead of constructing each utterance newly. Therefore, by linking ready-made chunks of stored language, more attention is released for planning for form and content of future utterances. However, in the case of novel messages, considerable formulation is necessary and speakers must fall back on their rule-based system in order to construct new phonetic plans and express the new message (Ellis, 2003, p. 108). This process may overload learners´ attention and speech may become hesitant, with pauses.

Both second language researchers (SLA) and language teachers canvass for means of eliciting samples of language use from learners (Ellis, 2003). Researchers need these samples to scrutinize how second language learning occurs. Teachers, on the other hand, concentrate on the students´ learning so as to facilitate it and to check whether successful learning is taking place. Furthermore, both researchers and teachers agree that depending on the way the samples are extracted different outcomes will be reached. As proposed by Ellis (2003), simply filling in gaps, for instance, will make learners focus more on accurate speech, whereas samples elicited from any kind of communicative activity will be a sign of how learners use language to transmit messages.

Researchers and language teachers seek for samples that provide a better view of the learners´ ability to cope with real-world communication and, in order to obtain those samples, data must be elicited from activities in which learners are not only focusing on accuracy. Researchers claim that those samples may show how learners´ interlanguage is reorganized over time (Ellis, 2003). Teachers, similarly, are aware that learners must experience activities in which they can develop fluent and natural communication. In pursue of the best manner to elicit those

samples, researchers and teachers reached a consensus and both chose tasks to elicit samples that promote real-life communication.

Long (1985, in Ellis, 2003) was the first to define the concept of "task". He used the term task to refer to activities in which language was necessary as well as activities in which there was no use of language, such as painting a fence, for example. However, later definitions (e.g. Richards, Platt, & Weber, 1985, Nunan, 1989, in Ellis, 2003, Skehan, 1996) define task as an activity in which language is necessary and meaning is primary. The present study defines task as a contextualized, standardized activity which requires learners to use language, with emphasis on meaning, to attain an objective, and which elicits data which may be the basis for research (Bygate, Skehan, & Swain, 2001, p.12).

Taking into account the great complexity of speech production, the measurement of oral language has been problematic for researchers (Ellis, 2003). Researchers have attempted to establish a unit of analysis that could also be used for other more specific features such as clausal complexity. Several efforts have been made to establish measures of language production (Tong-Fredericks, 1984, Berwick, 1990, Brown, 1991, Newton & Kennedy, 1996, in Ellis, 2003). However, those measures were basically intuitively chosen or data driven.

Skehan (1996), in contrast, proposed a theoretically based measure of language production. He makes a distinction between fluency, accuracy, and complexity. In view of the processing implications of having these three goals, when they speak, learners do not have sufficient capacity to devote resources to all at the same time (Skehan, 1996, p. 50). Hence, fluency, accuracy, and complexity compete for speakers´ attentional capacity. During ongoing communication, for example, greater accuracy may be achieved at the expense of complexity, and vice-versa.

As mentioned above, the assessment of spoken language has been a hard issue for researchers. Bearing in mind that tasks introduce effects upon performance, ignoring such effects may provoke errors in the measurement of speech production. Hence, choosing an oral task is not a neutral decision. Even so, the influence of task design on oral language performance has been recognized only recently by applied linguists (Duff, 1993).

Several studies (e.g. Skehan & Foster, 1997; Foster & Skehan, 1996) show the impact different task types can have on accuracy and complexity in L2 speech production. To illustrate, in Foster & Skehan, (1996) the narrative task used led to more complex language but lower accuracy. On the other hand, the personal information exchange task led to greater accuracy but less complexity. In the same line, Wigglesworth (1997) investigated the effect of planning time upon task performance and found out that one minute of planning time improves accuracy. Mehnert (1998) also investigated planning time and observed that 1 minute of planning time influenced accuracy whereas higher planning time affected complexity. Based on the evidence provided by those studies (Skehan and Foster, 1997; Foster and Skehan, 1996; Wigglesworth, 1997; Mehnert, 1998), it can be argued that task design and planning time are two major factors that affect oral performance.

Despite the already existing literature on speech production and tasks, there seems to be still room for a study reviewing the impact of two types of tasks – independent and integrated – upon oral production, provided that those tasks are employed in order to elicit samples that may contain evidence of the use of language in real-life communication. It has been noted that many tasks in real life communication involve an integration of skills. Learners thus should be given the opportunity to practice those tasks so that learning can be authentic, meaningful, and purposeful.

1.2 Statement of the purpose

The present study aims at investigating to what extent two specific types of tasks, i.e. independent vs. integrated tasks, affect speaking performance.

Despite all the research carried out on tasks and speech production to date, no study has investigated whether there are any differences in the performance on independent and integrated tasks, in terms of fluency, accuracy, and complexity. Considering the theoretical and pedagogical importance of investigating the effect of task type on L2 speech production and the difficulty to establish reliable criteria to assess L2 speech production, the following research questions were raised:

1. **Are there differences in participants' oral performance on independent and integrated tasks?**

2. **If so, what do these differences consist of?**

3. **How do experienced raters judge participants' performance on independent tasks?**

4. **How do experienced raters judge participants' performance on integrated tasks?**

1.2 Significance of the research

Considering that oral language skills are of difficult assessment and scoring them generates controversies and doubts, the main value of the present study is to shed some light on the assessment of speaking skills as well as to gain a better understanding of L2 speech production. Moreover, the results from the present study may call teachers´ attention to the value of the design of the oral task. Hence, understanding and knowing more about the effects tasks may have upon performance is an essential tool when evaluating learners´ oral production.

In fact, despite the literature in the area, there is still room for the present study. Indeed, the impact of two types of tasks – independent and integrated – needs further research, since there is a remaining gap related to the assessment of those tasks. The issue lies on the effect independent and integrated tasks may have upon the three variables of fluency, accuracy, and complexity. To conclude, Skehan (1998, p. 177) emphasizes the value of research on the area when he states: "What this discussion shows is that the conditions under which tasks are done and the way conditions interact with performance are a fertile area for research."

1.3 Organization of the Thesis

The present study is organized into five major chapters. Immediately after this introductory chapter, a review of literature on L1 and L2 models of speech production is presented in chapter two. In addition, tasks are discussed with reference to various aspects such as definition, characteristics and types of tasks, and some studies on the area are reported. In the third chapter, the method of the present study is presented. The results are reported and discussed

in chapter 4. Chapter 5 presents the conclusion, some pedagogical implications and some suggestions for further research.

CHAPTER 2

REVIEW OF LITERATURE

Speech production has been considered a complex and puzzling human skill that calls for a major cognitive effort from speakers (Levelt, 1989). Various undertakings have been carried out in trying to understand how human beings are able to cope with the endeavor of processing information and producing coherent and complex speech. Among these undertakings, the most prominent has been the model proposed by Levelt (1989) which was originally designed to explain L1 speech production and later adapted to L2 learning/acquisition by De Bot (1992) and Poulisse & Bongaerts (1994).

Levelt (1989) proposes that both conceptual and linguistic processes are present when a verbal message is generated. Coping with speech in real time and in normal rates is a challenge for speakers. For this reason, native speakers do not construct each utterance freshly but join already existing language chunks (Skehan, 1998). This frees processing resources during communication so that planning for form and meaning can take place effortlessly.

That being so, understanding the processes involved in speech production has been a conundrum for researchers and the study of how these processes occur in the human mind may shed some light on L2 leaning/acquisition. This chapter thus will focus on speech production research in both L1 and L2 and on research on language testing and the task-based approach. Hence, in this chapter, section 1 deals with L1 speech production research whereas section 2 relates to research on L2 speech production. In section 3, language testing and oral language

assessment is discussed. Finally, in section 4, an overview of the literature in tasks, in terms of definitions, characteristics and types will be presented.

2.1 L1 speech production

In an attempt to understand the processes involved in L1 learning, Levelt (1989) has proposed a monolingual speech production model, which was by him labeled a blueprint for the speaker (Levelt, 1989, page 8). Levelt (1989) suggested the existence of four major processes: conceptualization, formulation, articulation, and self-monitoring. According to him, each of these processing components is autonomous and functions automatically and, for this reason, all work in parallel. These are main conditions for the generation of uninterrupted fluent speech (Levelt, 1989, p. 2).

During conceptualization, speakers plan the content of the message, that is, message generation takes place. The output of this process is labeled the preverbal message and contains the necessary concepts to language. Nevertheless, the preverbal message is still not in linguistic form. With respect to the construction of the message, speakers go through two planning phases while structuring it: macroplanning and microplanning. At the moment the speaker is elaborating his/her communicative intention s/he is in the macroplanning phase. When the speaker is planning the topic, the focus, and carrying out all conceptual planning activities, the speaker is in the microplanning phase. During macroplanning, the speaker assembles information to convey the message in an appropriate manner so to reveal his intention to the addressee, whereas during microplanning, the speaker concentrates on form and on the focus of the message.

The preverbal message generated in the conceptualization phase will serve as input for the following processing component, that is, the formulation phase. It is in the formulation phase that speakers seek for appropriate words and phrases to express the meanings, namely, the concepts of the preverbal message are converted into linguistic structures (Levelt, 1989). At this stage speakers build the grammatical and phonological structures of the message. In other words, the transformation of the preverbal message into linguistic forms takes place in two phases: grammatical encoding and phonological encoding. Levelt (1989) claims that, at first, the formulator exploits the mental lexicon in order to find the lexical units that convey the concepts proposed by the preverbal message.

The lexical units contain information about meaning, syntactic, morphological, and phonological characteristics. Levelt (1989) suggests that the lexical units consist of two parts: the lemma and the lexeme. The lemma carries semantic and syntactic information, whereas the lexeme carries the morphological and phonological information. During grammatical encoding lemmas are accessed and syntactic constructions are built and as in an assembly line, one stage depends on the previous one to take place. Therefore, the output of the grammatical encoding, the surface structure of the message, functions as input for the phonological encoding phase.

Phonological encoding encompasses the search for an appropriate phonetic plan for each lemma and for the utterance as a whole. The product of the phonological encoding is labeled internal speech, which comprises rules that determine how the utterance is going to be articulated. In a sequence, internal speech functions as input for the following processing stage: the articulator, in which the internal speech is finally converted into overt speech.

On top of all these processes, there is the Speech Comprehension System, which is responsible for monitoring both internal and external speech. According to Levelt (1989),

while producing speech, speakers are constantly monitoring their output and in case they find an error or inappropriateness, speakers are capable of halting the flow of speech so to make a self-correction. In addition, speakers can detect problems in their own internal speech, that is, they are able to detect an error before speech articulation and then halt the flow of speech in order to make the self-correction (Levelt, 1989).

Levelt´s model of L1 speech production is considered the most influential in the field and has shed some light on L2 speech production research. In the following section, I will review two important models of L2 speech production: De Bot´s (1992) and Poulisse & Bongaerts (1994) models.

2.2 L2 speech production

Speaking in a second language as a branch of teaching, learning, and testing is a recent science and has been studied in its own right only for about 20 years (Bygate, 2001). According to Bygate (2001), probable reasons for this late recognition are the tradition of grammar and translation approaches. In addition, technology, in terms of the necessary devices to record talk, was only reasonably cheap since the mid 1970 s. Moreover, there were approaches as the Direct Method, the Audiolingual, the Silent Way, Community Language Learning, and Suggestopedia, which exploited speaking as a means of obtaining language input and practicing memorization, and focused mainly on pronunciation (Bygate, 2001).

Bygate (1998) compared L1 speech production to L2 speech production. He states that, on the one hand, there are similarities. In both L1 and L2 production, learners have to organize the message to be conveyed, have to focus on the appropriate component concepts, have to formulate

and articulate the message, and have to make corrections, if necessary. On the other hand, the two processes have some distinctions. According to Bygate (1998), L2 speakers may undertake different processes than those used in L1. These differences may be in terms of lexical access, pauses, communication strategies, and in terms of formulaic chunks. In order to accomplish the on-line demands of speaking, L2 learners must have language automatized (Bygate, 2001).

According to Poulisse (1997, p. 205-206), there are 3 aspects of L2 speech production that have to be considered when developing a model of L2 speech production. First, L2 knowledge of learners may still not be complete. Therefore, L2 learners tend to display poorer vocabulary and, consequently, find some difficulty in expressing their message. For this reason, L2 learners need to seek for strategies to compensate this lack of lexicon. Also, their grammar knowledge may be undeveloped and, accordingly, they tend to generate ungrammatical sentences or avoid structures they do not know. Second, L2 production has a tendency to be more hesitant and present shorter sentences. L2 speakers are also inclined to produce more slips of the tongue than L1 speakers do. Third, L2 speech leans to bring traces of L1, especially when learners´ proficiency level of L2 is low. The reason for this seems to be obvious: learners´ L2 knowledge is still incomplete, whereas their L1 knowledge is completely developed and at their disposal (Poulisse, 1997).

This section will concentrate on De Bot´s (1992) and Poulisse & Bongaerts´ (1994) models of L2 production. Both are based on Levelt´s model of L1 speech production.

De Bot (1992) made only the necessary changes in Levelt´s model. In this perspective, the conceptualizer selects the language the speaker will produce. This is so because the conceptualizer is responsible for storing the knowledge the learner has of a specific language. Moreover, the formulator is language specific, that is, different procedures are applied to the grammatical and phonological encoding in L1 and L2. Further, there is only one articulator,

which stores numerous different sounds and pitch patterns from both L1 and L2. The development of the language–specific norms for L2 sounds only takes place with the frequency the L2 is used. For beginners, thus, both L1 and L2 norms can be used to produce L1 as well as L2 speech. For De Bot (1992, p. 212) this may the probable reason for the phonological interference from the L1.

Additionally, De Bot postulated a possible cause for the phenomenon of code switching, that is, employing, accidentally or intentionally, an L1 word instead of an L2. According to him, L2 learners produce two speech plans simultaneously: one speech plan for the language they are speaking at the moment and another for their first language. When L2 speakers lack one specific word, for example, it is common for them to switch from one language to the other so not to ruin communication.

In agreement with Levelt (1989), De Bot (1992) claims that microplanning, as opposed to macroplanning, is language-specific. By language-specific, he means that distinct procedures are applied to the grammatical and phonological encoding of L1 and L2 speech (Poulisse, 1997, p. 212). Therefore, this language-specific characteristic is due to the structural differences among languages.

In relation to the mental lexicon, De Bot postulates the existence of a wide lexicon storage, which is language-independent. However, L1 and L2 form distinct subsets that can be selected depending on the language that is being spoken at that moment. Here, Poulisse (1997) pointed out a drawback in De Bot´s proposal. For her, provided that the preverbal message activates only one language at each time, the two language plans could not be working in parallel.

However, Poulisse & Bongaerts (1994) partially agree with De Bot (1992). They suggest that L2 speakers are able to separate two different languages and to mix them when necessary.

Nevertheless, they claim that L1 and L2 words are stored in the same network, as opposed to De Bot (1992). Moreover, each word needs to be categorized in relation to the language it belongs. Additionally, Poulisse & Bongaerts (1994) postulate that lemmas are tagged with a language label so that they can be recognized

Furthermore, Poulisse and Bongaerts (1994) explain that beginners´ speech frequently contains L1 words. According to them, the amount of activation needed to access a lexical item depends on its frequency. Hence, as L1 words are more frequent for beginning speakers of L2, there is a high probability that, unintentionally, L2 speakers select an L1 word instead of an L2, especially because L2 speech is still not automatic for low-level proficiency learners. In addition, words necessary for conveying the message may have not been learnt or may have not been completely lexicalized.

Equally important is the fact that when producing speech, L2 learners can differentiate between the lexical items of two or more languages stored in the same network. This may be so because L2 speakers have the L2 lemma more activated, provided that the preverbal message contains the information L2. As a result, L2 speakers are able to produce L2 speech. In agreement with De Bot (1992), Poulisse & Bongaerts (1994) admit the existence of a broad storage for all sounds and pitch patterns for both languages.

As could be seen by the above reviewed speech production models, L2 models have incorporated some characteristics of Levelt´s L1 model. The aim of reviewing these important models was to have a better view of L2 speech production and to provide support for the subsequent data analysis. The next section will review language testing and oral language assessment theory and their importance for the present study

2.3 Language Testing and Oral Assessment

The assessment of spoken language has made considerable stride over the times and has evolved from simple tests of oral grammar and pronunciation to interviews. Cohen (1994) points out that the current tendency for the assessment of spoken language relies on the use of multiple tasks. In this section, I will present a brief overview of the types of oral assessment: interviews, semi-direct interviews, and multiple measures of assessment of speaking skills.

The structured and often standardized **interview** model for assessing second language speaking among adults has been criticized by Perrett (1990, in Cohen, 1994). She argues that oral interviews do not assess properly the students' control over topic, the interactive aspects of discourse, and the use of language in situations different from those proposed by the interview. According to her, interviews only assess phonological aspects and lexico-grammatical aspects of the language. Considering that in the usual interview the interviewer has the control of the situation, s/he should encourage the interviewee to speak by asking ambiguous reference questions and making the interviewee ask questions in order to solve his/her doubts.

When applying **semi-direct interviews** researchers make use of various types of tasks, such as personal conversation, giving directions, giving detailed description of objects and drawings, narrating a story using a picture sequence, talking about a topic presented on a tape in a test, acting in situations in which the speaker has to be creative (Cohen, 1994). Cohen (1994) suggests that this combination of different types of tasks should be used to assess oral language in order to obtain a more valid picture of oral proficiency.

The current tendency on spoken language assessment evokes for **multiple measures of speaking skills.** According to Cohen (1994), instead of only focusing on an isolated skill,

several skills can be assessed within the same test. Therefore, different test tasks can be involved in the same test. Since measuring and obtaining a clear view of oral proficiency is a challenging issue, Cohen (1994) presents support from other authors (Underhill, 1987, and, Shomany, 1988, in Cohen, 1994) who propose the use of a combination of assessment methods. Cohen (1994, p. 39) illustrates:

> a) giving a verbal essay (speaking for three minutes on a specified topic), b) giving an oral presentation or lecture(differing from the verbal essay in that the respondent is allowed to prepare), c) Reporting the contents of an article read in the native language, d) participating in group discussion on a common and possibly controversial theme, e) taking part in a role play.

The use of multiple measures for assessing speaking skills, as illustrated by Cohen (1994), leads the learner to integrate several skills in order to perform the tasks proposed. This integration of skills may lead the learner to deal with content and language at the same time. The present study employed this integration of skills in tasks 3 and 4 – integrated tasks. While in tasks 1 and 2 – independent tasks – participants gave their personal opinion about given topics, no additional input was provided neither other skills besides speaking were necessary to accomplish tasks 1 and 2.

This integration of various skills and knowledge require learners to produce more complex language and, in addition, they have to apply their language skills to real life situations (Chalhoub-Deville, 1996). Hence, raters are necessary to score tests in which such tasks appear (Chalhoub-Deville, 1996). Raters assess the speech samples using specific criteria and there are two types of rating: global and analytical (Chalhoub-Deville, 2001). Global ratings give the overall impression of the speech samples, whereas analytic ratings involve variables such as fluency, pronunciation, confidence, creativity, grammatical accuracy and appropriateness of the

language used (Chalhoub-Deville, 2001, p. 219-220). The present study had the data assessed by 4 expert raters so as to have a better view of the participants´ speech samples.

In sum, the assessment of speech production has made great advances in the past two decades, and, in a broad sense, so has language testing. According to Bachman (2000), language testing has evolved in a significant way in the past 20 years and, by the end of the 1980 s it has become a main area in applied linguistics (Bachman, 2000). In the 1990 s there was an expansion of the interests and concerns of language testing that emerged in the 1980 s. This expansion reached several areas such as research methodology, practical advances, factors that affect performance in language tests and ethical concerns (Bachman, 2000). Research into factors that affect performance on language tests has been the focus of several studies over the past decade. These studies investigate the characteristics of testing procedures, the strategies test takers apply to accomplish the test, and the characteristics of test takers as individuals (Bachman, 2000).

According to Bachman & Palmer (1996), among the factors that influence performance, the only one which is under the control of the test developer is the test task. Bachman & Palmer (1996, p. 46) have considered task type equivalent to test method; they state:

> There is also considerable research in language testing that demonstrates the effects of test method on test performance. This research and language teacher's intuitions both lead to the same conclusion: the characteristics of the tasks used are always likely to affect test scores to some degree, so that there is virtually no test that yields only information about the ability we want to measure. The implication of this conclusion for the design, development, and use of language tests is equally clear: since we cannot totally eliminate the effects of task characteristics, we must learn to understand them and to control them so as to insure that the tests we use will have the qualities we desire and are appropriate for the users for which they are intended.

Considering the effect of task type on performance, the design of the test task is of paramount interest for speaking tests. Designing a speaking test requires a certain knowledge of

task characteristics in order to manipulate them so that the results obtained cover the test developer's and test-taker's expectations (Bachman & Palmer, 1996).

Skehan (1998, p. 177) mentioned the importance of researching and understanding tasks:

> The conditions under which tasks are done and the way conditions interact with performance are a fertile area for research. Already we can see how, in areas such as pre-task (test) planning, there are findings which clarify how conditions of task elicitation influence performance…If we are able to understand how testing conditions are to be standardized and/or how an adequate range of sampling conditions is to be identified, an understanding of this set of influences is essential. Unless research bearing on these factors becomes available, generalizations based on actual test performance will be a hazardous and chance-dominated undertaking.

In sum, tasks are seen as the basis for a psycholinguistically motivated communicative language syllabus (Iwashita, Mcnamara & Elder, 2001). Moreover, research has concentrated on task characteristics in order to form the foundation for a task–based syllabus. Thus, next I will concentrate on tasks, defining, characterizing, and reflecting on the impact they have upon performance.

2.4 Tasks: Definition and Characteristics

Tasks are used for different purposes (Bygate, Skehan, & Swain 2001). Thus, they are defined in different ways by different authors. Focusing on the research perspective of testing and assessment, Bygate, Skehan & Swain (2001, p. 12) present the following definition of task:

> **A task is a contextualized, standardized activity which requires learners to use language, with emphasis on meaning, and with a connection to the real world, to attain an objective, and which will elicit data which can be used for purpose of measurement.**

With respect to the characterization of tasks, Iwashita, McNamara, & Elder (2001) mention 3 main approaches: interactional approaches, information-processing approaches, and test-method approaches. The first, interactional approaches, has focused on the interactional characteristics of tasks and their influence on dialogic tasks. This approach was based on the work of interactionists such as Pica (1994, in Iwashita, McNamara, & Elder, 2001), and Pica, Kanagy, & Falodun (1993). The second, information-processing approaches, has been specially represented by the work of Skehan (1996, 1998) and Robinson (1995, in Iwashita, McNamara, & Elder, 2001). This approach has concentrated on the impact of the cognitive characteristics of tasks and task difficulty (Skehan, 1996, 1998; Robinson, 1995). The third approach, the test-method approach (Bachman & Palmer, 1996), which consider test task characteristics equivalent to test method, deemed that the impact of task differences can be taken as test-methods effects (Iwashita, McNamara, & Elder, 2001, p. 404).

Measuring oral language has been a problematic issue for language researchers (Ellis, 2003). The difficulty seems to be in finding a unit of analysis that can be used also for measuring more specific features such as clausal complexity (Ellis, 2003). The necessity of having an established unit is related to the idea of comparing results across studies. Ellis (2003) claims that several

attempts (Tong-Fredericks, 1984; Berwick, 1990, 1993; In Ellis, 2003) have been made to ascertain a reliable measure though all seem to be intuitively chosen or data-driven.

Skehan (1996), however, proposed three theory-based measures. Considering that the goal of the majority of the L2 learners is to become native-like in their performance, Skehan (1996) established the division of this general goal into the following features: fluency, accuracy, and complexity. It has been argued (Skehan, 1998) that these three features are in mutual tension, that is, one develops at the expense of the other. Skehan (1996, p. 46) explains these features function:

> Accuracy is concerned with a learner´s capacity to handle whatever level of interlanguage complexity s/he has currently attained. Complexity, and its attendant process, restructuring, relates to the stage and elaboration of the underlying interlanguage system. Fluency, finally, concerns the learner´s capacity to mobilize an interlanguage system to communicate meanings in real time.

The terms fluency and fluent are frequently used as nontechnical terms and admit a variety of different meanings, which differ from what studies in applied linguistics mention as fluency and a fluent speaker. In this perspective, Schmidt (1992) explains that native fluent speakers are usually fast talkers who easily fill time with speech; hence, they can be compared to disk jockeys or sports announcers. Additionally their speech is coherent, complex and dense; fluent speakers are creative and use imagination to express themselves, they are able to use metaphors and know how to joke as well as having an exceptional control over the aesthetic functions of the language (Schmidt, 1992).

With respect to second language, nonnative speakers must maintain those qualities and, according to Skehan (1996), fluency in a second language is achieved when the learner owns ability to prompt an interlanguage system to communicate meanings in real time. Therefore,

fluency means being able to comprehend and produce speech at plausibly normal rate and approach native-like speech rate, not necessarily being fairly identical to the native speaker. Above all qualities, however, fluent speech must be automatic. That being so, fluent speech cannot require much effort and attention from the speaker (Schmidt, 1992). Thus, in order to be accepted as a satisfactory interlocutor, learners must have adequate degree of fluency. Poor fluency will produce difficulty of interaction, which may lead the speaker to feel frustrated because s/he will not be able to express his ideas in real time (Skehan, 1996).

To take the next of the three goals in more detail, accuracy is connected to learners´ beliefs in norms, and to performance, which is rule-governed and native-like (Skehan, 1996, p. 46). Lack of accurate speech may ruin effective communication or even fossilize and learners who perceive their inaccuracy may feel frustrated and depressed. Considering that learners are pursuing accurate language, a key question appears: how is accuracy promoted? Skehan (1996) claims that accurate learners are those who have a tendency to avoid taking risks and who use only structures they are certain of. Furthermore, accurate learners appear to be predisposed to a great concern in terms of correctness and conformity to norms. Besides, other aspects have to be considered, whether attentional resources are efficiently mobilized and whether processing capacity is available for accuracy.

As opposed to accuracy, complexity requires learners to be risk-taking and to try new structures, even these structures may not be correct. These learners are constantly willing to reach greater challenges in terms of the target language, therefore, interlanguage grows more elaborate, complex, and more native-like. Complex language is desirable thus because complexity predisposes the learner to succeed in communication and, in addition, the learner is well-accepted as a target-language speaker.

As mentioned before, accuracy, fluency, and complexity are in constant tension. Improvements in these different aspects are not simultaneous. This is so because learners´ attentional resources are limited. There is not enough capacity to devote attention to each aspect at the same time (Mehnert, 1998; Skehan, 1996, 1998). There are trade-off effects operating while L2 learners wrestle to conceptualize, formulate, and articulate messages (Ellis, 2003). It seems that improvement in one area is gained at the expense of another area. In other words, when there is a trade-off effect operating, the more complex the language the least accurate it will be. Likewise, the more fluent the language, the least accurate and complex it will be (Skehan, 1996).

Several studies investigated task effect upon performance (Foster & Skehan, 1996; Skehan & Foster, 1997; Skehan & Foster, 1999; and, Foster & Skehan, 1999). Based on those studies, Skehan (2001) presented some task characteristics, which may interfere in performance. According to him, there may be some effect upon performance depending on whether the speakers are familiar with the task, whether the task is a dialogue or a monologue, and whether the task is clearly structured. According to Skehan (1998, 2001), familiar information will make the learner perform more fluently and accurately. He observed that when learners are familiar with the task they are performing, they do not need to focus on content, hence more attention is available to focus on form. In dialogic tasks, learners have to interact, which leads to greater accuracy and complexity, but not greater fluency.

According to Bygate, Skehan & Swain (2001), the learner achieves greater accuracy due to the use of the partner's speech, since when one is speaking the other is able to think about his/her utterance and focus more on form. Additionally, one can use what the other has spoken, using the correct language already used, or correcting what was wrong. Besides, the learner

achieves greater complexity due to the reinterpretation of the task, making it more complex, elaborating on the partner's language. On the other hand, there is a decrease in fluency due to the unpredictability of the partner's contributions, which create the necessity of planning on-line.

Concerning the degree of structure, Skehan (1998, 2001) claims that clearly structured tasks play a role in the fluency and accuracy of the output, facilitating performance. Even when tasks look identical, a different topic can affect performance, in other words, pronunciation, grammar, fluency, and overall comprehensibility vary in relation to changes of topic and in relation to particular test tasks (Bachman, L. F. & Cohen, A. D., 1998).

Due to the significant impact of distinct types of task on oral production, in the following section, I will focus on the types of tasks used in the present study.

2.4.1 Types of Tasks: Independent and Integrated

As already said, the present study investigates whether different types of task – independent and integrated – interfere in participants´ oral test performance. This section presents the two types of task used in the present study. Literature in the field has been hardly found. This terminology has been only employed by Brown, Iwashita, McNamara & O´Hagan (2002) and, for this reason, the present study dealt with the same group of researchers.

The present study applied integrated and independent tasks. In integrated tasks – tasks 3 and 4 - students are asked to draw on information from cognitively complex input sources such as articles, presentations and lectures, in order to produce oral language (Brown, Iwashita, McNamara & O'Hagan, 2002). According to Brown, Iwashita, McNamara & O'Hagan (2002), these tasks involve an integration of skills such as explaining, recounting, and

describing. Besides, a more advanced level of language proficiency is required. In independent tasks – tasks 1 and 2 - however, students perform without receiving input and tasks may be restricted to fairly bland topics where only general knowledge of the language is required (Brown, Iwashita, McNamara & O'Hagan, 2002). Independent tasks can be dialogues, role-plays and tasks in which the learner has to give his/her opinion. In integrated tasks, besides showing competence in the target language skills, the learner has to provide information about the topic, while in independent tasks, language skills and pronunciation are mostly required (Brown, Iwashita, McNamara & O'Hagan, 2002).

Having so far given an overview of some relevant theory and empirical studies on tasks and speech production, the next chapter will concentrate on the study itself, that is, participants, methods of data collection, and procedures of data analysis.

CHAPTER 3

METHOD

The objective of the present study is to investigate to what extent task design interferes in oral test performance. Therefore, a set of instruments was applied in order to assess participants´ oral performance: (1) an oral language test, consisting of four tasks; and, (2) a face-to-face interview with experienced raters, comprising 10 questions.

The present study was conducted in order to attempt to answer the following research questions: (1) Are there differences in participants´ oral performance of independent and integrated tasks?, (2) If so, what do these differences consist of?, (3) How do experienced raters judge participants´ performance in independent tasks?, and (4) How do experienced raters judge participants´ performance in integrated tasks?

This chapter is divided into five main subsections that deal with the following topics: (a) the participants of the study and the location in which the study was carried out, (b) the instruments used in data collection and the procedures used for collecting data from the participants, (c) the transcription of the data collection, (d) the analysis of the data collected, and (e) the pilot study carried out before the present study.

3.1 Participants

3.1.1 Letras undergraduate students

Although twenty participants had been invited to take part in the study, only fifteen actually accepted the invitation and volunteered to participate. The participants were advanced speakers of English from the 7th semester of the Letras undergraduate course at UFSC – Universidade Federal de Santa Catarina. Before data collection, the present researcher had an informal interview with the participants and obtained some information about them. The content of task 1 also provided details about their professional and academic life. Based on this information, it was observed that most of them already had the experience of teaching English previously to participating in the study or were teaching at the time of data collection. Some of them reported particular interest in carrying out academic research on English literature, translation, and L2 teaching and learning after graduation and in taking a master´s and doctoral degree. Others mentioned their interest in using English to translate songs and watch movies, read books, travel and work abroad, and talk to foreigners; another few reported that they had some friends with whom they communicated in English. One of the participants, who was working as a camera operator, mentioned his interest in conducting research in cinema after graduation. Therefore, for the above-mentioned reasons, all the participants devoted great effort to study English and were willing to cooperate with the research. Prior to data collection, participants signed a "Letter of Consent" (see appendix I) in order to avoid any possible future misunderstanding.

3.1.2 Raters

Expert raters are accredited judges from international language tests institutions and were chosen to participate in the present study due to their specialized training in evaluating learners´ performance in the L2. Before the interviews, the director of the Cultura Inglesa Language Institute from Blumenau was contacted and manifested great interest in helping the present researcher. He indicated four raters who were members of the institution´s staff, 3 from Florianópolis and 1 from Blumenau. The four raters were then contacted and accepted to take part in the study. Nevertheless, one of them left the job in the institution and simply abandoned her commitment with the present researcher. For this reason, another rater was invited to participate in the research; thus, there were four raters in total, being three from Cultura Inglesa and one external rater. The four expert raters assessed the speech samples of the participants in conformity with their own criteria. Subsequently, an interview with each rater was carried out in order to investigate the aspects of performance they considered when assessing learners´ oral performance of independent and integrated tasks.

Among the raters, there were two female Brazilian nonnative speaker and two male native speakers of English; their ages ranged between 32 to 45 years. All the four raters were experienced Cambridge examiners, with a minimum of ten years of practice. Rater 1 was a native speaker of English who preferred to remain anonymous and gave no information about himself. Rater 2 was a Brazilian nonnative speaker of English who graduated in Letras and held a master´s degree in applied linguistics. At the time of data collection this rater was pursuing a doctoral degree. She had thirteen years of professional experience as a teacher of English and 10 years of practice as an oral examiner. Rater 3 was also Brazilian with an RSA

– DELTA, a certificate of Cambridge University. She had sixteen years of professional experience as a teacher of English and 10 years of practice as an oral examiner. Rater 4 was British and had been working as a teacher of English for 12 years, in England and in Brazil. He had been working as a Cambridge examiner for over ten years and was also working as a coordinator of a Language Institute at the time of the interview.

3.2 Instruments

3.2.1 The oral language test

The oral language test consisted of four tasks, two of the independent type and two of the integrated type. According to Brown, Iwashita, McNamara & O´Hagan (2002), in independent tasks students perform without receiving input and tasks may be restricted to fairly bland topics where only general knowledge of the language is required. Independent tasks can be dialogues, role-plays, and tasks in which the learner has to give his/her opinion. In integrated tasks, on the other hand, students have to draw on information they receive from cognitively complex sources such as articles, presentations and lectures, in order to produce oral language (Brown, Iwashita, McNamara & O´Hagan, 2002). As stated by Brown, Iwashita, McNamara & O´Hagan (2002), these tasks involve an integration of skills such as explaining, recounting and describing. Besides, a more advanced level of language proficiency is required to perform this type of task.

Task 1 - an independent task - was extracted from the Spoken English for Speakers of Other Languages Test Manual (City & Guilds Pitman Qualifications). Task 2 – also independent - was taken from a sample of the TOEFL writing test. Task 3 – an integrated task - was selected from a sample of the TOEFL Academic Speaking test (TAST). The present

researcher, carefully following a model proposed by the TAST, designed task 4 – an integrated task (see appendix A for a detailed description of the tasks).

In task, 1 speakers were required to talk of their plans for the future use of English in their professional, social and study life. In Task 2, speakers were asked to decide whether government should spend money on roads and highways, or spend money on public transportation. Task 3 integrated reading, listening, and speaking skills. First, speakers were invited to read a short passage entitled "New Stadium Plans" in which the university proposed two plans for accommodating more people at sporting events. After reading, participants listened only once to a student giving her opinion about the university plans. While listening, participants were allowed to take notes but they could not read from the notes to perform the task. The speaking task consisted of asking learners to express the student´s concerns in relation to the university plans. Task 4 integrated reading and speaking skills. First, participants were invited to read a text by Krashen entitled "The Acquisition-learning hypothesis". After reading, speakers had to explain the meaning of the terms acquisition and learning (See appendix A for complete tasks). These tasks were chosen because they contain adequate design for the development of the present study. In addition, as stated before, tasks 1 and 2 are of the independent type and tasks 3 and 4 are of the integrated type. The above-mentioned international tests – TOEFL and City & Guilds Pitman Qualifications - were chosen due to their well-established validity and reliability.

3.2.2 The Interview with Raters

In order to have a broader view of the rater´s assessment of the participant´s oral performance in the present study, an interview was conducted individually with each one of the four raters. The questions of the interview were created following global and analytic proficiency ratings, based on Chalhoub-Deville (2001). Thus, raters were asked for an overall impression of the speech samples and, as regards analytic ratings, raters were inquired about learners´ fluency, pronunciation, confidence and creativity, grammatical accuracy and vocabulary.

The raters´ evaluation of the participants´ speech samples was followed by the above-mentioned interview, which was tape-recorded and transcribed (see appendix E). Each interview was previously scheduled and lasted about 30 minutes. The interviews with raters 1 and 4 were conducted at the Cultura Inglesa Language Institute – Florianópolis; rater 2 was interviewed in her own house, and rater 3 carried out the interview at the Cultura Inglesa Language Institute – Blumenau.

3.2.3 Procedures for data collection

Prior to the test, the professor responsible for the group of students in which the test would be applied, was contacted. She manifested interest in the project and scheduled the day the researcher could approach the group. On the day of the first contact with the students, the present researcher introduced herself and talked a little about the research project. The students expressed interest in the study and some immediately volunteered to take part in the research. The first appointments were scheduled for the following week. In order to get in

touch with the group later, a list of names, e-mails and telephone numbers was created. As a result, most of the following appointments were assigned by e-mail or telephone.

On the day of the data collection, the researcher and the participants met at a previously arranged classroom of the university; instructions were given in English, orally and in written form. Participants performed the oral tasks individually and were given 1 minute of planning time in tasks 1 and 2. In task 3, participants had 2 minutes to read the written passage and listened only once to the listening material. Participants read the question proposed by the task prior to the listening passage. In addition, participants were allowed to take notes while listening but could not read from them to perform the task. In task 4, participants had 5 minutes to read the passage and prepare the answer. Participants were expected to talk for 5 minutes maximum in each task and no interaction with the researcher was allowed.

3.3 Transcriptions

The oral tasks performed by the fifteen participants were tape-recorded in 6 type I Ferro 60 minute cassettes and, later those speech samples were assembled in 2 type I Ferro 90 minute cassettes in order to facilitate the raters´ analysis. The interviews conducted with the 4 raters were tape-recorded in 2 type I Ferro 90 minute cassettes. As soon as the researcher finished collecting data, the learners´ speech samples and the raters´ interviews were transcribed according to Ejzenberg (1992) transcription conventions. The researcher first transcribed participants speech samples (see appendix C for transcriptions of participants´

speech samples). Then she transcribed the interviews with the raters (see transcriptions of the interviews in appendix E).

3.4 Analysis of the data collected

The data obtained was submitted to 2 different analysis. The speech samples of the fifteen participants were submitted to a quantitative analysis in terms of the variables of fluency, accuracy and complexity. Fluency was measured considering the number of words per minute; accuracy, in terms of error free clauses per one hundred words; and, complexity, in terms of subordinate clauses per one hundred words. The interviews with the raters were submitted to a qualitative analysis in order to identify the aspects of performance they had taken into consideration when assessing learners´ performance in the tasks.

3.5 Pilot Study

The pilot study for the present study was carried out in one single session, which took place on April 2, 2004 at FURB – Universidade Regional de Blumenau. The pilot study was carried out in order to evaluate the effectiveness of the task instructions, the proposed tasks, and the oral test as a whole. Before the application of the pilot study, the coordinator of the course as well as the professor responsible for the group were contacted; both presented considerable interest in the research project. The target group of students was the 7th semester of Letras undergraduate course and, although students had not been previously contacted, they had a friendly reaction and cooperated voluntarily with the research project. The four volunteers

performed the test individually in a classroom of the university as part of the research procedure. The tests were tape-recorded and transcribed.

The pilot study made valuable contributions to the present study. Among the contributions, a more careful design of the test instructions was prepared since participants seemed to have had difficulty in following the original instructions. As a result, instructions were modified in order to facilitate comprehension of the task and motivate oral production. Because the total amount of speech produced by the pilot participants did not provide enough data for analysis, I decided to increase the number of participants to guarantee adequate data for analysis. Consequently, the number of participants increased from the ten previously planned, to fifteen participants. Concerning the tasks, no modifications were made since participants showed no difficulty and all four were able to accomplish the four tasks successfully.

CHAPTER 4

RESULTS AND DISCUSSION

The objective of the present study is to investigate to what extent task design interferes in oral test performance. This chapter presents the results of the quantitative and qualitative analysis carried out in order to address the research questions proposed in the present study: (1) Are there differences in participants´ oral performance on independent and integrated tasks?, (2) If so, what do these differences consist of?, (3) How do experienced raters judge participants´ performance on independent tasks?, and (4) How do experienced raters judge participants´ performance on integrated tasks?

The present chapter is divided into 5 sections and deals with the following topics: 4.1. Average measures of fluency, accuracy, and complexity, 4.2. Fluency, 4.2.1. Fluency in independent and integrated tasks, 4.3.Accuracy, 4.3.1. Accuracy in independent and integrated tasks, 4.4. Complexity, 4.4.1. Complexity in independent and integrated tasks, 4.5. The role of

raters´ judgment of participants´ oral performance on independent and integrated tasks, 4.5.1. Rater´s judgment of independent and integrated tasks.

4.1 Average measures of fluency, accuracy, and complexity

Table 4.1 presents the average measures of the three performance variables that might be influenced by task type – independent and integrated tasks - fluency, accuracy, and complexity.

Table 4.1
Average Measures of Fluency, Accuracy, and Complexity

Tasks	Fluency	Accuracy	Complexity
Task 1	125,9	1,8	2,6
Task 2	112,8	3,4	2,8
Task 3	110	3,6	3,7
Task 4	120,3	2,6	4,7

(1) Fluency is expressed in terms of unpruned words produced per minute
(2) Accuracy is expressed in terms of the number of errors produced in 100 words
(3) Complexity is expressed in terms of the number of subordinate clauses produced in 100 words
(4) Tasks 1, 2, 3, and 4 are the tasks of the oral language assessment used for data collection

As can be seen from Table 4.1, the highest score of fluency was achieved in task 1, an independent task, with the average speech rate of 125,9 words per minute, followed by task 4, an integrated task, whose average speech rate was 120,3 words per minute, then followed by task 2, an independent task, in which the average speech rate was 112,8 words per minute, and finally, by task 3, an integrated task, whose average speech rate was 110 words per minute.

The variable accuracy was based on number of errors produced by the participants. Therefore, the lower the average score the most accurate the participant would be. Table 4.1 demonstrates that the best measure of accuracy was obtained in task 1, an independent task,

whose average accuracy was 1,8 errors per 100 words, followed by task 4, an integrated task, with the average accuracy of 2,6 errors per 100 words, then followed by task 2, an independent task, whose accuracy was 3,4 errors per 100 words, and finally, by task 3, an integrated task, in which the average accuracy was 3,6 errors per 100 words.

With respect to complexity, table 4.1 shows that the highest measure of complexity was achieved in task 4, an integrated task, with the average complexity of 4,6 subordinate clauses per 100 words, followed by task 3, an integrated task, whose average complexity was 3,7 subordinate clauses per 100 words, then followed by task 2, an independent task, in which the average complexity was 2,8 subordinate clauses per 100 words, and finally, by task 1, with the average complexity of 2,6 subordinate clauses per 100 words.

Table 4.1 shows that whereas the highest score on fluency was achieved in task 1, an independent task, it was in this task that the lowest score on complexity was achieved. This result may be taken as an indication that trade-offs are operating between fluency and complexity, in that participants demonstrated the greatest fluency, but the lowest complexity. Here, theory provides support for the results obtained in the present study. The trade-off between fluency and complexity is in agreement with the view that learners do not have enough attentional capacity to devote resources to the three aspects of speech production – fluency, accuracy, and complexity - at the same time (Skehan, 1996, p. 50).

Table 4.1 also shows that task 4, an integrated task, yielded the second highest score on fluency, the second highest score on accuracy and the highest score on complexity. This result may be an indication that, again, a trade-off effect is operating among fluency, accuracy, and complexity, in the sense that to display more complex language, participants ended up penalizing fluency and accuracy in this task.

The second highest score on complexity was achieved in task 3, an integrated task. However, this task also yielded the lowest scores on fluency and accuracy, which can be taken as evidence for the trade-off effect among fluency, accuracy, and complexity.

This trade-off was less visible in task 2, an independent task, which yielded the third most fluent, accurate, and complex L2 speech performance. In general, the results of the present study showed to be complex and difficult to disentangle. In trying to explain the results obtained in the present study, I will argue that task type, topic familiarity, planning time, and task complexity interacted in different ways and affected learners´ performance on the tasks.

Having so far discussed the major results in terms of the three variables – fluency, accuracy, and complexity - in the following section, I will present fluency in more details.

4.2 Fluency

In the present study, fluency concerns the learner´s capacity to mobilize an interlanguage system to communicate meanings in real time (Skehan, 1996, p. 46), and it is established taking into account the speech rate of the participants. Speech rate has been measured counting unpruned words per minute - unpruned words are all words produced by the speaker, including repetitions (Lennon, 1990). Speech rate has been calculated separately for each task applying the following formula:

$$\frac{\text{Total words}}{\text{Total time in seconds}} \times 60 = \text{speech rate}$$

For instance,

> Participant 1: 737 (words)   x 60 = 161 (speech rate)
> 274,8 (seconds)

Therefore, each participant had 4 values of speech rate, one for each task (see appendix F for individual measures of speech rate).

In what follows I will present an analysis of fluency in independent and integrated tasks.

4.2.1 Fluency in independent and integrated tasks

This section presents the results of fluency in participants´ performance on independent and integrated tasks and the influence the type of task might have had on those results. From all 4 tasks, task 1, an independent task, yielded the most fluent speech from learners. In this task, the average speech rate was 125,9 words per minute, followed by task 4, an integrated task, whose average speech rate was 120,3 words per minute, then followed by task 2, an independent task, in which average speech rate was 112,8 words per minute, and finally, by task 3, an integrated task, with the average speech rate of 110 words per minute. These results are presented in table 4.2.

Table 4.2
Average and individual measures of speech rate (SR)

Participants	T1	T2	T3	T4
Participant 1	161	153,4	141	139
Participant 2	124	96	81	107
Participant 3	83,6	76	82,5	89,7
Participant 4	129,4	136,3	135	128
Participant 5	140	104,3	114,4	119

Participant 6	129,8	120,5	105	123
Participant 7	123,4	131,8	118	135,4
Participant 8	97	77	89	95,6
Participant 9	109	102	95,4	106,7
Participant 10	130	105,4	93	105,7
Participant 11	141,4	150,7	129	163
Participant 12	140	126,8	90,5	108
Participant 13	154,8	113,4	128,6	113
Participant 14	147,9	125,4	157,6	165,8
Participant 15	77,4	74	91	106,5
Average SR	125,9	112,8	110	120,3

(1) Speech rate (SR) is expressed in words produced per minute
(2) Average SR stands for average measures of speech rate in each task
(3) T1, T2, T3, and T4 stand for tasks 1, 2, 3, and 4 of the oral language assessment used for data collection

Factors that might have contributed for task 1 to yield the most fluent performance[51] might have been the participants´ familiarity with the topic, associated with the planning time participants were given. Skehan (1998) proposes that familiarity with the topic may lead to greater fluency due to the easy access to information, which will require only limited demands on attention and make material for speech come easier. In addition, planning time is supposed to enhance fluency because learners employ the given time to decide on the message they want to convey, which is assumed to facilitate the processing load during task performance (Mehnert, 1998, p. 99).

In task 1, participants were asked to talk about their personal interests in terms of language learning and use. Therefore, participants seemed at ease speaking about themselves and reported their interest in using English as a tool of development in the areas suggested by the task – professional life, study and social life.

The influence of topic related factors on fluency could also be observed in task 2. Although also being an independent task, it was not the second highest degree of fluency. This result can be explained by the fact that the topic had an impact upon learners´ performance. The difference between participants´ performance on tasks 1 and 2 can be explained by the topic chosen for task 2: roads, highways, and means of transportation. Although many of the participants commonly used means of transportation, they did not seem sufficiently motivated to talk about it. The effects of task topic depend on the individual speaker´s familiarity with a given subject area. Therefore, some topics may or may not be of interest to a specific learner, depending on his/her interest and previous knowledge (Ellis, 2003). Hence, one possible difficulty for the performance on task 2 may have been participants´ lack of interest in the topic. Although participants are used to taking buses every day, they may not be used to discussing this issue. That is, they are acquainted with the difficulties of using this means of transportation but

may not have enough arguments to discuss the topic. It could also be the case that participants[52] lacked appropriate vocabulary to express their opinion. Therefore, even having more to say, they simply could not give more details due to their undeveloped lexis. Lack of ideas and difficulties with the lexicon might have made the participants perform less fluently on task 2.

Another factor that might have affected participants´ performance on tasks 1 and 2 is the planning time, since when provided with time to plan prior to the execution of the task speakers tend to be more fluent (Wigglesworth, 1997; Mehnert, 1998; Ortega, 1999). Before performing tasks 1 and 2, participants were given 1 minute of planning time for each task. When participants have the opportunity to plan their speech prior to execution, attention demands are eased during speech production therefore speech flows more naturally. In task 1 participants seemed to take advantage of the given planning time which, associated with the task topic, influenced fluency in a positive way. In sum, as mentioned before, speech rate in task 1 was the highest of all 4 tasks (SR=125,9 words per minute).

In task 2, as opposed to task 1, participants appeared not to have profited from planning time considering that speech rate in task 2 was 112,8 words per minute, that is the third highest level of fluency of the 4 tasks. A possible reason for that result may be the fact that the task topic had a stronger effect upon task 2 than did the planning time. Participants appeared to lack interest and appropriate vocabulary to develop task 2, hence the planning time did not facilitate performance. In sum, although receiving planning time, participants appeared to lack interests, background knowledge, and lexis to accomplish the task.

As opposed to independent tasks, in integrated tasks, speakers receive specific input. Learners have to draw on information from cognitively demanding sources such as lectures and articles in order to produce speech (Brown, A., Iwashita, N., McNamara, T., & O´Hagan, S., 2001). While performing integrated tasks, participants have to use a more advanced level of

language proficiency in order to accomplish the task. Additionally, they have to employ an[53] integration of skills such as explaining, recounting and describing (Brown, A., Iwashita, N., McNamara, T., & O´Hagan, S., 2001). In the present study, integrated tasks were represented by tasks 3 and 4.

In task 3, participants yielded the lowest measure of fluency in the present study (SR=110 words per minute). Some possible reasons for the degree of fluency in task 3 being the lowest may have been the fact that participants had to integrate reading and listening skills to accomplish the task therefore task 3 seemed to be the most difficult of the study. Participants reported that they had difficulty following the listening passage. Additionally, participants also mentioned the difficulty of remembering information provided by the listening passage. It was hard for them to keep this information in their memory. Take for example excerpt 2 in which participant 14 reports the difficulty of remembering the information provided in the listening:

Excerpt 2: "she is also worried about the space in the parking lot that would they would have to to make it er smaller to double the size of the the actual stadium and she said something else that I can´t remember now I think she was concerned about the sp... the space that´s now very common among the students to hang out I don´t remember exactly but it´s related to the the concerns of the the university"

In task 3, participants were allowed to take notes while listening. However, very few were able to write anything, and those who were able to write could not make use of the notes because these were useless and meaningless. Indeed, most of the participants did not succeed in listening to the passage and taking notes at the same time. Therefore, the demands of taking notes and listening simultaneously may have been a possible reason for the participants´ difficulty in remembering the information provided by the listening passage. Ellis (2003) claims that listening and taking notes simultaneously may overload language processing mechanisms causing an

interference of one task on the other. That seems to be the case of performance on task 3. Also,54 according to Ellis (2003), L2 learners have difficulty taking notes due to the difficulty of processing oral input rapidly. Moreover, academic listening tasks demand learners to focus first on meaning to obtain clear notes (Ellis, 2003). In sum, besides the cognitive load of the listening part, participants had to integrate what they had listened to what they had read.

As opposed to task 3, task 4 yielded the second highest measure of fluency of the present study (SR= 120,3 words per minute). It has been demonstrated that task design interferes in oral language performance (Bygate, Skehan & Swain, 2001; Skehan, 1998, 2002; Bachman & Palmer, 1996) and, in the present study participants may have profited from the type of task to perform it fluently. A possible reason for this result might be the type of input provided by the task, which influenced learners´ performance. In order to accomplish the task, participants had to read a text by Krashen (in Spada & Lightbown, 1999) entitled "The acquisition-learning hypothesis". Furthermore, they had access to the text while performing the task. The contextual support provided by the text thus may have facilitated performance, since participants could not only profit from the text while accomplishing the task, but some even used parts of the text by quoting or extracting expressions from it. Hence, contextual support seemed to promote fluent performance in the sense that participants did not have to access information from long-term memory. As a consequence, they saved memory and restrained attention to the message to be conveyed (Ellis, 2003, p. 118-119).

In task 4, participants were given 5 minutes to read and plan what to say. However, they received no instruction on how to use their planning time (Ellis, 2003). Several studies (Wigglesworth, 1997; Wendel, 1997; Mehnert, 1998; Ortega, 1999) suggest that planning may enhance fluency. For Mehnert (1998), pre-task planning reduces the quantity of online speech planning, consequently the more planned the speech the more fluent it will be. In her

investigation on the effect of planning time on the degree of fluency, Mehnert (1998, p. 95)55 found out that fluency increased when planning time was higher. Similarly, Skehan (1998, p. 109) states that the higher the planning time the higher the fluency with which learners speak. Participants may have taken advantage of the longer planning time given in task 4 and performed more fluently.

Addressing the first research question, concerning whether there are any differences in participants´ oral performance on independent and integrated tasks, the findings suggest that there indeed are differences in the performance on independent and integrated tasks. According to the data, participants had distinct performance in terms of fluency across tasks.

Addressing the second research question, oral performance on independent and integrated tasks was different in terms of the degree of fluency achieved by the participants. As mentioned above, the highest measure of fluency was yielded in an independent task (task 1, with SR=125,9 words per minute), and the lowest measure of fluency was achieved in an integrated task (task 3, with SR=110 words per minute).

Having in mind that the three learner performance goals proposed by Skehan (1996) are in constant tension, and having so far discussed fluency, in what follows, I will present an analysis of accuracy in the present study.

4.3 Accuracy

According to Skehan (1996) and Foster & Skehan (1996), accuracy is the control over the interlanguage system the learner has already attained. Accurate learners tend to avoid taking risks and use structures they are sure of, which may lead to a simpler language.

In the present study, accuracy is taken as freedom from error (Foster & Skehan, 1996)56 and was measured taking into account the number of errors per 100 words (Mehnert, 1998). Thus, the lower the average score obtained the most accurate is the participant. All errors concerning syntax, morphology, and lexical order were counted. Mispronounced words were not considered, unless the pronunciation problem prevented the listener from comprehension. So as to express the amount of errors per a hundred words, accuracy was calculated according to the following formula (Mehnert, 1998):

Accuracy= number of errors X 100 = errors p/100 words
Number of words

4.3.1 Accuracy in independent and integrated tasks

This section presents the results obtained for accuracy in participants´ performance on independent and integrated tasks and the influence the type of task might have had on those results. Addressing the first research question, concerning whether there are any differences in the learners´ oral performance on independent and integrated tasks, the findings suggest that learners did perform differently in terms of accuracy on those tasks. Those differences will be discussed in what follows.

Table 4.3
Average and Individual Measures of Accuracy

Participants	T1	T2	T3	T4
Participant 1	0,5	0,4	1,2	0,7

Participant 2	1,7	6,4	8,6	6,1
Participant 3	4,3	3,2	1	1,3
Participant 4	2	2	1	1,5
Participant 5	2	2,5	3,7	2,5
Participant 6	2	4,3	0,9	2,2
Participant 7	2,8	4,7	7,6	3,9
Participant 8	3,9	7,6	7,3	3,2
Participant 9	2,7	2,5	4	5,3
Participant 10	0,7	1,4	2,6	1,9
Participant 11	0	2,4	1	1
Participant 12	0,9	1,9	3,75	0,7
Participant 13	0,4	0,8	1,5	1,8
Participant 14	1	5	0,9	0,7
Participant 15	2,8	6,8	9,7	6,6
Average accuracy	1,8	3,4	3,6	2,6

(1) Accuracy is expressed in terms of the errors produced in 100 words
(2) T 1, T 2, T 3, and T 4 stand for tasks 1, 2, 3, and 4 of the oral language assessment used for data collection
(3) Average measure of accuracy was calculated in isolation for each task

As can be seen from Table 4.3, from all 4 tasks, task 1 yielded the most accurate speech from learners. Considering that in task 1 participants produced the lowest number of errors, the less errors produced the more accurate the participant will be. In this task the average measure of accuracy was 1,8 errors per 100 words, followed by task 4, an integrated task, whose average accuracy was 2,6 errors per 100 words, then followed by task 2, an independent task, whose average accuracy was 3,4 errors per 100 words, and finally, by task 3, an integrated task, with the average accuracy of 3,6 errors per 100 words.

Factors that might have contributed for task 1 to yield the most accurate performance may have been the familiarity with the topic, associated with the planning time participants were given. Factors that might have affected performance on the other tasks may have been the topic, the planning time, the contextual support provided by task 4, and the listening part of task 3. As opposed to the other factors, the listening part of task 3 had a negative effect upon performance. As mentioned before, the listening passage appeared to contribute for a more cognitively demanding task, which complicated participants´ performance.

In task 1 participants dealt with familiar information, the topic at issue being about the58 plans they had for the future use of English. As reported by one of the raters, participants probably had performed this kind of task many times in their second language learning lives. Therefore, besides being familiar with the topic, they were equally familiar with the type of task. On the basis of several studies (Foster & Skehan, 1996; Skehan & Foster, 1997), Skehan (1998) claims that familiar information is associated with greater accuracy. When performing tasks with familiar information, speakers have the information-processing load facilitated since they have easy access to the information required for the task. Therefore, speakers can devote more attention to form and, consequently, accuracy is increased (Skehan, 2001).

In the present study, the topic of the task may have had a positive effect upon accuracy. Considering that the speakers were talking about a personal experience, they did not need to focus much on the content of the message. Therefore, more attention was available for form and accuracy. In this respect, Skehan (2001) suggests that speakers are more accurate in tasks with known information because they tend to use well-established language to encode familiar events.

Equally important is the fact that some learners are afraid of taking risks. Indeed, learners who tend to use only what they know and avoid using structures they are not certain of, are amenable to be more accurate (Skehan, 1996). In fact, that could have been the case of some participants, who were 7th semester undergraduate Letras learners and must have had experience in performing such task before. In addition, they knew that they were being tested and this might have led them to avoid problematic forms and use only what had already been tried before. Skehan (1996) claims that those speakers who are reluctant in taking risks trust on less elaborate interlanguage systems, which are adapted for communication without a pressure for interlanguage change. In task 1, the most accurate task, speakers used well-known language since

they were talking about familiar events. As a result, participants made fewer errors and were59 more accurate.

In the same way, planning is also an important factor to promote accurate speech (Skehan, 1996, 1998; Foster & Skehan, 1996; Ellis, 2001). In that respect, performance is eased when speakers are given time to plan prior to the execution of the task and accuracy is increased (Ellis, 2003). Participants of the present study were given planning time before the performance on task 1, however, they received no guidance on how to use this time. This fact yielded an essential condition to promote accurate speech.

A possible reason for task 1 yielding the highest score on accuracy may be due to the fact that participants already knew what they would say. They may have just taken little time to organize their ideas and then, free of this cognitive effort, they started focusing on the language they would use. Ortega (1999) and Skehan (1996) state that planning reduces the cognitive load and the pressure of performing a task, releasing more attention for the language that is being used to accomplish the task. Ortega (1999) also claims that when planning occurs, more conscious attention may appear in relation to formal aspects of the language necessary to perform the tasks.

In her study, Mehnert (1998) provided evidence of the effect of planning on accuracy. In fact, the impact of planning on accuracy appears basically in the first moments of planning (Skehan, 1998). Mehnert (1998) observed that when speakers were given 1 minute of planning time they focused essentially on accuracy. That is, as they had limited attentional resources, they employed those resources first for accuracy and only later to the other dimensions of production – fluency and complexity (Ellis, 2003). Mehnert emphasizes that when participants have to perform tasks with a clear structure and do not need to express complex ideas they tend to give priority to accuracy. In addition, Skehan (1998) stresses that the most accurate performance is yielded when there is time to plan, but speakers do not receive any guidance on how to use this time –

undetailed planning. He points out that simply having time to plan leads speakers to60 concentrate on the language they will use with an increase in accuracy.

So far, the data suggest that planning had a considerable impact on task 1 in terms of fluency and accuracy. Speakers might have employed their planning time to review the language they would use to perform the task. Since they were already familiar with the topic and did not need to look for appropriate vocabulary, they gave priority to the structures they would employ.

In contrast to task 1, task 2 – also independent – was the third most accurate. This fact may be due to the topic of the task. It appeared that some participants did not get interested in the situation of the roads and highways in Brazil, neither in public transportation although most of them mentioned being users of buses. According to Ellis (2003), certain topics may be more demanding or interesting than others and, for this reason, the analysis of the data suggests that the participants might either have not been interested or found the topic too demanding. In sum, task 2 seemed to provide less accurate speech due to the topic chosen, which seemed to be hard for the participants.

As stated before, performance on integrated tasks require speakers to integrate different skills in order to accomplish the task. In task 3, speakers had to integrate the three following skills: listening, reading and speaking. On account of that, this type of task is cognitively more demanding. In the present study, integrated tasks were represented by tasks 3 and 4.

The task in which participants achieved the lowest level of accuracy was task 3 (3,6 errors per 100 words). As mentioned before in the analysis of the degree of fluency, this fact may be due to the listening part of the task. A great number of participants reported having difficulty in following the listening passage.

In performing task 3, participants could take notes while listening to the material. Notetaking is supposed to ease comprehension because it is a way of organizing content while

listening (Ellis, 2003). Furthermore, notetaking may activate learners´ attentional mechanisms61 and incite the cognitive processes of coding, integrating, synthesizing and transforming information (Dunkel, 1988, in Ellis, 2003). However, participants had problems in writing their notes in the present study. They had to focus first on the meaning so that they could write any notes. Further, in order to write the notes learners had to use their own linguistic resources. As a consequence, the great majority of the participants could not write anything or wrote inaccurate notes which obviously did not facilitate comprehension, specially because the greater part of the notes was incomplete and not well-written (Ellis, 2003). Thus, notes were not useful for the participants, or, in other words, they may have made the task even more complex. It may be the case that, as mentioned before, listening and taking notes at the same time may have overloaded the language processing mechanisms of the speakers (Chaudron, Lubin, Sasaki, & Grigg, 1986, in Ellis, 2003).

In sum, I suggest that the low level of accuracy in task 3 may have been due to the burden of listening to the material, taking notes and then joining this information to the reading material to perform the task. In addition, the task topic is unfamiliar to the participants, and this may have affected performance in terms of accuracy as well. In fact, some researchers question the real effectiveness of taking notes in listening tasks (Dunkel, 1988; Chaudron, Loschky & Cook, 1994, in Ellis, 2003). They claim that in most of the cases L2 learners´ notes are incomplete, inaccurate, and useless.

Conversely, task 4 yielded the second highest level of accuracy. The contextual support provided in task 4 may possibly have facilitated performance. Participants could make use of structures used in the text and did not need to struggle in order to find the most appropriate language to accomplish the task. Additionally, speakers were given more planning time than in the other tasks (5 minutes). Although Mehnert (1998) claims that the greater effect on accuracy is

in the first minute of planning, participants may have taken some advantage of this longer62 planning time. They had opportunity to reread the text several times and prepare their answers carefully.

Addressing the second research question of the present study, concerning what the differences in participants´ oral performance on independent and integrated tasks consist of, the findings demonstrate that besides the differences in fluency, there are also differences in terms of accuracy in the performance on independent and integrated tasks.

As mentioned earlier, in task 1, an independent task, participants were required to talk about personal information. Topic has been shown to have an impact upon accuracy as well as upon fluency. The results obtained from the present study demonstrate that independent tasks tend to be more accurate when the topic is familiar to the participants and when planning time is given. Indeed, the highest level of accuracy was yielded in task 1. In terms of integrated tasks, there seems to be a tendency for these tasks to yield more accurate performance when there is some contextual support provided, as can be observed in task 4 of the present study, which yielded the second highest score of accuracy.

Having discussed fluency and accuracy so far, in what follows I will discuss complexity in independent and integrated tasks.

4.4 Complexity

Complexity of language may be achieved through learners´ inclination to take risks and test new forms. Those new forms, though, may not be totally correct (Skehan, 1996). Therefore,

complexity may foster opportunities for development of the interlanguage system (Foster &63 Skehan, 1996).

In the present study, complexity has been measured taking into account the number of subordinate clauses per a hundred words (Skehan, 1996) and has been calculated following the formula:

| Complexity= subordinate clauses X 100 |
| Total words |

 Subordination is an acceptable measure because it reflects a greater degree of internal structuring of speech and captures a great deal of useful variance (Foster & Skehan, 1996).

In the following section, complexity in independent and integrated tasks is discussed.

4.4.1 Complexity in independent and integrated tasks

Table 4.4 presents the results obtained for complexity in participants´ performance on independent and integrated tasks (for individual measures of subordination and number of unpruned words see appendix H).

Table 4.4
Average and Individual Measures of Complexity

Participants	T1	T2	T3	T4
Participant 1	2,4	5,4	3,6	5,3
Participant 2	3,5	4	4,3	7,3
Participant 3	2	2,5	2,2	4,8
Participant 4	3,2	2,7	5,5	4,4
Participant 5	2,1	2,5	6,1	6,7
Participant 6	2,7	2	4,7	3,7
Participant 7	1,7	2,2	4,2	4,1
Participant 8	2,4	2	2,1	2,9
Participant 9	3,6	1,8	2,4	3,8
Participant 10	2,5	2,1	2,1	5,7
Participant 11	3	1,4	6	4,5
Participant 12	2,2	3,4	5	1,4
Participant 13	2,9	4,4	3,1	5,9

participant 14	2,7	7,2	2,7	5,7
Participant 15	2,8	2,5	2,4	5,2
Average Complexity	2,6	2,8	3,7	4,7

(1) Complexity is expressed in terms of the number of subordinate clauses per 100 words

(2) T1, T2, T3, and T4 stand for tasks 1, 2, 3, and 4 of the oral language assessment used for data collection

(3) Average measure of complexity was calculated in isolation in each task

Skehan (1998) proposes that the three learner´s goals – fluency, accuracy and complexity – are in mutual tension, that is, achieving one may be possible at the expense of the other. In other words, the most accurate the speech is, the least complex it will be; or, the most fluent the speech is, the least accurate and complex it will be (Skehan, 1996). This is so because attentional resources have to be shared by the competing task requirements of accuracy and complexity (Ortega, 1999).

As can be seen in Table 4.4, participants yielded more complex language in task 4, an integrated task, with the average complexity of 4,7 subordinate clauses per 100 words, followed by task 3, an integrated task, whose average complexity was 3,7 subordinate clause per 100 words, then followed by task 2, an independent task, with the average complexity of 2,8 subordinate clauses per 100 words, and finally, by task 1, an independent task, in which the average complexity was of 2,6 subordinate clauses per 100 words.

Factors that might have contributed for task 4 to yield the most complex language may have been the longer planning time participants were given, which was integrated with the contextual support provided by the task. Factors that might have affected performance on the other tasks may have been the task topic, the shorter planning time, and the difficulty of the task.

The degree of complexity in independent tasks confirmed the trade-off effect proposed by Skehan (1998). The findings show that trade-off effects are operating very strongly in the present

study. Whereas tasks 1 and 2 yielded the highest scores on accuracy, with task 1 also yielding<superscript>65</superscript> the highest score on fluency, the two tasks yielded the lowest scores on complexity (see table 4.1).

As in the analysis of the other features, task topic may be again the explanation for these results. In task 1, participants were supposed to talk about personal information, a familiar topic. According to Skehan (1998), when speakers deal with familiar events they tend to use less elaborate language. The present study supports this statement as the results show a low level of complexity for tasks 1 and 2, as can be seen in table 4.4.

Again, confirming the trade-off effect, integrated tasks – tasks 3 and 4 – yielded the most complex performance. However, tasks 2 and 3 also yielded the lowest level of accuracy. It has been argued that the more complex the task the more complex the language will be (Skehan 1998); tasks 3 and 4 thus support this proposal.

Moreover, planning time has been an important variable in the present study. As mentioned earlier, Mehnert (1998) found that when given planning time, speakers tend to focus first on accuracy. Nevertheless, as the planning time increases, attention will be devoted to complexity. In the present study, planning time was higher in tasks 3 and 4: 2 minutes for task 3 and 5 minutes for task 4. Therefore, speakers devoted more attention to the restructuring of the language, resulting in more complex task performance in tasks 3 and 4.

The findings of the present study are in agreement with what has been proposed by Mehnert (1998). In the present study, there is a strong trade-off effect operating between accuracy and complexity. A possible reason for this result may have been the use of the input provided by the integrated tasks. Speakers employed the more complex structures and expressions extracted from the texts. Additionally, there was greater planning time for both tasks.

Considering that the greater the planning time, the more complex the language, integrated tasks66 yielded more complex language in the present study.

Addressing the first research question, whether there are any differences in participants´ oral performance on independent and integrated tasks, the findings of the present study demonstrate that differences in the performance on independent and integrated tasks do exist.

Addressing the second research question, concerning what the differences between participants´ oral performance on independent and integrated tasks consist of, besides the differences in fluency and accuracy, there are also differences in complexity in the performance on independent and integrated tasks. In the present study, the findings demonstrate that integrated tasks tend to be more complex than independent tasks, provided that there is some contextual support and that planning time of 5 minutes is given. In fact, task 4, an integrated task, yielded the most complex performance (4,7 subordinate clauses per 100 words), followed by task 3, an integrated task, which yielded the second measure of complexity (3,7 subordinate clauses per 100 words). In terms of independent tasks, there seems to be a tendency for these tasks to yield lower complexity when the task topic is familiar and only one minute of planning time is given. Indeed, the lowest measure of complexity was achieved in task 1 (2,6 subordinate clauses per 100 words). To conclude, in the present study integrated tasks lead to more complex language use than independent tasks.

Having analyzed participants´ performance on independent and integrated tasks in terms of the variables of fluency, accuracy, and complexity, next I will analyze raters´ judgment of participants´ performance on independent and integrated tasks.

4.5 The role of raters in the judgment of participants´ oral performance

Four expert raters judged the oral performance of the 15 participants of the present67 study. Expert raters are accredited judges from international language tests and in the present study were representing the Cambridge Language Proficiency Test. Those raters were chosen due to their professional training in judging participants´ oral performance.

The speech samples obtained from data collection were presented to the raters who judged the oral performance of the participants. The judgment followed their own criteria of assessment. After that, the researcher interviewed each rater individually in order to find out what points they considered when evaluating the speakers (see the whole interview in appendix B and transcriptions of the interviews in appendix E).

Therefore, as an overall impression of the speech samples, raters stated that participants presented a good performance in terms of fluency. They analyzed fluency in terms of hesitations or lack of hesitations, repetitions and pauses. Raters also mentioned that participants had an adequate range of vocabulary to perform the tasks. Additionally, one of the raters observed that all participants were able to communicate in some manner, connecting speech and giving sense to what they were saying. In relation to the influence of L1 in pronunciation, raters mentioned they accepted it but required development from their learners. In an attempt to address the third and the fourth research questions, in what follows I will present an analysis of raters´ judgment of independent and integrated tasks.

4.5.1 Rater´s judgment of independent and integrated tasks

This section presents the raters´ judgment of the independent and integrated tasks. Firstly, addressing the third research question, I will now focus on raters´ judgment of independent tasks. As an overall impression of the speech samples, raters mentioned that independent tasks were the

easiest of the present study. Raters mentioned the use of familiar information as a possible68

reason for this result. For example, rater number 1 states, " learners on the first two tasks were

able to talk an extent beyond a representation of what they had on tasks 3 and 4" and later he

added, " bringing their own ideas, bringing their own experiences".

In agreement with the quantitative analysis, rater number 2 mentioned to be the familiarity

with the topic an important variable in tasks 1 and 2. She claimed that those tasks were the best

performed of the present study. For rater number 3, form was more important when judging

independent tasks and she also states that learners performed better in tasks 1 and 2 by using her

own words, "yeah! I think they usually do better in the independent tasks because they can

choose what they say".

In sum, raters gave priority to focus on form in independent tasks. Additionally, they

mentioned that independent tasks are easier to be performed than the integrated tasks. As well,

independent tasks were the best performed of the present study in terms of fluency. This is so,

due to the nature of the topic, that is, familiarity with the topic.

Addressing the fourth research question, I will now focus on raters´ judgment of

integrated tasks. Half of the raters (2 raters) mentioned they focused more on the content of the

message when judging integrated tasks. Take for example rater number 3, who stated: " I think

for these integrated tasks meaning had more importance than in the two first parts…" and later,

she added, " so I think meaning had more weight in parts 3 and 4 than in 1 and 2." As well, rater

number 4 mentioned, 'I was listening more for the meaning than for the form."

In contrast, the other half of the raters (2 raters) mentioned they focused on form and

meaning with the same emphasis on both types of task. They claimed that differences in

performance were due to the structure of the tasks and not due to the fact of their being

independent or integrated. For example, rater number 2 mentioned how he judged form and

meaning, "yeah! Actually was the same the importance I gave to form and meaning was the69 same in integrated and independent tasks".

Addressing the fourth research question, how raters judged participants´ performance on integrated tasks, it can be argued that half of the raters concentrated equally on form (accuracy and complexity of the language) and meaning (fluency), whereas the other half focused more on meaning while judging integrated tasks. To conclude, only half of the raters gave priority to meaning in the judgment of integrated tasks, while the other half, concentrated equally on both meaning and form.

The next chapter will present the conclusions drawn from the results of the present study, the limitations found, some suggestions for further research, and some pedagogical implications.

CHAPTER 5

FINAL REMARKS

The objective of the present study was to investigate (a) whether there were any differences in participants´ oral performance on independent and integrated tasks, (b) what the differences in participants´ oral performance on independent and integrated tasks consist of, and, (c) how experienced raters judge participants´ oral performance on independent and integrated tasks. Participants´ oral performance was assessed by means of an oral language test, which consisted of four tasks – two independent and two integrated. The data was submitted to two different analyses, a qualitative analysis, and a quantitative analysis. The quantitative analysis evaluated the speech samples of the participants in terms of the variables of fluency, accuracy, and complexity, whereas the qualitative analysis focused on the judgment given by the raters and compared it to the results of the quantitative analysis.

The purpose of this chapter is to summarize the main findings of the present study, which concentrated on the impact task type – independent and integrated tasks - may have upon L2 oral performance. This chapter is divided into three sections. Section 5.1 runs through the findings themselves, whereas section 5.2 refers to the pedagogical implications of these findings, and finally, section 5.3 deals with the limitations of the study and some suggestions for future research on tasks and L2 speech production.

L2 learners´ oral performance is prone to being affected by several factors. From these, task design has been considered the only factor that is amenable to be manipulated by the teacher and the task designer (Bachman & Palmer, 1996). As mentioned above, the present study attempted to demonstrate how task design interferes in speech production in terms of the variables of fluency, accuracy, and complexity. The results of the present study corroborate theory showing that fluency, accuracy, and complexity vary depending on the type of task.

The main findings obtained from the results of the present study in terms of the 4 research questions can be stated as follows:

(1) <u>Finding 1</u>: L2 learners´ oral performance presents differences on independent and integrated tasks. This finding can be taken as evidence that type of task has an impact upon learners´ oral performance.

(2) <u>Finding 2</u>: L2 learners´ oral performance on independent and integrated tasks presents distinct measures in fluency, accuracy, and complexity. This finding can be taken as evidence that the output of the task is amenable to manipulation through the design of the task.

(3) <u>Finding 3:</u> L2 learners´ oral performance on task 1, an independent task whose topic is familiar to the participants, was the most fluent of all four tasks. This finding can be taken as evidence that familiarity with topic plus task design affect fluency in oral performance.

(4) <u>Finding 4:</u> L2 learners´ oral performance on task 1, an independent task, yielded the most accurate speech of all tasks. This finding can be taken as evidence that besides being more fluent, L2 learners are also more accurate when performing independent tasks in which the task topic is familiar to the participants and planning time of 1 minute is given.

(5) <u>Finding 5:</u> L2 learners´ oral performance on integrated tasks is more complex than on independent tasks. This finding can be taken as evidence that, although being less accurate, L2

learners are more complex when performing integrated tasks in which contextual support is72

provided and longer planning time is given.

(6) Finding 6: Findings 4 and 5, nevertheless, can be taken as evidence for two trade-off effects in

L2 speech production. The first trade-off is that between accuracy and complexity. In the present

study, L2 learners´ tended to produce more accurate speech on independent tasks at the expense

of producing less complex language, whereas on integrated tasks participants produced more

complex language at the cost of less accurate speech. The second trade-off is that between

fluency and complexity. In the present study, L2 learners´ produced more fluent speech at the

cost of less complex language. This finding likely reflects Skehan´s (1996, p. 50) proposal that

L2 learners do not have enough attentional capacity to devote to all variables at the same time,

therefore, gains in one aspect are obtained at the expense of losses in another aspect

(7) Finding 7: Raters´ judgment of the participants´ speech samples confirm the results obtained

from the quantitative analysis in relation to participants´ oral performance on independent tasks.

Familiarity with the topic facilitates participants´ oral performance on independent tasks.

(8) Finding 8: Raters´ judgment of the participants´ speech samples, in relation to the

performance on integrated tasks, showed to be in line with the quantitative analysis in terms of

the complexity of the language used. They mentioned the contextual support provided by the task

as a possible facilitator for the participants´ more complex language use in integrated tasks.

Thus, on the whole, the results obtained in the present study are compatible with research

on tasks and L2 speech production. The present study attempted to show that task design has an

impact upon participants´ oral performance in terms of fluency, accuracy, and complexity. There

is evidence that distinct types of task yield distinct measures of fluency, accuracy, and

complexity. In addition, the main results of the present study are in line with previous research

showing that trade-off effects operate in the processing of speech (Skehan, 1996, 1998, Ellis, 2003).

5.2 Pedagogical Implications

As mentioned above, this study was carried out in order to investigate how task design influences L2 learners´ oral production.

As stated before, according to Bachman & Palmer (1996), several factors influence L2 learners´ oral performance. Among those factors individual characteristics, disturbances during the test administration, and temporary changes in L2 learners´ physical conditions can be mentioned. However, the only factor which is amenable to manipulation is the test task (Bachman & Palmer, 1996). Therefore, understanding how tasks can influence speech production is an important tool when developing oral tasks.

Teachers may evaluate L2 learners´ oral production efficiently provided that they are aware of how task design can affect performance in terms of fluency, accuracy, and complexity. Teachers can thus manipulate their learners´ oral production by using the appropriate task type. In sum, teachers might have their learners´ oral performance under their control by designing adequate tasks.

Regarding the results of the present study, two task types – independent and integrated tasks - have been presented as having impact upon the variables of fluency, accuracy, and complexity. These results may shed some light on the design of oral tasks so that teachers are able to apply them having in mind the output these tasks will produce. In this sense, research on tasks should enable teachers to:

→design oral language tasks focusing on a specific aspect of the language, that is, fluency,74 accuracy, and complexity;

→evaluate learners´ oral production more successfully;

→manipulate learners´ oral production in order to reach the goal proposed, that is, in order to produce more fluent, accurate, or complex speech.

5.3 Limitations of the study and suggestions for further research

As stated in the Introduction, the present study was conducted in order to investigate the impact two distinct task types – independent vs. integrated tasks – have upon L2 learners´ oral performance. The theoretical and methodological bases for the present study consisted of existing literature on tasks and L2 speech production. However, research on these areas has not concentrated on independent and integrated tasks in terms of the variables of fluency, accuracy, and complexity. The present study is in pursue of a better knowledge of the relationship among independent and integrated tasks and L2 speech production. Some limitations and some suggestions for further research are:

1. Results can not be generalized due to the small sample size investigated: only 15 participants took part in data collection and only four expert raters judged participants´ performance. Further research should investigate the impact of task type – independent and integrated tasks – upon the oral performance of a larger number of participants and include more expert raters to evaluate the speech samples in order to state findings more strongly.

2. Participants´ speech samples were elicited by means of monologic tasks. Considering the amount of time participants were supposed to talk (5 minutes), they seemed to feel

insecure in talking so much alone. They could have performed longer speech samples if75 the tasks called for interaction. Further research should call for some interaction among the participants in order to provide a more comfortable environment and, in addition, a new variable to facilitate performance would be inserted: the interlocutor.

3. There was no investigation made prior to the performance of the oral language assessment in terms of the kind of topics participants would like to perform. The topics were defined by the researcher herself with the main concern of providing interesting and motivating topics. Therefore, as the findings show, some topics appeared to be uninteresting for the participants and, as a result, participants did not have much to say, which generated short speech samples. For future research, an investigation on the possible topics of interest should be developed in order to produce longer speech samples.

As shown by the results, L2 speech production is a puzzling and complex undertaking, which can be influenced by several factors. Among these factors the task design is the only one that is amenable to manipulation. Teachers, thus, should be capable of manipulating the output of the tasks, in order to make learners more fluent, accurate, or complex, depending on the type of task chosen. The present study attempted to shed some light on the most adequate tasks to promote more fluent, more accurate, or more complex performance and provide some valuable insights for teachers. Assessing L2 speech performance is also a puzzling and complex undertaking. Therefore, it is hoped that the present study has contributed in achieving a better and more efficient understanding of assessment of oral production.

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APPENDIX A

Projeto de Pesquisa – UFSC
L2 LEARNERS' ORAL PERFORMANCE IN INTEGRATED AND INDEPENDENT TASKS

THANK YOU FOR YOUR PARTICIPATION!

ORAL LANGUAGE ASSESSMENT

INSTRUCTIONS FOR TASK 1:

You have to answer the question below **orally.**

You will have **1 minute** to prepare your answer and **5 minutes** maximum to answer it.

Please, speak as much as possible and give as much information as you can.

QUESTION: **How do you plan to use English in your future work, study and social life?**

INSTRUCTIONS FOR TASK 2:

In the following question you will discuss the conditions of roads, highways and public transportation in your country.

You will answer the question **orally** and **speak as much as possible**.

You will have **1 minute** to prepare your answer and **5 minutes** maximum to answer it.

QUESTION:

Should governments spend more money on improving roads and highways, or should governments spend more money on improving public transportation (buses, trains, subways)? Why? Use specific reasons and details to develop your answer.

INSTRUCTIONS FOR TASK 3:

You will now **read** a **short passage** and then **listen** to a **talk** on the same topic.

You will have **2 minutes** to **read** the text.

As to the listening, pay careful attention to it, you will listen to it **only once.**

You are allowed to **take notes** while listening to the talk, but **won't be allowed to read from your notes** when answering the question.

After the reading and listening you will be asked a question about what you have read and listened to.

You will have **5 minutes** maximum to answer the question.

READING:

New Stadium Plans

The university has decided to accommodate more people at sporting events and is considering two alternative plans to accomplish this goal. One plan is to expand the current stadium, doubling it in size. The other plan is to build a new, larger stadium on the empty southern edge of the campus. The expansion of the current stadium would be by far the less expensive of the two alternatives.

LISTENING: Pay careful attention to what the girl is saying !

QUESTION: In the talk, the student expresses concerns about one of the plans. **What** are her concerns? **Expain** how they relate to the university's considerations in choosing between the alternatives.

TASK 4: INSTRUCTIONS FOR TASK 4:

You will now **read** a text about the acquisition-learning hypothesis by Krashen.

After reading the text, you will give **an oral description** of the terms **'acquisition'** and '**learning**' of a second language according to Krashen's point of view.

You can use points and examples from the text to describe the terms.

You will have **5 minutes to read** the text and **prepare your answer.**

Response time: 5 minutes maximum.

The Acquisition-learning hypothesis

According to Krashen, there are two ways for adult second language learners to develop knowledge of a second language: "acquisition" and "learning". In his view, we *acquire* as we are exposed to samples of the second language which we understand. This happens in much the same way that children pick up their first language - with no conscious attention to language form. We *learn,* on the other hand, via a conscious process of study and attention to form and rule learning. For Krashen, acquisition is by far the more important process. He asserts that only acquired language is readily available for natural, fluent communication. Further, he asserts that learning cannot turn into acquisition. He cites as evidence for this that many speakers are quiet fluent without ever having learned rules, while other speakers may 'know' rules but fail to apply them when they are focusing their attention on *what* they want to say more than on *how* they are saying it.

Reference of the text used in task 4:

Spada, N. & Lightbown, P. M. (1999). How Languages are Learned. Oxford University Press. 83

Tapescript of the listening part from task 3:

Student: I'm all for saving money, but money isn't everything. If you look at the area around the stadium, you'll see that expansion would cause the main street to be rerouted right around a main classroom building. Can you imagine the added noise? Also, they'll have to build where there are now student parking lots — and we barely have enough parking spaces as it is. And you know that it'll take up part of the large open area next to the Student Center and that's become a really popular place for students to hang out in good weather. This is what they should be worried about, not money.

APPENDIX B

INTERVIEW WITH THE RATERS

1. What´s your overall impression of the speech samples?

2. what did you take into consideration when assessing fluency?

3. What were the main points you observed when assessing pronunciation? Have you considered the influence of learners´ first language (Portuguese)?

4. What your usual expectations in terms of learners´ confidence and creativity? How did the participants reach those expectations?

5. How did you evaluate learners´ grammatical accuracy? Do you consider the use of varied grammatical structures?

6. How did you evaluate learners´ comprehension of the question?

7. How did you deal with learners´ cohesion and appropriateness of the language used in the answers?

8. What did you take into consideration when assessing vocabulary? Did you observe the use of specific vocabulary, related to the topic of the question? Did you also consider learners´ attempts to get the meaning across?

9. How did you deal with the balance between form and meaning in integrated tasks?

10. have you noticed any difference between learners´ performance of independent and integrated tasks?

APPENDIX C

TRANSCRIPTIONS OF THE PARTICIPANTS´ SPEECH SAMPLES

Transcriptions conventions:

:	elongation
(.)	Short pause
...	Unfinished or interrupted word or utterance
(laugh)	Laughter particle
(xxx)	incomprehensible
/word/	Severely mispronounced word
"word"	Portuguese word
WORD	Word enunciated out loud or at higher pitch

II - Transcriptions of the present study

Participant 1
Task 1
Well first of all er regarding social life part I don´t think English will be very essential to that I don´t plan to go abroad or to live in other country or to… or even I don´t I don´t expect to meet many people from other countries so: I don´t think English will be er an important part in my social life er the study part I think is the strongest because not only am I now studying English but I intend to continue to study after graduation er maybe in a post graduate course or maybe just er going for a master´s degree and… this is the main use I will have for English to continue to study specially literature which is er the area where I have more interested er have more interest and also a little bit of er translation I like translation but when it´s connected to literature as well so: I think regarding study English will be THE essential knowledge for me and I intend to continue to er study it as a language and specially the the literary part of the language because I don´t care so much about linguistics I don´t think it´s very er important for me and for what I want to do er about work ((cough)) well first of all work is connected to study because I would like to work in the academic area the academic world just to say so: I would like a to be maybe a professor in the university one day and if not possible (laugh) at least something that has a fair connection to that and also one of my ambitions is to become a writer of literature so I think anything I do in life will be connected to English in in terms of career and I think it´s very it´s very very important not only as a language but as a tool for my for my work for my profession that´s what I´m thinking and: you want me to talk more (laugh) keep talking (laugh) keep talking the way you are doing so: going back a little more to study I think I´m having a little trouble now I think in the in the last two semesters of the undergraduate course you´re kind of pushed over to choose what your er thesis will be about to conclude your course most of my colleagues are going for the the license degree is that how you call it? er well "licenciatura" (laughs) I´m going

to talk I´m going to say it in Portuguese well they are going for this kind of degree and not a86 bachelor degree so they are not feeling this kind of pressure right now but I´m being urged by teachers to choose you have to choose the topic you have to choose the topic then I´m running after all all kinds of arrangements for that I I recently got an advisor and she´is oh she is being very helpful I think in the limits that are set by the position of advisor and … but I´m having a little trouble with that and I think it´s going to change yet I think I need to change my topic several times during the the project or the the thesis and the research next semester I think it´s a little it´s a little troubled time be at the end of the undergraduate course but er I think that if I have a little bit of luck maybe I will not only er do a good job but also prepare the ground for for a post graduate course using the same the same topic er I I believe in sticking to to what you know and knowing more and more about that (.) and: as for future beyond that I don´t really have a condition er I don´t think that I SHOULD have a condition because no one knows what´s going to happen maybe you know maybe the university here becomes a private institution and they just toss everybody out maybe (laugh) or maybe I can end up er being a professor IN one of these private institutions that we have around here so I don´t I don´t like to plan so much for the future but I guess what´s important is that I know what I´m doing as I´m going so I always try to to be very informed of what I´m doing now which is the undergraduate course so that´s what I really care about and: I DON'T KNOW I have to…
Total time:4´57´´57´´´

Task 2
Well uhm about uhm roads and highways and public transportations I think there are two kinds uhm two different questions here first of all about the public transportation er I think governments should spend er I WOULDN´T say spend more money I would say spend BETTER the money that they have (.) because: the buses trains subways and other (.) vehicles that provide this kind of service they are er mainly from private private er sources they come from such and such company that provide that service and: they only pay I don´t know how many taxes and other tributes that they pay but: I think that it´s uhm a form… there should be a form that the government pay for for those vehicles that the government be the owner of the equipment because: if not they are always: having to face strikes and other problems that affect things er affect issues that concern the government that are public because: I don´t think that any private company should provide a PUBLIC service I think when a when a public service is on demand the government should have money and spend money that they have on that and not let the interests of the of the private sector interfere so: I don´t think the the government should spend money on public er transportation because it´s all private right now ((cough)) but I think that they should use the money that they have to avoid things like the strikes that they have to face and the conditions of the: public installations like the the bus er depots where you go to take the bus and:… they usually just spend the money on on on (.) things like buildings and paperwork much of I…I THINK much of the money goes to paperwork bureucracy it´s completely lost and: we don´t have a means to evaluate how much of it is being done by the government how much is being done by the private sector so: it´s a delicate issue in the sense that you never know what´s really happening so if you give more money to government so they can spend more on transportation maybe the money is not going anywhere maybe they have to: just save the money for other things while the private companies er just use the money that THEY want that they have because we pay for the buses (.) and: the other question ((cough)) about the roads and highways first of all (.) improving the roads is something that will take place INSIDE a city and: also

outside because many of the roads are actually access to the to the highways right? So I think87 the government should spend money on on that but I think it´s more important that the highways be kept safe because when your out of your city you´re you´re… sometimes you don´t have a way to to find help in case something happens it´s very dangerous to to travel specially by car (.) in Brazil so I don´t think it it will be useful to just spend money on buses and then the roads are kept untidy and full of holes or something they don´t have any maintenance so: I think er but inside the city I don´t I don´t see why the government should spend so much money on roads because inside the city first of all the traffic does not depend on the quality of the roads it depends more on the organization of the traffic and the education of the drivers ((cough)) which is er something the government will never be able to control and: I think the the resources that they have should be (.) more in the sense of administration that they use the money not to to fix the roads actually they do that because it looks good and you and you can remember who did that and the next poll er the next er election you can remember the one who fixed your road by the the paths near your home but I don´t think it´s a good policy I think that if they back up a little from repairing the roads and spend more money on organization and the legislation on traffic and equipping the the police officers that that er take care of the traffic would be much much better.
Time: 4´57´´79´´´

Task 3
Ok the university uhm of the passage wants to: improve the number of chairs maybe in the in the stadium that they have they want to to get to fit more people inside they want more places and they have two plans to accomplish that one is basically just to expand their stadium that they already have and the other is to build a new one ok so: but er the university er is favoring the first plan the expansion because it´s cheaper I THINK they are favoring er and there is the the the girl the student of the university saying that the expansion may be cheaper but it will cause a lot of problems and if they expand the stadium they have to reroute one of the roads that pass there and the noise will be too loud near the library the library building where they study and another problem will be parking because the the new traffic would steal (laugh) would steal the space that the students already have which is not uhm which is not big and: she thinks that the university should take those those things into consideration as well as money because er she she thinks that they shouldn´t er mind only the money that they are going to spend but also the benefits or (.) or disadvantages to the students er that their expansion of the stadium would cause so her basic concern ((cough)) is that the expansion of the stadium that the university already has will cause er several problems that do not justify this this plan and of course she she from that I I can imagine that the university is planning on the expansion because it´s cheaper but for the students er as well one student one student at least doesn´t agree to that and one of the the (.) the problem of the noise for instance that she the student thinks is more important than the the parking because she mentioned it first er the problem of the noise I I have to say that even if er roads are rerouted and more cars are passing by it doesn´t mean that there is not going to be less noise if they build another stadium because there will be (.) there will be a way for cars to get to the new stadium that for sure will er make more noise inside the campus and… maybe even near the library she is so concerned about and parking well (.) they… they´re concerned about parking they can build another parking lot or something like that they don´t have to: (.) they don´t have to keep the… to restrain from spending money just because there´s going to be a parking problem they can use the spare money from the from the new stadium to build a parking lot or a parking building or something like that so I…if somebody asked me I would say that the best plan is to build another

stadium all together I don´t think uhm I don´t like the student that I don´t think uhm that´s88 trying to save money with that kind of thing saves problems I think they should build another stadium and… NOT because of the student said but because it´s a more solid enterprise and it would bring more prestige to the university maybe would make the real state in the in campus more valuable maybe and new buildings are always good like (laugh) like here they always they always they always profit from uhm a new building and maybe if they have a new stadium they can also not only fit more people but they can also tear down the old stadium and build a a faculty building or…another library or something like that because if you have an old building you just seem there and if you recycle uhm the the (.) buildings uhm the constructions of the campus you will always have more space for events and meetings and classes you don´t have to keep building more buildings and expand the campus you can build new buildings in the place of the old ones so I would like better to to have a new stadium maybe a new new library in the in the place of the old stadium and:… I don´t think they should save money but not building I like building.
Time: 5´00´´57´´´

Task 4
Ok in the passage or full text I don´t know that I just read uhm Krashen talks about this uhm theory of acquisition and learning he says that for uhm people who want to develop a second language they can er develop the language ((cough)) the knowledge of the language in two ways which are acquisition and what he calls learning he separates the two terms and acquisition is uhm acquiring a language in a in an unconscious way according to Krashen you … when you acquire a language you´re acting pretty much like small children who learn their first language they don´t they are not conscious of what they are doing they don´t pay attention to the rules of grammar or other formalities of of the language but they just learn because they imitate or… I don´t know he doesn´t say anything about imitation in the text but I assume that it is by imitation and by understanding the language little by little Krashen says that this is the most important way to develop a language er because first of all you get more fluent when you acquire a language instead of learn uhm and… many… he says that many who acquire a language are fluent even though they don´t know much about grammar they can use what they know in in practical terms very quickly very readily and: he also says that acquiring is something that cannot be artificially attained that you cannot you CANNOT STUDY to acquire a language it has to be only through exposure so: acquisition is that you acquire a language naturally like: er just just like being exposed to the language to the use of the language and learning for him would be (.) the formal studies on the language you make a conscious effort to learn the rules of grammar and the patterns of the language the way it is used and that´s what he calls learning the formal study (.) Krashen says that when you learn a language you… although you may be fluent you sometimes can´t use what you know because ( ) when you´re studying you´re focusing on the on the formal details of the language when you´re using it when you´re talking you don´t focus on on on the form you focus on the context so: you´re trying to say something and you don´t think about the rules and then maybe you cannot use what you know so: I think maybe what he is trying to say is that acquisition would make erm a more fluent er speaker and and maybe a more a more…a better listener also but in… for my area of study er of interest which is literature I think that learning is very important also maybe even more because you have to pay attention on the formality people are not… er when you work with literature sometimes people never hear you speak er it doesn´t matter if you can understand what people say because you´re only going to read and write basically so: I think it´s erm it´s very important to to learn even though the… even

though Krashen puts the stress on er acquisition I don´t think they should be be taugh to people89 separately and… even…I DON´T KNOW I never read the works of Krashen but I… for the passage I´ve read I don´t see much of difference between learning one way and another it´s all learning for me I… you have to use everything that you have er at hand to try to to learn the second language and doesn´t matter if you´ve just being exposed or you make a conscious effort er the idea of a conscious attention as he said yeah a conscious attention I´m not sure about the conscious character of attention I I don´t know about that maybe it´s a psychological issue but I´m not sure if to pay attention I have to be conscious of what you´re doing maybe you can… maybe you maybe when you don´t perceive that you are paying attention actually some part of your mind IS paying attention so: it´s not CLEAR for me the real boundaries between acquisition and learning only when you when you talk about the use which will be for writing or for speaking and listening.
Time: 4´59´´53´´´

Participant 2
Task 1
Er well er in my future PROFISSION I I ´d like to be a teacher and I think that I have to speak with my students and… er in my SOCIAL LIFE I like to travel and I think it´s a good idea when you travel (.) er abroad you speak English very well in a hotel in in… every everywhere that you go I think it´s very important (.) I don´t know and and… in the in the classroom for example I think er the the the more you speak the more you help this helps the students and I I intend to to make my my class or to take my classes er all the time speaking in English yeah? And…(.) and er even at home I like to speak with my children er I have two children and they speak so so and I try to to speak with them all the time during the day and I think it´s a good idea because my daughter traveled abroad and it was very nice to her and: for the boy too er like "vestibular" helps them helps them very very: well and:…(.) and the social life for example to read a magazine I think it´s very interesting and when you watch a movie er if you understand er in the case of English I think it´s er also very very nice (.) AND:… what about social life I think (.) when you: you go in a lecture and the (.) the the person speaks in English I think it´s nice when you understand everything (.) AND:… when you read a book I like poetry in English and it´s a good idea if you read it in the the voice of the author and not translated in Portuguese and:…well (laugh) I think that´s enough.
Time: 2´28´´97´´´

Task 2
Well the the question is is a little complicated because I think both are important and the government should spend money on improving roads and highways because it´s interesting AND:…I think they should spend money too er on improving public transportation because buses trains and subways erm many people er uses use them and both are important and I think I don´t have any specific reason because (.) if you have good roads and highways (.) er of of course the traffic er goes BETTER and: buses trains and subways I think the the er the help er the more the the peer the poor people because the rich people difficult to to get a bus a train well in Europe is different but I´m talking about Brazil (.) and:…(.) I think both are are interesting.
Time: 1´30´´04´´´

Task 3

Well it is difficult to to say if er if it is better to: to build er the new one stadium or: to: to get
larger that one that (.) already have (.) er I don´t know how much money (.) it is in the situation
(.) it is difficult to say sorry!
Time: 00´34´´38´´´

Task 4
Well according to Krashen er the acquisition is different from learning because acquisition er he
he gives an idea that is something natural that you acquire from the environment where you live
and the learning you depend on the the maybe school teacher or someone that helps you and
some rules some exercises something that you see and you…and you repeat and acquisition er I
think er it er (.) how I said er natural erm for example when a a child er was born and raises he
acquires a language and: at the same time he he learns because he observes everything around
him and maybe: er has something something (.) that approximates the the two words acquisition
and learning and when you enter in a school in a English school er of course you you want to to
acquire a language you you want to understand everything and copy what the teacher does and
what the teacher /says/ and of course you learned (.) together because you see exercise writing
and reading and listening and everything that involves this kind of acquisition I think.
Time: 1´51´´85´´´

Participant 3
Task 1
Well erm I was trying to remember the reason why I start:ed to study English but: I can´t
remember right now but (.) actually (.) I don´t think I plan to use English in: my future: I´m (.)
well (.) I think (.) I´ll probably use it to: erm to try to get er to study (.) to: have master´s degree
and doctoral degree and a: and but… and my social life I don´t I don´t know if I met someone
(laughs) foreign (laughs) foreigner maybe but erm (.) that´s a hard question to me I don´t… erm
I´m sorry I´m (..) I don´t know!
Time: 1´10´´37´´´

Task 2
Erm… ok I think erm governments should spend more money on improving public transportation
erm: because: erm (laughs) because erm: you know if you buil… er make build more and more
roads you will need more and more money to maintain it and er this include erm er you will have
erm this is… of course this is good for example car industry but erm (.) but I don´t know maybe
(.) it´s a good way to improve public transportation because we don´t have to: be so much
dependent? on cars: and everything erm (.) MY GOD! I REALLY don´t know! Ok erm (..) well I
think that´s it it is more economical to: you know improve public transportation then er spending
money in roads and highways you know if you´re doing this you´re kind of erm (.) how can I say
this (.) erm it is like an invi…invitation to people for people using it even more and more and erm
I believe there is… there erm there are too many cars in the world already! (laughs) Erm I think
that´s it.
Time: 2´05´´43´´´

Task 3
well I think erm the two alternatives erm alternatives for the: building of the stadium er in
relation to the university´s considerations erm are related to my… but the girl and the… she
doesn´t care about money she is much more concerned er erm er (.) er she thinks that the

university should be considering… I don´t know building expanding the parking lot and: er91 erm you know building the stadium (.) in a: (.) in a place where it couldn´t make too much noise it wouldn´t bother the stu… the students erm I don´t know they should care much more about… but it could be: (.) useful… she talks about er a hanging out place I don´t know I can´t… I could not understand the beginning of the tape but (.) er how they relate… I believe the relation is is this she: the uni… the uni… here in the text there are two possibilities erm in the end the text explains that one would be more expensive than the other and the girl says that the university shouldn´t care about the… shouldn´t care about money (..) erm yeah erm (.) but I think erm I DON´T KNOW! I think that´s it yeah.
Time: 2´18´´41´´´

Task 4
Ok acquisition and learning erm according to Krashen´s point of view are the two ways erm through which through which! (laughs) an adult learner can er acquire a second language and erm acquisition would be the er the: er exposure erm of samples of the language but erm being er like an unconscious erm process and language would be er given attention er given attention to the: to the process of the language in a very conscious conscious conscious? Process erm well he believes that erm (.) acquisition is more important than lan… er learning because erm that´s the way I think it´s er that´s the way it really is in natural communication and: another thing is that erm oh yeah! learning cannot erm become acquisition because er and I think they give the example when: when someone erm (.) if someone is really you know er paying attention to grammar and everything they they pay too much attention to erm for ex… you know it´s not it´s very conscious conscious? and it ´s not natural so: they give more conc… they are more concerned on HOW they are doing it but they are not paying you know it´s not natural yeah? Erm yeah I believe that it´s (laughs) kind like my problem like it is because sometimes we get too much concerned oh! Am I doing wrong ? and I…but when I don´t pay attention to the way I´m talking it is much more fluent natural yes erm what can I say about that? (..) yes! (laughs)
Time: 2´53´´48´´´

Participant 4
Task 1

Erm about work I think that... because I´m studying to become an English teacher so: this is what I´m studying for this is part of my work using English is part of my work so: I think it´s basically how I´m going to USE English in work and study because after I graduate after some time I graduate I want to take the master´s and the doctoral degree so I´m still going to use it during the master and the doctoral and social life because… NOT ONLY… I like English not only because er I started to study English not only because I like the language but also because I wanted to use with erm foreign people: or: I don´t know to DO OTHER things I want to travel abroad I want to meet people from as MANY countries as possible with many different cultures and backgrounds you know this is how I plan to use it in my social life erm (.) I DON´T KNOW! (laughs) I´m not sure if I´m going to: stay as a teacher for my whole life but I´d like to work with translation also which was the first reason the main reason why I decided to take the English er "Letras" course er so maybe I I´ll try to work later in the future with translation and also movies or songs related to: education to some kind of activity and er private work public school it doesn´t matter where but… I´d… I´d like also to work with translation later and maybe even literature I know that´s

more difficult but… I think that literature would be more involved in my plannings for the92 study than for the work.
Time: 2´11´´75´´´

Task 2
Er I think that government should spend more money on improving roads and highways than on improving public transportation because the condition of roads and highways they are very bad nowadays and there´s been A LOT OF accidents very bad accidents and: the public transportation is more a matter of better organization than er improving the problem actually I think that… for example in Florianópolis we have the new system the new bus system and: it doesn´t work only because they care more about the: company than the the people who use the buses so: if they were better organized they had… if they had more buses er a better schedule maybe it wouldn´t need to be improved only better organized and with the roads and highways er the problem is that places where are very far from the big cities they are forgotten er so the roads they got in very bad conditions and: only the people who use it know how bad they are and even some very main roads like BR101 for example it´s waiting for to duplicate the the "pista" (.) erm for a very long time and they haven´t decided on that yet it´s been like for years to duplicate erm they just don´t decide when they are going to finish and for the people who use it it´s very difficult because they are in very bad conditions I remember that last year I went to Rio de Janeiro to visit my grandparents and: one part of the road was… there was like a hole and the hole…er in the the road and my father couldn´t see it and he ALMOST FELL IN IT! (laughs) And it was a very BIG one ! so: and… it´s a MAIN road er like EVERY truck er or buses: er they go on that road they they pass though that road so I think that improving roads and highways would be a better… would be a money spent better than on public transportation (..) oh and about the trains and subways er big cities like Rio and São Paulo or Porto Alegre they have conditions to have this kind of transportation and: it´s very difficult because it´s… the kind of trans… er it´s the most used I guess I´m not sure about São Paulo but in Rio de Janeiro it could be it used to be used a lot er in our city it´s very difficult because we don´t have places to build er subways we don´t have…no there is no… I believe no place to to put them! (laughs) so: I think that they could be improved also like the public transportation they need to be: er better car… er I think they are just abandoned it´s like the government forgot about it and also forgot about the roads they are both abandoned but… I think that public transportation is all…is only a matter of better organization.
Time; 3´44´´41´´´

Task 3
Er the girl from the the listening she says that she believes money isn´t everything so she believes that they should build a new (.) stadium instead of doubling the old one and she is concerned about the noise because the new stadium would be close to the: classrooms er she believes that the noise would be too disturbing during the classes and also she is concerned about the parking but the area that the students have to park the cars are already small and if they build a parking er it is going to: make even smaller the space that they have to park their cars and she also says that one of the reasons she wants to: have a new stadium is because er at winter students are going to have a place to hang out er she believes that the stadium would be this place for them to hang out during winter er if… they are actually the… what she believes that er that the er

university is try… is planning to do er is totally opposite because she wants a new stadium93 would cost… what would cost a lot of money and: the university believes would be better to expand the the old one since it goes exactly the opposite way that she believes because it is going to be: er cheaper it´s going to: er er cost less money than building er a new one (..) and depending on the… maybe depending on what the students er want er maybe it´s better for them they need to take into consideration the fact that the students probably want a new stadium than just expanding the new one and (.) and I think that one of the main concerns that she has about the noise I think she is right about the noise because it is going to be disturbing during the classes of course nobody is going to: be able to study with a lot of people screaming or practicing some kind of sport but I think that she is wrong about the money issue because money may be not everything but is also an important… specially in a in a university or in a… I… ANY place people should be concerned about money because money that they are going to use to build a new stadium could be used like for example to: er enlarge the parking that they have because she says that the parking is too small for them is already too small maybe they could build in another area er a new parking and would be… er it would cost also less money than… I believe that it would cost less money than building a new stadium.
Time: 3´21´´97´´´

Task 4
Er Krashen describes er acquisition as a process that is not conscious and is also… it happens when we are exposed to samples of the second language that we are learning that we are acquiring and: this is similar to the process that happens to children when they learn their first language erm and learning is the opposite way is like when we: are conscious about the process and: we are learning the rules of the the second language and we are also concerned about the: form of the language different from the acquisition that we are not concerned about the form er he he also says that learning cannot turn into acquisition and that only acqui… er acquired language er can produce natural and fluent communication er as an example he says that some people are fluent speakers and they never learned… they have never learned any: rule about… of the language and some people who know the rules of the language they: know these rules but when they are speaking they are so concerned about WHAT they want to say that they forget about HOW to say that and I THINK that my my opinion is that er er during the process of of acquiring or learning a language er there is some things that we can learn that we NEED to learn and some things that we probably will acqui… acquire er when I was er when I was learning English er all the vocabulary that I knew before getting to college I: got from translating er lyrics of songs and: I think that they… I I acquired those… er that that vocabulary because I was exposed to these samples of the the language but I HAD to learn er some structures some grammatical structures like the present perfect or definite and indefinite clauses some things that er is difficult for a nonnative speaker to simply acquire by listening or watching a video or any other kind of reading a text so I think that it´s going to very extremes we cannot say that ONLY acquired language can produce fluent communication I think that I I myself am a good… I´m an example of… because I: I HAD to learn some rules I had to be worried about form and the… at the beginning we have to be worried about the form and about what er how we are constructing the sentences we need to think of that but er after we get used to that then we can produce a more fluent and: natural conversation or speech and this is… I I I agree with his with his definition but I´m not so: er I wouldn´t be so emphatic in saying that only one… only acquisition can produce oral er fluent and natural communication.
Time: 3´49´´26´´´

Participant 5
Task 1
Ok er since the beginning when I entered this course my intention was to work with translation and interpretation (.) but as we don´t have this course here I decided to do Letras (.) and now that I´m teaching I´m really enjoying that and probably (laughs) I´m going to be a teacher but I also wanna work with translation because that´s what I really want I really like that (.) and: I don´t know I intend to study abroad to improve my English to take courses and… other countries er that speak English and: (laughs) I don´t know I think that´s it.
Time: 0´42´´39´´´

Task 2
Well in my opinion er both are important since one depends on the other because er you must have er good (.) roads the government should er improve the roads and we also must have good er means of transportation er one depends on the other (laughs) yeah I think that´s it (.) "não sei" well many people depend on buses er to go to the work or to study and: we also need good roads so that those buses can … I don´t know what to say!
0´46´´21´´´

Task 3
Well the university said that er the expansion of the stadium would be the the best alternative because it´s less expensive but the student er disagrees with that because er she says that er money is not the problem and they should concern with the students er (.) with the students that…I don´… I didn´t understand very well but there´s a parking lot near the area and then if they expanded that this parking lot will… will disappear and that´s her concern (laughs) that´s what I can remember.
Time: 0´42´´95´´´

Task 4
Er for Krashen acquisition is an unconscious process (.) er he says that er we acquire a language when we are exposed to er to samples of the second language (.) and: we must understand this these samples in order to acquire the language (.) and he compares that er when er when children learn their first language that they… they´re not er worried about the the form the language form (.) and: learning it´s is the opposite when you learn a language er is er this is a conscious er process and: you are… your attention your focus is on the form on grammar rules (.) and Krashen says that er acquisition is the the most important process (.) and he says that er you can only have a fluent communication if you acquire a language.
Time: 1´00´´31´´´

Participant 6
Task 1
well I think I´m going to use English my entire life (.) I´m already using it since I I study English since I was five so: I study English for a long time and: I´m going to use er I´m going to use for a long time because I want to be an English teacher so: (laughs) I I HAVE TO (.) and: I think English is important not just not just because I´m a teacher of English but also er erm in my social life… I I like to travel a lot I like to meet other people I like to: to see other cultures and English is er basically the: most used language in the world! So you go to Italy and you can

communicate in English you go to China and there there are people that will understand you95 not all of all of them but most of them will know what you´re trying to say because it´s a UNIVERSAL language so: I plan to use English er as a teacher (.) and I plan to teach other people to talk in English and: well and also in travels in trips yeah I think (.) I plan to study a lot too because I I like I like literature (.) so: English is… I like English literature so: we have erm I have to read some books in English so it´s another way to use it reading books in English and er let me see er watching movies… this is part of the social life watching movies and reading books in English am I conf… I´m confused (laughs) so: let me see what else er (.) yes I don´t know maybe my master master degree? I think it is and: something (.) I´ll try to teach my children (laughs) how to speak English.
Time: 2´21´´42´´´

Task 2
First of all I think government should spend more money in education not in transport or highways or improving roads or something like that but erm if you´re er like (.) you are talking about roads and and transportation so I think er Brazil has a a er kind of erm er how can I say er I think Brazil er when it was colonized (.) when the shelt… shelters ? I don´t know… when they came to Brazil they start to do EVERYTHING by er roads and not by train and not by er other kind of transportation they used a lot of er trucks and I think this is wrong… I think they: … but I …you can… we…. all right… we can´t fix that anymore (.) er we have to: adapt and er adapt to er to (.) er the reality that we don´t have trains that EVERY transportation and is er oh my god (.) I don´t know! give me a blank! ok I´m going to start again (.) ok (.) er I think Brazil should have more trains and subways than cars and buses but this is impossible because we already construct everything by roads so there are a lot car accidents because this and because there are a lot of trucks with er transporting stuffs and and: there´s a lot of drunk er drunk drivers (.) they take a lot of er medication to stay awake and this is (.) is bad and train transportation is faster but we don´t have it (.) so answering the question I think gove…government should er spend more money on improving public trans… transportation maybe subways and: trains (.) but not buses (.) yes er here in Florianópolis I think it´s impossible to have subways because in an isl… in an island so we… I think for this reason… geographic reason is not so: erm (.) POSSIBLE to have subways and train… and trains so the only alternative is buses! (laughs) er that´s it ok.
Time: 2´48´´42´´´

Task 3
Ok the student er she thinks er that the university is concerned about money er (.) because the university wants er to enlarge the sports area and there are two alternatives to build another stadium or to enlarge the current one and they say that it´s better to enlarge the current because it´s less expensive but they shouldn´t be concerned about money you know because money isn´t everything er they need er (.) they need a lot of things they need to er build a new a new parking lot and: (.) and they need (.) to do a lot of things (.) so they shouldn´t be so concerned about money (.) I don´t know what to say!
Time: 1´00´´09´´´

Task 4
Er there are two ways to develop er knowledge on a second language (.) to an ADULT develop knowledge on a second language one way is acquisition and the other way is learning acquisition is a process that er try to… when you acq… acquire a language you acquire it unconscious

unconscious? Yeah! And: there´s nothing to do with language form (.) and when you learn a96 language er you´re concerned about rules and language form and you learn when you learn you know that you´re learning when you ac.. acquire you don.. you don´t (.) so: er many linguistics say that the best process is acquisition because er: when we acquire a language (.) we can be more fluent only (.) because we are not SO concerned about er WHAT we are are going to say but HOW we are going to say (.) we acq… er we acquire a language like children acquire their first language so… but… in my opinion I think it´s HARD to an adult to acquire a second language because erm there are many studies on it that children er acquire a language easier than adults er I´m a teacher at NETI Núcleo de Estudos da Terceira Idade and I know how DIFFICULT it is for them to: acquire they can LEARN they learn some rules but it it´s difficult because they have er acquisition is part of your life you know you you acquire er something you acquire during during your life but as they are old they can´t … they can´t memori… or maybe not maybe I´m being er maybe it´s the opposite now I´m thinking better maybe they acquire but they don´t learn er yeah it can be I don´t know.
Time: 2´19´´11´´´

Participant 7
Task 1
I plan to using my English in the future to teach (.) English (.) I am studying Letters so: I´m going to be a teacher at school probably: a public school secondary school or primary school I want to use my English in my work and now to teach English and: and do a good job I´m gonna work with kids I have to improve the pronunciation er grammar… function grammar… so: I´m going to improve and teach what I have learned all through my English course also with my learning my er I´m gonna teach all I have learned from my English course as well I have learned from life for example from TV from other… apart of academic academic knowledge and: of course! as a teacher I´m going to: to keep studying all my life long when I have a new book a new: methodology I will have to improve the books methodology change in order to: to improve better because you know you cannot use one methodology or one (xxx) all life long so you have to keep changing keep up to date in order to do a good job so you have to study all your life long not only as a teacher but like in every profession… professional they have to be always recycling learning and trying new things (.) and: I´m going to use English in my social life in the sense that of course as a teacher I´m gonna have some: events to go teachers in these events usually speak in English all and probably I´m gonna talk in English with people and ask questions and: apart of this er for example I can use my English to: understand movies to understand TV and just in case I can talk to foreign people for example here in Florianópolis there are sometimes we find a foreign er a foreigner in the city and: sometimes Argentinean but sometimes it may be English as English is an international language I say so: we: I have er I have the opportunity to use English er sometime here so I believe it´s gonna be… it´s part of social if you go to movies or if you go anywhere on the beach so you use English to communicate (.) and: to make yourself understand and: to to learn better from all around the world from news and from cultures.
Time: 3´15´´91´´´

Task 2
Should government spend more money on highways roads or buses trains subways… well I think in case of… in this country in Brazil er I think they should the government should spend more money on buses trains and subways (.) because in Brazil we have big cities you know there and people use a lot buses (.) the ones who can´t afford cars they use buses and consequently trains

and subways and: many people in Brazil can´t afford a car (.) and the same way and same time97 subways in the city are very useful because you know if you have there less cars you have less pollution (.) and trains is a matter of…subways and trains it depends how you build it yeah it depends if you can go underground or if you can go of… on the earth if you don´t have to to go… trains and subways sorry so trains and subways depend where how the city is build how you´re going to manage to: to do this sort of transportation but at the same time if you are going to use bus… because in many cities like São Paulo for example they have buses trains and subways in Florianóplois we have only buses and… but so they both work together some people take bus AND train AND subway for example the case if you go to live in São Paulo you go from the center you go from the center to the train station and then many people also use a subway so all they all are part of one community everyday people sometimes they use the three /main/ of transport so: it it´s very useful now to improve transportation of people in Brazil people who can´t afford a car and the one who can AFFORD cars if they a bus a good bus good trains good subways you can er put the car at home and use public transportation it´s much better for the the air er you are not gonna pollute so much the air and much it´s much safer you know subways and buses are much safer than a private car or than a motorbike for example so: I think that subways and: trains must be very good because er I think it´s a matter of respect for the population I mean how can er a good government a government who cares about population er allow people to to to step ON buses for example (.) on the ROUTE of the bus many people travel on the ROUTE of the bus! so er they travel just hanging on the doors! you know and er I think if the government respect the population they want to have good people you know they want the popu… the people to be satisfied about the government er investing in public transportation is er is one of the main points one of the things that he really must think about but (.) highway highways and roads it´s usually from one city to another it is ALSO important it … high… roads and highways they must be very very I mean very easy to traffic not a lot not many many holes many you know they have to be very well signed in order to: help er people travel safer I mean in order to: help people drive safely for example signaling is very very important and sometimes you go on a highway which has no signals there is a car you two around there is a bridge around and there is no sign signal if there no sign the driver is gonna go fast is not gonna take care about it and may probably have an accident but: (.) you know roads and highways are very important but not people not do not go everyday on roads and highways but: in the city people use everyday every use bus train or subways roads and highways they may use sometimes except the people who work for example the: people who transport products like for example the…
Time:5´01´´12´´´

Task 3
Well the girl in the tape she is concerning about… I think she is she doesn´t want anything to be made because she is concer… she seems to be concerned about the two points she doesn´t want er she doesn´t think that: money is important for her money… it´s not important because if they: enlarge the stadium it´s gonna take the the park lots and park lots are already small and other thing she is concerned is that the large open area that the students use to to to hang up it is gonna be over so she doesn´t want the stadium to: to be doubl… doubling the size because she thinks money is not important (.) so: that´s all?
Time:1´02´´47´´´

Task 4

Well (.) a language acquisition and learning (.) well according to Krashen there are two ways98
of adult learn a second language er two ways of adult learn a second language it´s acquisition
and learning so: I think acquisition it´s learning how to communicate I think it has something to
do with communicative approach if you make yourself understand that´s that´s the best thing er
according to Krashen learning is about rules so: sometimes we know the rules but we don´t use
it while we look for where it is in the language rules I think perhaps it may be influenced by the
moods the person moods influenced by: a linguistic term I mean if you live in a place where
people have some: some characteristic of talk let´s say don´t use "s" for example er there are
some some regions some part some communities that develop some some… a way of
communicating for example in the north for example using a very basic… er the only one who
comes to my mind now er president Lula sometimes he doesn´t use the plural or sometimes he
doesn´t use the "s" (laughs) so I think it´s related to where he learned how to sp… where… it´s
related to the place he had learned to speak Portuguese related to the place where he born perhaps
everybody in that community speak like that so: he comes to develop and the language around his
life the way he learned the way his family talk or the way he internalized language that´s ok he
communicate everybody understands er doesn´t seem that he doesn´t know the rules but er
pop… er people communicate according to: the environment that when you talk about learning
learning is about rules in a sense that you go to school you learn the rules Portuguese rules you
know that you have to give an "s" you have to: you have to be linear in your description for
example when you´re writing when you write a text you have to know you have to know that you
know language in a sense of learning this learning that is… that Krashen describes you have to
acquire all the rules of speaking er sorry you have to acquire all the all the rules of a: a language
you know that say the standard language the language that is acceptable by the academic (.)
academic community so: acquisition… language acquisition is important because it´s when you
communicate it´s also important to LEARN a language to KNOW rules that: learn
communication it includes both acquisition and learning in a sense that you have to communicate
you have to know the rules in case you have to write or in case you have to talk with a society
that care about rules for example if you´re going to work as a reporter you have to speak the
standard Portuguese let´s say or the standard standard English you have to… by the way to get rid
of of the … the community you have been admitted on and trying to speak a standard Portuguese
or standard English that when you talk to your family for example when you talk to your
friendship er than the important is to communicate I think in this case talking to friends or family
er acquisition this work is is is important acquisition when you communicate and learning when
you go to apply the rules but depends who you are talking to and what way you are
communicating if you are communicating by speaking acquisition is ok because you have only to
make yourself understand if you´re going to write something it´s better to know the rules because
somebody because for example if you write er a letter the person you are talking to for example a
letter for applying a job for example this person who is gonna read the letter is gonna look or is
gonna is willing for you to apply the rules of let´s say a good er oral production a good language
skills language skills include acquisition and learning but in case of formalities for example er as
I said before …
Time: 5´02´´66´´´

Participant 8
Task 1

First of all concerning er the use of English in in future work er erm last year I I worked as a99 teacher and it was a good experience to me because I learned er I learned about about teenagers I learned about er human beings more than I than I knew before and I I´m guessing that we we devol… er we develop as human being also er (.) and improve at the same at the same time er our our English because we need to to prepare the lessons we need to we need to present er as better er as possible we can er in order to to do that er we also improve er pedagogical er instruments pedagogical tools er joining the the language used with the the language with the language er the target language which in this case is English er concerning to er to my studies in the future er I´m I´m studying English now because I I like studying English and I I believe it´s important because er we can achieve er erm er inst… er achieve er materials there are are only available in English er in my case I like er technical materials I like er I like er theological books because I´m I´m er I´m er I like the evangelical field I like to read the Bible and the the the best theories about about Bible and the best (xxx) are available in English specially erm in this specific field of er stud…studying English er I´m I´m intend er later to the…to go abroad and and to live there to study and there I believe that I can er I can er I can grasp er erm and and more more more input in English to me er as a person and er also do er what I really intend er intend to do in my personal life so er English is important in the sense what lack…er what of course what now what is lacking a little bit to me is is practical work conversation and er this contact to be in touch with culture er to be in touch er with er Canada er American or English er erm culture er because language is not a result only er grammatical or communication but is a result of er culture mainly because if you know the culture you know you know better the context that the the language is being produced is being produced erm er by the people erm and: er finally er just to finish er the purpose of my social life er I believe it´s a tool er the language is a tool that we can build two berries among people as I mentioned before to you er this this language er is er main…er specially in our er erm in a glob…glob… globalized culture that we live today er English is er the main language of this… of the world and: er I believe er this is a a tool that we can er share with the people er believes and we can share with people our attitudes er erm er commentaries and we can we can share er different er perspectives different er ways of see the world and it enriches er the person as human being er so so far the the person er erm is persu… is persuing his object finished?
Time:5´01´´45´´´

Task 2
Well I I believe that er government er should er endorse efforts to: to the sponsorship er erm improvements in public transportation because the public transportation is one er of the cause that many accidents er occur er the cars er for example that er for example that doesn´t have er erm er a a sec…a sec…a secure er to to the passengers or to the people to the people /cars/ without er airbags /car/ /cars/ er without the the right conditions er to be used er also also er buses that are too old to to to be er transiting in the streets er it it can er increase the number of accidents er in the streets er concerning concerning the the highways I believe the highways er in the simi… similarly similarly the highways er need to be improved er because the highways erm highways are er in in reference in reference to to our country Brazil erm er has been er cause er many accidents the bad er it´s bad conditions er (.) er the the traffic signs er erm the the lack of er painting in the the highways er it´s er all things difficult er erm (.) er the drivers to er to leave their cars on the streets er erm it happens er frequently er cars leaving on the on the highways because er erm some er some er some curves or lines are are not well done and don´t er don… er occ… don´t er doesn´t offer a right er a good adherence to the car er and er and so on (laughs)

erm er erm we have many examples of the the highways in Brazil as BR er erm one hundred100 one er that er is called the er the highways of the death and in each er erm in each year post year erm year after year er erm people er erm governments er say er that will improve that will er will duplicate it but er it unfortunately it doesn´t happen and er and er the state of the state of er the state Florianópolis er Santa Catarina er continues to er to to be the losers of all this and and human being is er is the most er the most affected er by the by the this government omission er erm er government er erm er doing that offend the offends the and doesn´t er because er (laughs) er when government doesn´t fulfill their promises er they erm they´re disrespect…er disrespecting er the people erm that are living in the states and er are disrespecting peoples er people that are are like them.
Time:4´37´´64´´´

Task 3
As far as I understood er the student is concerning about er about er the the uni…the university decision in to in plan the new stadium plans the new stadium plans er erm was decided er by the university er to be double sized because it would it would be more economical to the university er and the student is criticizing the decision of the the university (.) itself because er he or her believes that er money should not be the the reason er more important involved in this this process but er but the but the the but what should be er taken to account is the pop… is the place if the students feel well in that place er erm the popu… the popularity er to the students and er and the options to that students er erm er so er so the university decision er according to the student´s opinion er was not the best decision was the worst decision according to his or her erm opinion should be a erm er in a op…open place er this this er rebuild the stadium would be better because er it´s an open place it´s er it´s it´s bigger it er erm and a it´s better located to the student and give access to to to different places that´s it.
Time:2´12´´96´´´

Task 4
According to acquisition and learning hypothesis of Krashen er he divided er this two er two he made a distinction between acquisition and learning er the first er acquisition er refers to er when the person is exposed to samples of the language that he or she understands he he cites the opposed the the example of a child that begins to: to be be in touch with with the language and and starts to to er understand language that er that comes er from comes as an input from the environment that er surround surround? er surround the child surround the child er so er lear… er acquisition is /focused/ mainly on content on the other hand the er the learning theory is not /focused/ on the on the the content but mainly on form that means that er erm on on the the learning according to Krashen the /focus/ is not is not concern… is not mainly concerned er about er what he or she say but what but how he or she is saying er the thing that she is er or he the utterance that er he or she is is producing on that particular er moment er (.) er according to Krashen these are two opposite views and ere r the the and the and the and the and the former the former the acquisition term is the more appropriate to learn erm not on the contrary er otherwise if you try to emphasize the form er instead the content er you er if you put the form in the first place er you´re er you´re er you're your learn…your second language acquisition will be will be er (.) lazy will be interrupted according to him because the /focus/ is on content and not er not on form /focus/ in on on the meaning and not on the structures er of the of the of the language of the of the language (.) er erm personally I: (laughs) personally I I I I agree with er Krashen in concerning to the input that you need to be exposed to the language exposed to the culture and

the way and intonation of the language er or erm on the other hand I I I believe that er even101 in a communicative er context er you need to you need to er you need to monitoring yourself you need to monitoring your your performance er cons…consciously consciously er conscious to to improve er such things er on the form on the form that will er enrich er the meaning er that will give more er will improve the statics statics? I´m inventing now! (laughs) The statics of the meaning er because er it…of course the meaning er the content is the most important but also the /accuracy/ helps and /accuracy/ as as she… as krashen says er is unconscious process er when er while er while er content meaning is er is er an unconscious one er the acquisition is the unconscious one according to …
Time: 4´56´´67´´´

Participant 9
Task 1

Well I I´m not planning to use the English because er I think I´m already using using it I I don´t know how I´m studying English er because I´m I´m I´m very interested in studying English since I I was young I think the most important thing is the the culture because our culture is is er we a lot of of information in English er I think first of all it was the music I I would like to to understand but the lyrics er the meaning of the lyrics just er I think the: the main… that´s why I I began to study English er when I was a a kid and now I´m I´m I´m not planning to to teach or or be a English teacher my my interest is in:… to work with er movies because I I I also became intere…interested in in English liter… literature er because of er I I like to see many movies and and like to read the the origin… the origin… the original source from some movies the first short stories and books I read er in English was because of that and now I work I´m a cameraman and I was…and I´m also a photographer and now I´m I´m I´m planning to: to do a a to finish my English /course/ er to graduate in English just because I´m I´m planning to to to: to study: to get a master degree in in cinema in movies or something related to to images could be photographing or movies and: and I I I think it´s er the: the: nowadays with the internet it´s also very: helpful er to to understand and to read because we have a lot of sources er in the internet in English I think that er this this that is too much information and the : erm regar… regarding soci…social life I think it´s er very er helpful when you: when you travel because er English it´s a kind of er erm (.) the most spoken language of the world could be er very very helpful.
Time: 3´00´´32´´´

Task 2
Erm I I get conf…a little confused by the by the question because I think er we have two: different subjects er I think the government should spend more money improving roads and highways er and and also er spend money er spend er I think government should spend money in both situations because the the first situation er roads and highways is related to to st..state economy er and and and bus and trains and subways it´s related to to the life of the people in the great cities cities (.) er erm er I I ´m I´m more… I´m concerned because I live in a (.) almost big city (laughs) yeah it´s kind of a big city with a lot of traffic problems I think the the the: we: we have er it´s a common sense common knowledge that we have that we have this big traffic problems and every…each season it it it increase the the the we´re always in the bigger bigger traffic jams it´s er and and erm we we know if the if the governm… I don´t know it will… it´s a kind of improve if they (.) lower the the the price of er of the public transportation people will probably will use less their own their own cars and that will will reduce the the amount the

number of cars on the streets because er nowadays it´s it´s er it´s almost the same er if you if102 you if you (.) er you you pay the the same if you came er come to to work by by your own car or you pay the the bus ticket you you almost… the same price and: I don´t know I I in relation to: roads and highways in our country in Brazil I did not understand I didn´t understand how they didn´t improve the… this the same trans… er to transport the the goods er by by train because er it… er long time ago it… er they they had Brazil had a lot of er train rail… rail… railroads and: I think it´s more safe and and will be: better for for every… every… everybody (xxx) so the: the (.) the the goods I don´t know the (.) the business transportation should be main done by by train and the: we have a lot of er problems with the roads there is many accidents many people die every day we we didn´t care we are: accustomed I don´t know it´s enough? (laughs) oh my god! Er and the: (.) I don´t know I think I would like to to to travel by train also I think er it´s it´s it´s kind of er (.) I don´t know it´s easy you can watch the landscape (laughs) things like that you can talk.
Time: 4´18´´38´´´

Task 3
Erm er erm I think the the… we have two alternatives to to accommodate people in the sporting events and the: I´m supposed to talk about her opinion (laughs) er she: I I I understood she she: think… there there is two: two plans one is to to expand the the the the the the sta…the stadium that they they have have and the one is to build another one because they have space to build a a larger and new one stadium but er according to the university this will be more expensive er the girl er think that it´s it´s better to to build another stadium in spite in spite the: the price er because er (.) I don´t know because they need (laughs) they need space to the the these these presentations er (.) er (.) I don´t know.
Time: 1´30´´77´´´

Task 4
Erm well according to Krashen the linguist linguist er there is two way to: to to to develop knowledge of a second language language acquisition and learning for him the the most important one is er is the acquisition (.) because erm according to him er it´s it´s the only way er erm one can can be fluent in ano… in another language in a second language er because er erm as an example he says when a when a a adult try to talk and and he think about the rules that that he he are supposed to to learn he he get er he is not fluent like me (laughs) I´m I´m I´m always concerned about… with… when you´re talking if you are: worried about if it´s right or (.) or it´s in the right er syntax or semantic way if you are concerned about the rules you you can´t talk you can´t talk fluently er he: he says he said that acquisition it´s like the the kids learn learn er language they they didn´t learn how well they they can talk just they just talk for me it´s like er it´s like er sounds like er music it´s er it´s er acquisition it has to do more with rhythm it´s er it´s er the sound it´s er it´s er opposite opposite of the of the when you memorize a rule you should speak like that because of that because er it´s more er I think acquisition it is it is more nat…natural it´s another it´s another way of of of knowledge it´s a little bit er subjective or abstract I don´t think so I don´t think so! I think so! (laughs) and the: I I know by by myself er I have a lot a lot of trouble to to speak in English but if I: if I if erm if I am more worried about how I speak I will speak er badly if I don´t care if I … just to to to exchange er information or just to to say what I think freely I I I think I speak better I agree with er his definition of er acquisition and learning it´s enough it´s enough.
Time: 3´16´´79´´´

Participant 10
Task 1
Well er I already work as an English teacher so: in my work I probably I´m probably going to use English because I´m gonna teach it! So: probably I´m going to use it AND I´m I´m not SURE if I´m going to teach English for the REST of my life actually I don´t intend to do it for the rest of my life but: I think English nowadays can be used in any area and: well to study maybe: well I intend to do my master and to keep studying for for a long time so: probably I´m going to use English again because I´m interested in researching about English teaching and English learning so probably I´m going to use it a lot for my studies and: what else? Maybe if I change the area for som…for any reason in the future maybe I´m gonna use it er I´m going to use English again for my readings for: for reading: er papers in the area er anything any literature that I that I ´m going to read is probably going to be in English and: for my social life well I like to meet any kind of people so sometimes I meet foreigners like Americans or… wherever they come usually they speak English so to to interact with people from any other part of the world I… that´s how I intend to use language for my social life and: also I want to travel very much to travel abroad and: probably I´m going to use my English because I intend to go to America to England or Australia or anywhere and: er I think it´s basically that.
Time: 2´09´´33´´´

Task 2
Erm government should spend more money on improving public transportation and: I believe that because if you have good public transportation you don´t have to to buy and to use your own car! and it would avoid like pollution it would diminish problems pollution and: quite the traffic erm but also of course it´s good to have good public transportation but if you don´t have er appropriate roads and highways to to to like how can I say that to: [click] I mean if you don´t have good roads and highways than it´s not it´s not enough just having good public transportation both are necessary but: the advantage of having this er to to spend money on improving public transportation is that you would avoid people you would prevent people from using their own cars and this would help like er not usi… not polluting it would diminish pollution and: traffic and: that´s it (.) but my point is should be spend er spend to improve public transportation but good roads and highways are also necessary and: what else what else what else and: for example er I live… I´m from São Paulo and we have CHAOTIC traffic there so I believe that if we had good systems of transportation there the traffic would would not be as would not be such a big problem because the subways there work very well but they: they they are not enough I mean they they don´t don´t go to specific parts of the city they´re just for certain regions and: so maybe if government spend more money in… on subways then more people could use that and avoid using cars or (.) cars basically and: also buses and trains could be improved and: then probably the traffic would would not be so so horrible and the city would be much better in terms of pollution in terms of quality of life and: well here in Florianópolis it´s not such a big problem but for… er in Lagoa´s road for example when it´s summer it´s like impossible to: to drive there because everything…YOU CAN´T MOVE! You just… you just keep there waiting for hours to get to Lagoa and when it´s not summer you can get from from downtown to: from downtown to Lagoa in like ten minutes so: maybe if we had a good public transportation er here in Florianópolis too then it would not be necessary for everybody to take cars and to go there (.) by car and then the traffic is chaotic too and: well of course the roads and highways are also necessary not only public transportation.

Task 3
So: by what I have read and what I have listened I understood erm ok! so what are her concerns… the girl is not worried about the money she: she mentioned er another: she mentioned actually other: how can I say other: other aspects of this issue not only the money that´s going to be spent it´s like… I can´t remember well but it´s something like the the place where it is if it is closer to to to places students usually are (.) and things like that some other aspects that I can´t remember but wasn´t related to money and: ((mumbling)) actually from the text I can see that the university is thinking about the less expensive one and probably this is one of the most important important aspects of the of the expanding the old building of the stadium and: the girl is presenting er another argument against this idea of expanding the old building er she is in favor of building another one because: because of arguments that I can´t remember! but it´s about er different things that that money and: well I think this is it I I don´t any more contribution.
Time: 2´03´´64´´´

Task 4
So: er the text here provides the the definitions for the two terms acquisition and learning ACCORDING to Krashen and: it´s also about adult second language er development er actually second language er learning for adults and it´s about this development how adults could develop the knowledge of a of second language and so: it… there is these two definitions about acquisition and learning the first one acquisition is defined as now quoting "we are exposed to samples of second language which we understand " erm probably he means that erm acquiring happens when we…you are exposed to comprehensible input it´s not necessarily that you understand everything that it´s been said each single word but rather when you can understand the main ideas and: he compares this idea of acquire…acquisition as to: kids learning their mother tongue and: actually the main thing is when you are er acquiring a language you are not being conscious of that you´re just receiving and developing your your language without consciousness on the other hand you have learning and: it´s just the opposite in terms of consciousness erm if we talk about acquisition it´s unconscious and lan… learning is conscious when you learn er when you study when you learn rules and you pay attention to form so it´s pretty conscious and also for Krashen er he believes that acquisition is is the most important one because er it´s more natural it would be more natural to: more fluent learning erm yes! more fluent more natural and: also: ((mumbling)) what else do I have here… Ok! He says that learning is not… does not become acquisition after some time and: so he he gives some some facts… he provides results of some experience probably where he says that…he he gives evidences that what is written in the text he cites as evidence for this (.) that: some people…er people who learned rules they have lots of difficulty to: to apply the language to use the language while people who: who acquire a language who go… who goes under a process of acquisition they they are more fluent they know how to use the language and people who learn can´t use it fluently and: I think this is it.
Time: 3´45´´83´´´

Participant 11
Task 1
I plan to keep on working with translation because that´s what I have been doing for at last fifteen years er maybe er specializing in translation too that´s for the future because I have been doing

this already I have been working with translation so: in the future it´s going to be the same I I105 don´t intend to: lecture I wasn´t born to lecture so: that´s all.
Time: 0´27´´68´´´

Task 2
Well I think er government should spend money both in in improving roads and highways AND in public transportation transportation for… er the the public transportation here in Florianópolis is horrible I mean I depend on buses I know how bad it is to get here to travel like ten kilometers I spend one hour I have to catch three buses three buses so: I mean it´s something else! erm we don´t have subways here I´m from Rio and Rio we have subways we have public transportation is… but we have buses plenty of buses we have erm we have trains we shoul… er here in Florianópolis er we have boats ferryboats in Rio too which we don´t have here so: these are: obviously needs er critical needs in a in a in a city in a specially in a in a capital like Florianópolis so I think er of course we have the BR 101 which should be doubled they should invest it´s important of course but should invest in both I mean it´s not one or the other it´s both you have to: you have to put money in …these are basic er necessities I mean are basic er infrastructures er that that a city has to have so: I think that´s it.
Time: 1´36´´14´´´

Task 3
The student expresses er her concerns about building a new: er stadium she thinks we should er the university should er expand the old one the current stadium she gives many reasons one of them is because it´s going to take up an area where students hang out at good weather erm she says it´s not the money it´s not it´s not a matter of money it´s just because it´s an area which students use and because there is no need for for building another another stadium just they could expand the old one and it would be enough what we need yes that´s it that´s what I could understand about she said.
Time: 0´46´´32´´´

Task 4
Well Krashen states that there are two ways er to learn a second language one of them is acquisition and the other is learning acquisition is when you´re exposed to samples of the language which you understand while learning is when you study rules grammar rules er in a country which is not the language er in which we don´t speak the language you´re studying for instance if you go to to the US and you are exposed to language you you learned how to speak the language but you don´t know you don´t know anything about grammar you never studied grammar and he states that the most the most the most important one of these two ways is the acquisition is language acquisition since erm you… er a person er may learn how to speak English and er be… become fluent er without knowing any rule but but er a person who only studies er grammar and she: and she or he learns er structures and learns rules of language er this person er will will not sometimes will not be able to apply these rules is not able to apply these rules when when she is speaking or: when she is speaking or because she: er she or he doesn´t know er is focusing er mainly on er on HOW to say something instead of WHAT to say erm for instance I I acquired English er by going to the US when I was a kid so it was easy it was easy in a matter of a month I was speaking English already I was three years old when I went to the US I learn how to write in English (.) first then when I came to Brazil back to Brazil I learned how to write in Portuguese so it´s something that you …. At least the accent you never loose something

that you never loose something that you never loose I then I studied grammar er I´ve been106 studying grammar and I´ve studying English for I don´t know er twenty years maybe so: and working with translation too so: it… of course helped to improve my my English because the vocabulary I had was er of a children… of a child not of an not of an adult so but erm it´s something that it´s supposed to be the best way of learning a second language it´s being er it´s acquiring not learning and that what er Krashen er argues that´s it.
Time: 2´39´´87´´´

Participant 12
Task 1
Er I´m already working with English I´m a teacher er at CCI and I like to work as an English teacher but I don´t know if I want to do it all my life now er I don´t intend to take a master´s or anything at least for now I don´t know in the future maybe I change my mind and: but anyway if I change the area the field I I intend to continue studying because I like it a lot and I want to travel abroad and er know many other people from different cultures so English is important for that and: (.) how I apply… well I can talk a little about the experience I have had with English like with my students erm the school I work er has a communicative approach I… and I worked in another school which the: well erm there wasn´t a definite approach there er there were just different methods so: as the level of the students are a little different like in the school I have pretty much adolescents and in the other one more adults mainly university students and: I think that I´m having some kind of ….some problems with this communicative approach you know and I don´t feel they are so interested in this for them er having classes is just… they go there to have fun they want to have different classes they are not interested in learning at all and with university students I feel that they are more interested they… we don´t know … they want to to speak but grammar for them … they take into account as as well and I I don´t know I think that most English schools are interested in selling this image of having fun classes I don´t know if it´s good for us teachers you know I think it´s interesting to have fun classes but not a way to sell it you see yeah.
Time: 2´26´´10´´´

Task 2
Well I think that er government should er improve the highways the roads everything that er produce transportation even though it´s public it´s private investment you know and I think that in Brazil it lacks a lot er safety in in roads you know many people die from car crashes if there were more police officers erm taking care of this you know er maybe er giving a fine for speed limit and punishing more er it… it would be more effective like they only respect if there is punishment and: erm also we don´t have for example roads for er people riding bikes and so… if I want to ride a bike to university I have to go with the cars and it´s easy for me to: to have an accident or something else and: I also think that public transportation in Brazil is very expensive in Florianópolis specially er one ticket to: to you know to go from here downtown like too much I think the: the new er the new transport… transportation er how can I call it? Er the new system is good but I think it´s too expensive right? and it´s for some places you you want to go it really takes a long time between one er bus and the other.
Time: 1´58´´

Task 3

Er she: she thinks that saving money is important but er she is not worried only about it she she is worried about the noise because it´s very near er some some classrooms and an open area er that students use to er are used to hanging out there and parking space because there is already little space for that I think she mentioned something more but I don´t remember now I can´t remember (.) yes and (.) I don´t know safety maybe (.) I don´t remember .

Time: 0´52´´62´´´

Task 4

Well acquisition of a language is er to acquire it from content right? you don´t have…you: kind of infer the rules by the context it´s being used and learning it´s it involves form right? Er rule presentation and then practice erm he really puts the two aspects like er opposites right? But I don´t think they are opposites I think one complements the other and: er that´s what I was talking about to the first er task that er many English institutes are selling er their methods as communicatives communicative and they er (.) they ask us not to give grammar at all right? But it is impossible because the the students become fluent they have a lot of vocabulary but they make… like… stupid mistakes about prepositions and other things so I think one complements the other and there must be a balance between them.

Time: 1´25´´85´´´

Participant 13

Task 1

Ok erm well I plan to use English in my future work oh let´s say well! I I thought of erm working as a diplomat I don´t know it´s just kind of a dream you know er so in regards to work I´m kind of er doing everything I can you know like studying and and trying to to direct it to to the diplomatic career but if it does not work I won´t I won´t feel bad because of that it´s just a way I found because I I was feeling very lost you know I do not know what I wanted from my life so: well in regards to study I mean I´m studying English language and literature (laughs) oh it´s really a pleasure to me to study this I love languages in general so: in social life erm I I I already have friends from New Zealand from the US from England from Germany to whom I speak in English so I think English is really a very important tool to interact with people from any part of the world so I… erm if I did not have to speak the language I wouldn´t be able to have this multicultural friends you know and erm er oh my…that´s about it oh I I love traveling all around so I think English is like very important because it´s er the main spoken language in the world but all languages are important and I´d love to learn any other.

Time:1´55´´43´´´

Task 2

Erm so: (laughs) sorry! erm I think er that when it rains it´s just a chaos you know (xxx) lots of holes everywhere it´s awful specially when you have a car you drive and you you and you pass on it oh it´s just awful you think oh my goodness I need to take it to be fixed again oh it´s really a headache erm well I think that those repairs should be done of course er for the the comfort of the population in general erm but: I think that er more money er should be used on public transportation of course because it´s really expensive to maintain a car we own and: besides that

erm you are polluting the environment so which is really bad! I mean all of us should be er108 concerned with er erm the ozone layer right? So I think that no money should be spent on public transportation for sure you know erm specially if if we could have I don´t know subways here in Florianópolis that would be a very good idea because erm it´s faster you know you don´t you don´t have traffic jams erm buses it´s like it´s bad when it rains you know erm and we always face er traffic jams and again that´s the problem of holes on pavements everything and: erm oh even I don´t know I I I´ve read in the newspaper that erm that er the mayor was planning to: to have this boat service you know for transportation from the island to to the land so I think that would be a very good idea specially in regards to pollution and: we would spend less money on on pavements and everything erm well I was born in in Brasilia and there in the city Brasilia it is ok nowadays asphalt is it the correct one? Is fine erm but the roads that lead to to Brasilia they´re very bad very bad so: if we had er trains like to travel from state to state that would be wonderful you know we would spend much less on on roads highways and everything I don´t know if that would please everyone it would be er cheaper for anyone for the government for the citizens and everybody would be pleased and satisfied that´s about it.
Time:3´20´´44´´´

Task 3
Ok the girl says that erm she she she is aware that that the university would spend much money er to build the the stadium in the: I think southern area of the campus er no! I´m sorry yes! that´s right and it would be much cheaper to: to expand the current stadium however she she she thinks that erm (.) there are not many parking lots there and that they should be more concerned on that and that… I don´t know the place the southern edge is the place where people hang out so: er she said that erm they the the the university I don´t know this…whatever! they should be worried about that you know about the contact what the students got license they have to hang out on summer or to have talks I don't know somebody whatever and to park the cars and: erm so she is not she is not really concerned with she is not worried about money not even that and so: and the university is taking into consideration erm well at least here it says that er it seems that the the most important thing is money er the girl doesn´t think about that (.) and erm yeah.
Time:1´49´´71´´´

Task 4
Ok erm so er acquisition on the second language erm for adults it´s like when they are exposed to to bits to samples of the language of already made erm parts of the language so they simply erm er they have an input of those er already made forms of the language and learning is when they spend time on studying rules and forms of the language and erm for Krashen acquisition is more erm efficient er for erm developing this knowledge of the language because erm ok people who acquire a language they go to communicate in a more natural way in a more er fluent way because er many people who learn you know who who spend time on on er grammar points they are very much concerned with HOW they say things so: and people who acquire they are more concerned with WHAT they say which provides more fluency erm well in my case well I started learning English when I was nine years old and I was pretty much er exposed to grammar points so like I started when I was nine years old but to: I don´t know thirteen fourteen I was not fluent yet because it was pretty much concerned er like er with rules you know I would know the rules and dictate and teach the rules but er not er I couldn´t really er speak the language so fluently so it took me a long time erm I know… I think this erm this /focus/ of attention when you´re

producing language is really very er important point like if you think too much on HOW you109 are going to say it you are not you are not going to say very much this is it.
Time: 2′36′′88′′′

Participant 14
Task 1
Er ok er I plan to use English I´ve always thought about being a teacher but now er at ..from this semester on I´m thinking about researching too because since I started to have classes with Professor José Luiz Meurer I I got very interested in the er sistemic functional grammar and er it´s er I don´t know now at this moment I´m quite confused on HOW am I going to use it I am a teacher right now and I plan to work as a teacher too but I don´t know if I´ll be able to to do both things so for sure it would be er involved in my career and: and I´ll be studying either as a teacher or as a researcher and my social life will also will also be affected by that because it will be my instrument of work in either choice and er erm I don´t know I intend to travel too (laughs) and that´s my social life I think and also will be my career because I intend to do some courses or other things to improve my career and er I think that´s it.
Time:1′23′′28′′′

Task 2
Ok I´m quite in doubt now because er you made me think that er of course roads and highways er are in terrific need and they need to be improved because er the public trans.. transportation will need it too! but erm I´m tempted to say that I er that the government should spend more money in improving improving public transportation because that´s what I use it so I think that´s pretty important and also because: it could det…it could make er I don´t know maybe the transportation would be better if we used it more the public transportation I don´t know it could influence people in using it more and: maybe both I I believe that both are pretty important and if I had to choose one I would choose the one that I use more which is public transportation erm well: I don´t know.
Time:1′10′′16′′′

Task 3
ok she is concerned she said she is concerned about saving money too but but that´s not everything and she said she is concerned about the noise and the and the place where they are planning to: not no no! and the place where the stadium already is so it wouldn´t be good just to double the size of the stadium because the noise there is something that that er cause problems and she is also worried about the space in the parking lot that would they would have to to to make it er smaller to double the size of the the actual stadium and she said something else but I can´t remember now I think she was concerned about the sp…the space that´s now very common among the students to hang out I don´t remember exactly but it´s related to the the concerns of the the university actually disagrees with the concerns of the university because they are they said they are worried about saving money because it would be less expensive to double the size in order to er instead of building another one er a bigger one so I think she she would rather to have a new stadium and the university thinks they seem to to prefer to double the size of the actual one.
Time:1′36′′84′′′

Task 4

Ok so according to Krashen there are these two ways to to learn not to learn (laughs) to to yes110 there is learning and acquisition the difference is when you acquire a language you are inserted in this context so you you have access to that and you can understand when you learn a language you are focusing on meaning and rul… not on meaning on rules and form you´re studying the language and structures and so on when you acquire you are just paying attention to meaning and communication so according to him acquiring a language is more effective and I agree because if it´s the way the the child learns to speak the first language and it´s very effective because you can´t automatize the language without using and when you just study and learn you may not be able to to just speak fluently and that happened to me when I was learning because I studied but I was to shy to speak in the English class so when I came to the university I had a great difficulty in starting to speak because I I knew the rules but I couldn´t just apply them when I was speaking so it was very hard in the beginning and I agree when he told that learning cannot become acquisition so now I´m really worried (laughs) because I´m sur…pretty sure that I learned and oh maybe I never will be able to acquire (laughs) but I´m speaking now er I don´t know er but it´s er the main difficulty focus on meaning and focus on form that´s it.
Time:1´57´´70´´´

Participant 15
Task 1
I intend to use my English in my work and: I intend to become a teacher and I intend to teach my my students and: and it… I intend to apply what I have learned here in the university (.) study maybe: I follow some research here at the university and social life I like to travel abroad when I meet some friends that er they they came from another coun..country so… just.
Time:54´60´´

Task 2
Erm I think that government er should improve the roads because erm the example of BR 101 here it is too dangerous dangerous road and: in my case I´m from Rio Grande do Sul I used to travel there and: to my my mother´s home and: the road is so: dangerous and there are several holes? And: erm for me it is very important REASON that government erm have to spend more money in roads and: erm HERE IN Florianópolis I think that erm the roads is nice but in the rain days it´s it´s too dangerous too that´s it (laughs) yes (.) ah I think about the: improving public transportations like bus trains subways erm here in Florianópolis is sur.. it need to be improved because there are so /little/ public transportation here the on… er there are there is only one option er you have to take the bus just it there are no trains or subways and: I think you.. it could be better about transportations.
Time: 2´15´´82´´´

Task 3
Erm her concerns about the building of the stadium is not about the investment of the money but it.. er that can be a popular place where they have a barbecue and enjoy and…I like that for me I don´t know (laughs) just it (laughs).
Time:26´70´´

Task 4

Er we er acquire a second… we acquire a language when we… I don´t… (laughs) when we111 are exposed to a language and it happens since we was born it´is a process it is a no conscious process and we learn language when we start to learn form sometimes you you acquire a language because become… I don´t know the word ! and you learn language in a: conscious way for me the definition of these two words… acquire is a more /natural/ process and learning not (.) er the definition is that …er could say that (.) acquire is a /apable/ for natural fluent communication and: when you learn you have to learn /rules/ and you has more conscious what you´re saying when you learn when you acquire you talk /naturally/ since when you are a children you acquire by in touch to language for me it´s a definition of these two terms just it. Time:1´42´´44´´´

APPENDIX D

Participant 1
Task 1
Ok in my future I pretend er go outside of Brazil and (.) and learn more English study more and more (.) make courses er there for to come here again and maybe took make courses here with children. I LOVE work with children because I think they are more (.) more easy to manage with them (.) Yes and (.) try to stay there or try to come here again Ok (.) I don´t know yet but I think that it is very important the English yes (.) maybe I will work in a factory to translate (.) yes (.) and and I don´t make some plans yet I don´t know very clear yet yes? I will plan er maybe I will continue my studies next year (.) because this year I finish Ok? Then that´s it.
Time: 1´36´´

Task 2
I think that the government spend more money in improving public transportation because there are a lot of people in our city ok? And trains here uh don´t have (.) but (.) for example in São Paulo there are uh subways and trains and there are a lot of people (.) the people need this to transportate (.) not just bus buses (.) but trains subways and until that because it´s a a (.) it´s a fun… a funny way to leave with trains subways ah! they can visit other places more faster than buses ok? And: (.) for example (.) because the schools I think the… that the government uh see this kind of problem in our city the how can I say the whole city is (.) care of this problem in our city because the students they (.) some think not just uhm free… but they they a little ok? And: and because uh the places are (.) far yes? To work for example (.) then the people have to take buses trains subways and for other questions too ok? Because I live in Indaial Indaial uhm didn´t have buses like in Blumenau (.) now there are some because the people uhm don´t have uhm don´t have money to pay a taxi every day then I think that the buses are cheap than the taxi ok? That´s it.
Time: 2´38´´

Task 3
Ok I think that the concerns of the students are that (.) they have more stadiums in the campus of the university and don´t (.) they don´t think that the money is essential uhm for example (.) FURB is an example of acquire just money and (.) they don´t uhm worry (.) uhm about the plays we don´t have uhm a lot of pleasure because I think that they are uhm it is a institution of a lot of what they want just want acquire money they are capitalist (.) I think here… I think that the students worry about the other things yes? Because they want: uhm play something: they want know different people then there are a lot of things to do this ok? They can (.) uhm not just study but maybe dance at night but I think it should be a thing that the institution has to: to (.) give then not just money and just study and just things like it (.) Ok because it is very important to study in a place and know the people that you are living every day not just come of the work and study don´t speak with anyone it´s really a stress I think ok? That´s it.
Time: 2´22´´

Task 4

Ok (.) according to Krashen there are two ways to learn… er to learn … to develop113 knowledge of English ok? There are acquisition and learning ok (.) and that (.) in her view er we acquire… er… as we are exposed to examples of second language which we understand ok? This happens with children because it is easy to them to acquire a second language (.) it is easy to them to memorize the things that they look ok (.) it´s important to them to see the words written and: the picture (.) I think (.) because they don´t … they don´t know er how can I say… they don´t know… some children doesn´t… don´t know er the letters yet then it´s very important to see the picture and after that see the word (.) for example (.) I have a… one nice… niece ok I have one niece that er sometimes she goes to my home and I play with her ok I take the word and I explain for her (.) yes… it is very short small words because er… she doesn´t know er she has… is just 5 years old ok then I show the words and the pictures and after that I turn the picture and the word and she shows correctly the words and the picture(.) and she has… is just 5 years (.) then it´s very easy acquire a language er when they are children ok and according to Kras… Krashen er he said that there are people that learn without rules just speak fluently ok? And there are a lot of people that worry about the grammar the rules and don´t speak ok? (.) fluently er some years ago I was like it but here we have worked ok? English works (.) then we have to explain then we don´t worry about the rules ok because sometimes we have just to speak fluently after that we… we notice that we … we don´t … we didn´t … we didn´t speak correctly (.) how it shoul be ok.
Time: 3´54´´

Participant 2
Task 1
I think that I will my English to work with kids because I teach… er I teach English and I think that I need to use a lot of English in class er I pretend to continue my course of English (.) what else? (.) oh god! My social life… I think the English is so much important and we need to use English everywhere and I think that I need to er I pretend to teach very well and I think I´m not prepared yet yeah but I´m studying and I think (laughs) that I can do a good job (.) I don´t know… what else? (laughs)

Task 2
The government is just er thinking er in get money er and spend with other things not er in a public person… in a public place I think the bus is very important to… to a city the trains we don´t have trains but I think it´s important (.) it´s a way to er come to work it´s how can I say going and need to use our technology to…we need to spend our money with technology and the means of transportation because (xxx) (laughs) oh my god! Er the reason… oh god… I think that the better way to get to other city to other place is taking a bus a train (.) I don´t know and I think that er here in Blumenau er we don´t have time to spend… time to get here and there and we need to get fast (xxx) that´s all (.) oh god!

Task 3
I think that this student concerns er is that er she doesn´t want er that the university build a new new new… "como é que é? Ai" how can I say that? Stadium a new stadium because she thinks that they will spend the money that they didn´t need to spend now and the

university wants to: … they didn´t know er … build a new one or they will … in114 another place or the … the place that they … the place where the stadium is… I think thar the university thinks that the people need to: to: play these sports … the university needs to: to: to play… to practice sports to their loves to better their lives (.) I don´t know… I think that´s important to build a stadium to practice sports we don´t have so many stadiums in Brazil and they spend a lot of money with this kind of thing (.) I don´t know… I think this campus needs a larger stadium to their students.

Task 4
Krashen thinks that we say acquisition… er is… er a natural thing er that we don´t need grammar to to speak English we don´t need to grammatical … grammatical rules to speak English that everybody… everyone can speak English and learning I think (.)
"é" by Krashen learning is… take a grammar study the… the meaning of the words the meaning what is a verb an adjective it´s a noun (.) er what else? I think that´s more easier to: to speak English with the acqui… acquisition because you speak … in you speak English but you … like Portuguese you don´t say now I will say a verb now I will say…you just speak and er you are right… you are telling the right thing but you are not thinking what you are going to say you just say the things and er (.) I think the children learn to speak all kind of language just listening and not take a grammar and study to speak that language (.) they just listen and learn with this they don´t think of Oh! Now I tals I will say a phrase with a verb or er (.) I don´t know er I think that Krashen thinks that we just need to talk just need to say the things and not to think what we are going to say.

Participant 3
Task 1
Er I think for my future I want to be a… an English teacher er because I love English yeah and I´m studying Letras at FURB and at the end of this semester I will be graduated… and … I want to er to study abroad… if I have time and if I have money and I want to: to do my…. How can I say… in FURB… after my graduation er post-graduation… post-graduation yeah! My post-graduation one or two years I don´t know how long and er for social is good too to speak with other people and (.) communicate with er with students what more … and er er I think all it is to improve my English as much as I can Ok.

Task 2
Government … government said always that they don´t have money to spend er improving roads and highways (.) but I think this is not true because they have money to to: how can I say (laughs) to: they have money for another things but not money to make er good roads or improve highways in Brazil (.) in another countries I see another thing but here in Brazil it is … ok and … what can I say er not subways because here we are… we are not … subways but the buses are good we don´t have trins and our cars are good but if our highways and our streets are good our buses and our cars er get… how can I say (laughs) "estragado"? (laughs) er I think government should er spend more money to improve roads but er nowadays the … they don´t did this ok.

Task 3
Her concern is not about money that I understand is not about money I think… he think that… she thinks er that people have to have a good accomodation and she said that´s not

about money and… they make a correct expansion of the stadium it would be less115 expensive and if they build another er sporting events it will be more er cheap ok

Task 4
Er for Krashen er acquisition is the more important process er because: if you acquire er the acquiring … the acquired language is more natural you can be more fluent in communication er because if you learn rules you can forgot the … the rules and then you can speak but if you really acquire the new "língua" language you will never forget about this because it is a natural way to: to study and to: to and to learn another language but if you learn rules… if you apply the rules you can in the future forget.. forgot this then it is more important to acquire a new language ok.

Participant4
Task 1
I plan to use English for my profession (.) I… I (.) want to: to be a… an English teacher… and the social life I don´t know… maybe one day I want to live… and… in the United States but I don´t know… (laughs)

Task 2
I think that the… the government should spend more money in the public… public transportation… like buses er because it is a way to help the people the society because many … because many… the many population is poor.

Task 3
Maybe the relation… is … that when they want to: make a: big sporting events maybe is for to get money… but money is not everything… er people always think in money but they don´t have to think just in money how to get money because we are exploring…

Task 4
We acquire the second language when we are exposed er in simple things like er listening music er or listening somebody in movie speaking (.) like English er and we are learning a second language when we go to do for example an English course or… we study English at school (.) that is.

APPENDIX E

TRANSCRIPTIONS OF THE INTERVIEWS WITH RATERS

RATER 1 (native speaker)

1. I think most of the speakers were very good you know most of them were very fluent and very confident erm most of them had a very wide vocabulary generally speaking the

pronunciation was quite good erm and well that´s an overall impression and there was116 some variation er between the speakers in different aspects that follow

2.erm in particular hesitation or lack of hesitation and this was a particular aspect what made lots of difference between the speakers yeah?and: (.) I think hesitation is the first a m…main characteristic then: erm repetition or absence of repetition so the absence of repetition of vocabulary indicated greater fluency greater erm ability to work with the language yeah? And: those two major things

3.Yes yes yeah and: other things that I always try to be as objective about is first language influence because there is a tendency when you can speak the students first language or at least understand the students first language then you tend to cover for their errors you understand (why they do that ?) why they do it so you don´t criticize or correct or erm you don´t give them a low mark yeah? Erm you don´t… you need you need to work hard to make sure that you give them as obj… as objective assessment as possible yeah and not compensating much for yeah and certain speakers on the sample can´t… they´re kind of (xxx) (xxxx) yeah (and you try to respect that) yeah respect it I always try to find a balance respect it in the sense that erm in the sense that not to be too critical of it and to to make an attempt as any er listener would make an attempt to understand what they´re trying to say and so: interpreting to some extent what is that they´re trying to say but at the same time trying to be a little bit objective and imagine the impact of what they´re saying would have on that person who did not share their first language (trying to improve?) YES! Yeah!

4. uhm it´s something that i´m always a little bit erm skeptical about confidence and creativity because er when assessing primary language and we are not assessing personality in the individual of course confidence in many cases in many individuals may er be the same as speaking in the first language or the second language so a characteristic of the personality they are shy when they speak in Portuguese so when they speak English that´s even Worse (laughs) they certainly still going to be shy yeah and obviously there are some people who er are very confident speaking in their first language and in the second language they have more difficulty and this comes through erm then I would say confidence quite a large number of individuals is transferable high confidence and low confidence transfers from first language to second language and certainly I would say that it is to creativity if a person is not creative in their first language than either in the second language yeah (but er I mean creativity here because er in some tasks in some parts of the task they had all to use their creativity for example here to talk about their personal life and some developed more or less) they DID I think on the first task the the topic was such a standard topic that most of them had quite low 9xxx) because most of them were obviously quite advanced learners and they must have been asked questions like the one in task one hundreds of times so across the years they have been studying English so er generally speaking I would say that the performance was better on task one than on the other tasks and on task 2 in particular that they didn´t have preplanned answers then certain did struggle for creativity you know and then once again it´s the kind of thing that when you look at the question some people just will never think about in Portuguese and they are not really interested in it so once again when you have an opinion to give in the first language so in the second language is no chance yeah er obviously some people are more er interested er topic er and and have an idea in Portuguese are already able to express themselves so yeah yeah .

5.Yeah erm (xxx) for a particular variety of grammatical structures and accuracy and there were two speakers who only maintained er a relative samples of structure and used the most common grammatical structures and the accuracy was very high when they attempted something more sophisticated and they made a few mistakes you know (did you observe any difference here from the other the the task one that you mentioned before and task two which you mentioned too er considering accuracy?) yeah I think for the same reason I mentioned before many of them are such worried as answers for task one but they were almost reading from a script and task two really made them think a lot more and there were far more mistakes far more errors in task two yeah particularly word order.

6. (laughs) er in particular by their their initial reaction and their hesitation simply er and also the use of fillers there were several examples of learners that who clearly didn´t really understand the question and you know er and you know well and you know and I think it´s like this extreme hesitation and frequent repetition fillers yeah.

7. uh I think generally speaking the appropriateness was rather cross the board was very good and there was sufficient language in task er of all tasks (cough) excuse me so er all the students had some vocabulary to work with yeah and the extent to which they were able to elaborate on now varied quite a lot and considering (xxx) some students tried out in two minutes anothers carried in four or five minutes! (xxx) as regards cohesion I think I wasn´t so really sure that there was any evidence of a real lack of understanding of the language that was presented so er I think er there was a lack of cohesion it was really because of the input of the task they didn´t have a pre compared answer they had to think (on line) to think ON LINE to give an immediate response yeah and that was when they began to repeat either whole phrases or whole sentences and recycle the same ideas yeah and I don´t really have the impression that they were not understanding the vocabulary that was presented yeah and (xxx) they didn´t seem too certain of the task er it´s er again I´m not sure of this complete lack of understanding of the task more perhaps they didn´t understand er the situation (laughs) so what of all the situation was unrealistic in some way something like that yeah uhm ok.

8. that was one of the things I was least impressed with really even when the the learners with the highest level of ability er with the exception of the first task where once again they had a lot of experience in answering this kind of question and so they were able to talk (xxx) about how to use English and and elaborate on the vocabulary talking about er work er talking on study and social life and using a range of vocabulary on the subsequent tasks two three and four in many cases there wasn´t much elaboration (xxx0 er bringing other vocabulary on their own background yeah and yeah I think in all three tasks looking at it now there wasn´t really very much extension (xxx) yeah and with task specific vocabulary or topic specific vocabulary yeah in some of them they were really talking about the stadium extension and they didn´t seem very interested in building for example so they were just talking about people´s opinion´s or people´s use and not really talking about (xxx) planning the situation construction or something yeah no not much elaboration on vocabulary.

9. er I think in all cases they used the content they used the language that they had been given that was presented for the four tasks and: and they used it well and they used it appropriately yeah and: as I said before they could understood the actual language they were given there yeah (my question0 I think in terms of meaning they understood the information they had

been given and they used it represented it yeah I think they represented it in basic form it118 was given to them er after that or beyond that is really depended on their performance I think it was related to their performance on the two first tasks the more confident more fluent more fluid er learners on the first two tasks were able to talk an extent beyond a representation of what they had on task three and four and the less er I mean the performance on the first two tasks who had the tendency to recycle effectively reread what was presented (xxx) and once they read through it again they were more able to go beyond that and so to discuss (xxx) around circles saying the same thing and the same thing again not really not really looked enough from the paper and comment bringing their own ideas bringing their own experiences yeah of course there is a connection between performance on the first two and the former two yeah.

10. yeah all I can add to that is er we are looking obviously language ability and this is a possible connection between the independent and integrated tasks and I just wonder because I don´t know anything about the speakers and I wonder if there might have been any other factors that might have interfered in that factors in their background which might have interfered in that which might have given them some advantage in some way er in the certain four task I made a stronger connection between those two first tasks although speakers might not have that background effect or ever might be able if they were able to do that of course or maybe they were studying more whatever their age might be .

RATER 2 (Brazilian)

1.   regarding what criteria anything in general? (yeah) er they were in the 7th semester Letras course right? 7th semester well er I thought that the participants my overall impression is that it was a very heterogeneous group some people about I would say forty percent of them showed a very high command of language whereas other the other sixty percent they seemed to vag…to to face very basic mistakes in different er ways like pronunciation problems and discourse management problems vocabulary and accuracy problems so I would say they are very… er it was a very heterogeneous group.

2.   when assessing fluency? Well I didn´t have a specific item for fluency I had something called communicative performance and here I had pronunciation to different criteria pronunciation and communicative performance in communicative performance I analyzed like the overall number of pauses hesitation filled and unfilled pauses which I think is an indicator of filled pauses is an indicator of high fluency er intonation yeah all these items were in the communicative performance item that I evaluated .

3.   yes mainly when considering intonation I had er my evaluation was influenced by er the influence of L1 in intonation I would say not in the pronunciation of isolated words or chunks but mainly in intonation yes cause some people more then others had this very strong L1 influence in intonation I wouldn´t say pronunciation but intonation.

4.   ok I think those forty percent I mentioned they were very good at er being creative and confident they showed confidence by using filled I would say intelligent hesitations and er different use of er vocabulary by paraphrasing and er other communication strategies that

they used but basically the confidence and creativity was shown by communication119 strategies they used because they know they knew it that they had to be talking for five minutes so they knew how to cope with this uptime er limit they had.

5.   yes because for me as a teacher and as a linguist it´s very difficult to depart from accuracy when I listen to a sample right maybe if you with other raters you had this more holistic analysis of a of the speech samples as a whole right maybe oh the participant was able to convey the message and get across his ideas but for me it´s real…er being an examiner is really difficult to take this simplistic what… er simplistic view of into consideration for me accuracy plays a very important role because I think when we speak we are judged by er the the the the command of language we have by how accurate we are in our utterances so for me accuracy plays a very important role and it was one of the criteria I had my criteria and it was one of them (but how did you evaluate it?) ok er the use of complex structures like subordinate clauses and: phrasal verbs complex er tense like present perfect past perfect compound er tenses er what else ? not only complex structures but a range of structures when the participant use a wide range of structures and not kept repeating the same ones (varied grammatical structures) yes that´s it uhm

6.   comprehension of the question well I think they didn´t have problems comprehending question one and four task one and four I think their major problems were with questions task two and three that´s my opinion and I evaluated that because I was checking my grade and overall in an overall analysis they did better in task one and four than in task one er than in task two and three and I was trying to find out why and I think I didn´t think in terms of integrated in isolated and independent tasks because I´m not very familiar with the topic but I thought of familiarity I think that and I base that in my my previous experience as a as an oral examiner I think when they are familiar with the task they er with the topic not the task I would say the topic of the task then they have much more to say and feel more confident and creative like in task one they had to talk about their personal lives and then I think it´s when most of them did well better than in task two and three and in task four again they had to talk about er their field of studies which is er was the task about the difference between acquisition and learning (and they had the text) and they were flu… they had the text which I think erm helped because if had asked them to talk about these two terms out of nothing they would have had more problems but I think they were familiar in a way with the topic because this is what they study and that helped them in the way they… because their grades increased again in task four in general terms (learners comprehension of the question) ok ok let me say just something else when they had to listen to that girl that was task three right? They had to listen to the girl talking about the campus university rebuild no building a new stadium or rebuilding the ready one and I think that was when the comprehension of the question was more impaired because they… most of them didn´t remember what the girl had said I think they were allocating too much attention in preparing what to say and that prevented them from listening (.) to details because then they had to report the details and many of them said that they didn´t remember anything she had said before (xxx) so I think that task was difficult (because of the listening you think?) yes I think listening is more as an integrated task is more difficult and reading (xxx) you have to keep details in memory and the other was bec…ah that was my question could they resort to the text? While talking ?(yeah they could) uuhm that´s the difficulty of listening because if they could resort to the task er to the text for

them it was much easier than trying to remember when locating attention to accuracy120 fluency and all these things (and here while they were listening they could take some notes but many of them couldn´t take any notes) many of them reported the difficulty of the task and the difficulty of the speaking of the speech sample that they listened but I don´t think that was hard for a 7th semester I listened to it I think that er the most difficult thing is trying to keep things in mind in memory while speaking and then they had to use part of the working memory trying to cope with the speaking demands and part of it had to try to recall all this er listening part all the arguments the girl had I think it was the most difficult task for them and what about the second one you know what Fabi? The impression I had is that some of them felt it was boring (laughs) because they didn´t have much to say but it wasn´t difficult they accomplished the task they gave personal examples which I think shows confidence and and creativity but I think some of them were bored (didn´t enjoy the task) and they are usually bored with some tasks right? It´s less fun than talking about your life and…

7.   yes that´s why as I told you sometimes I felt like forwarding but then I thought I have to judge coherence as well and if I missed a bit I may be missing er in congruency or a contradiction so I´m gonna loose the whole thing to the whole thing er coherence yes I think that those who had more command of the language and had more discourse management and communicative competence they were able to be more coherent as well right? I think some people contradicted themselves and then I discounted er grade in the discourse management criteria right? Here this is where I penalized them if I noticed any er contradiction so that´s how I dealt with contradiction but what was the other item? (appropriateness of the language) yes appropriateness of the language was also in this criteria discourse management which for me is one of the most important I would say that accuracy and discourse management for me is the are the most important ones right? So: erm appropriateness is always also in this criteria here if they use the appropriate collocation and: the appropriate language for that topic yes.

8.   so well I think that I kept the range of vocabulary er in mind more than being able to cope with the task because I think that at this level if they were beginners I would have concentrated much more in their ability to convey the message but since I had this expectation in mind that they were high level speakers I took in mind …. Well I was prepared when I listened to think er to to notice the wide range of vocabulary they would use how well they would paraphrase and they would erm use different appropriate terms to refer to the same topic I really took that into consideration and if they kept using the same word again and again er was too repetitive for the listener it wasn´t listening listener friendly I would discount I would penalize in this vocabulary column here that I have.

9.   in integrated tasks tasks three and four how did I deal with the balance of meaning and form (yeah because as they are supposed to talk about what they gave read and listened the meaning is quite important) uhm yes because supposedly in integrated tasks they have some input not only of content but also form and meaning that they could if they are attentive enough they can use that input in order to: give their contributions right? At least that´s what I do as a speaker if I have a text to read or if I have er something to listen to I´m going to try to use the same vocabulary and grammar because I know it was successful going to try to replicate that in my discourse that´s usually what I do and I think that´s the strategy that they

should apply imply right? But…if they did that erm I think some did right? Some in121 reporting the girl´s argument they would use the same structures and also the same erm: vocabulary they said er and I remember that some of them they reported to Krashen and and all er also er even read some parts of the description right? Er to to er make use of Krashen´s words because they know they would do the the the work right? Properly but how did I access this this is the question right? (yeah!) the strategy (I think the importance you gave to form and the importance you gave to meaning) yeah actually was the same the importance I gave to form and meaning was the same in integrated and independent tasks (uuhm) but I… (didn´t consider for example meaning more important in integrated tasks) no should I? (no! I´m just asking!) (laughs) I didn´t I think I…(both had the same er weight) yes yes yes for me they had the same weight accuracy and meaning in both tasks.

10.   as I said before I don´t know if you were recording when I mentioned that I don´t think that differences in performance that I found was related to independent and integrated task I think it was related to the degree of the learners familiarity with the topic right? So as I mentioned before in task one they were highly familiar with the topic they performed better in task four they… it was integrated maybe that helped but they also were familiar with that topic because it´s their area of research er of study right? So do you mean one form one is an independent task and the other is an integrated task I think both were their higher performances I got and number two it was an independent task right? And they had to talk about the bus system transportation system that was independent but I don´t think that (they had to give their opinion) yeah they didn´t have any input I don´t think that their performance was lower because they didn´t have any input I think they didn´t have much to say about that because some people don´t use tran… transportation er public transportation so they don´t have to say so I think it was a different factor here maybe you had… if you had provided some input like a newspaper article what´s been happening in transportation about these problems they´ve been facing in Florianópolis maybe that would have served as an input and they would use some of the features that to to increment their speech yeah on second thought maybe that would have helped yeah but in task three I think that as I mentioned before that was the most difficult one and I don´t know how much the input helped them I think it confused them more because they couldn´t remember what the girl said but that has to do with the nature of the task listening is more difficult than reading and because as you said they could refer to the reading input but they couldn´t refer to the listening input because they didn´t take any notes and it´s a strategy they don´t have but it´s a strategy that should be developed in the Letras course I don´t know how much listening they do there (I don´t know either) I don´t know because I´ve observed some of Alisson´s classes she uses the listenings but she never encouraged them to take notes and this is a strategy that I as a teacher alwa… have always encouraged my students to do to take notes while listening specially if they have to report or share their their ideas (xxx) because they forget the main… they remember the main er topic the main ideas but details they end at forgetting and details is what er is what make your utterances rich and … right? So I don´t know I think it has to do with the nature of the task more than being integrated.

RATER 3 (brazilian)

1-   I think er most candidates were quite good I think in terms of fluency and their122 discourse they were able to: to sustain connected speech and: I thought they had a quite good range of vocabulary yeah? So in general I think the level was quite good.

2-   It´s mainly discourse and as I said before connected speech you know their ability to maintain their speech and not loose track of what they are saying yes? And make it like er a flow of language and of thought as well yes? And sense making sense of what they are saying.

3-   Oh yes ! of course! L1 is always an influence and: but mainly intonation and: er connection of sounds and: er it´s mainly mainly intonation and the flow of the flow of speech really yes? not not saying isolated words like joining the sounds together.

4-   I think that it was nice that they had some time to prepare their talk so it was important I think for them because when you are not that fluent in language and having to think of your ideas and think of the language you are going to use at the same time er taking into account the fact that they were being recorded for evaluation purposes that I think they did very well they have very nice ideas each one has their own ideas but: I think they were very creative yeah? In their answers yeah? Most of them.

5-   Yes well grammar I have er my little… I used the table to grade them yeah? So I I usually see grammar as accuracy and fluency you know how accurate it is because there is always some allowance for some mistakes you know they are not proficient even proficient level speakers sometimes make mistakes yeah? So I think er they should be kind of allowed to have some mistakes as long as these mistakes do not obscure the message yeah? And: considering that they were like interm… upper intermediate level students the degree of accuracy was very high I think they… most of their… you know the grammar was correct and quite fluent as well well used yeah?

6-   Yeah some of them didn´t have that much to say I think they didn´t give so much thought of it mainly in the second task was it the second or the third where they had to listen to to the listening and read the text so: some of them had misunderstood it a little bit yeah? But in general the others were… most of them did well I think.

7-   Yeah as I said since they are you know not that proficient I think they kind of had to search for their thoughts when they were speaking and sometimes there were some… they were hesitant sometimes and they had to stop and: search for language as well as what to say yeah? But in general they were quite they they …. The chunk of language was cohesive and coherent I would say so: I evaluated not only that but together with all the other points which are you know the grammar the accuracy of grammar the fluency er pronunciation and the other points together I didn´t specifically look at these as one thing but as a whole I gave the grade as a whole you know.

8-   Yeah I think main the range of vocabulary the wider it was I think they used er123 a wide range of vocabulary most of them and: er I think they had paraphrasing strategies when they couldn´t make the meaning across and: so was basically that the higher grades were for students who could you know use these kind of strategies paraphrasing and also had a wider range of vocabulary.

9-   I think integrated tasks requires more from them because they have to take meaning out of what they are reading and listening if not they can´t say anything you know so it requires more from them and I think er it´s tougher for them but it shows us there is … er we a greater picture of what they can produce and what they can understand really not only produce but understand as well
I think for these integrated tasks meaning had more importance than in the two first parts but I also considered form as well but we know that meaning accomplishing the task was part of evaluation yeah? so I think meaning had more weight in parts three and four than in one and two.

10- yes I think usually they s… they do better in the in the independent tasks because they can choose what they say they could say anything yeah? but that´s not such a great difference in general you know they quite had similar grades in all tasks that´s what I noticed and: but mainly… but sometimes they did better in the first parts yeah.

RATER 4 (native speaker)

1-   uhm well no one was very very bad everyone has a good level erm but it´s all… it´s very difficult to to to give an overall impression I don´t know how long they have been studying English how much contact they have with English erm some were obviously much better than others but there was never anyone …of the ones I listened to … none that was really really bad they were able to communicate in some way.

2-   Basically (.) because of the tasks that you gave them I I was listening to if they were able to complete the task (.) so sometimes the mark is lower than than for task 3 than is for task 1 and task 2 because they didn´t just know what to say which meant that they WEREN´T ABLE to produce the the correct … than they things like that´s it or that´s all which means they weren´t able to produce the language so: and that basically could they achieve the task.

3-   Yes that´s… er you can notice a lot of L1 er influence but also erm because they are all Brazilian they make the same mistakes and very often you you you start to ignore (.) the mistakes er this a problem with Cambridge Exams a Brazilian or an English examiner who leaves in Brazil usually marks Brazilians higher than if the Brazilian is doing the test IN England because we we forg… not ignore but we forget the mistake because it´s it´s natural here er the e sound or the the difficulty with r or the difficulty with the th sound TH sound so: yeah that´s one of the things I took into account.
4-   That´s a difficult question because I didn´t know what to expect from these from these people if if you´re doing a Cambridge exam the tasks are: … for for example the big

difference doing Cambridge exams and and this is the … er there is interaction you124 actually do the test with two people so you EXPECT them to be able to communicate with somebody else in THESE tests basically the person is just speaking to you and trying to achieve a task that they have been given so: my expectation for this… reading the task is that they would be able to answer the question and: as to whether they reached it or not… er were they able to do it it just depended on the the student and: but I didn´t really HAVE an an expectation because I was I was I was marking them on their overall ability to express themselves because I had no history of them or anything (well er but that´s fine) ok er as to creativity some of them used the language very very well some of them had problems PRODUCING the language erm but there were… there were some examples of some people with very good language that were using it incorrectly or er NOT NOT incorrectly but not using EXACTLY as they should be using it which was just er just er a shame because they DO have the language.

5-   Yes we… when ….when we are listening to students speaking English one of the most important things is… well if we are doing oral tests in the school is… are they using the language that they´ve practicing the last semester? Or or languages that they´ve learned the semesters before HERE once again because I had no idea about the level I had to listen for as much grammatical input as possible and: (.) I felt though the the tests were a bit… didn´t give enough opportunity to use different structures and: (.) some of the the things to talk about like spending money on highways COULD have created grammatical structures but I noticed that the students didn´t use they didn´t use the opportunity to use conditionals or to use passive forms they avoided them but that´s normal unless you force the student to use it they gonna skip over.

6-   Good question! well if they achieved the task (.) correctly and: like I said already it was pretty obvious when (.) they didn´t know what they were supposed to say they would just repeat again and again they say the same thing again and again because they couldn´t express what they wanted to not that could it be lack of language or could it be that they didn´t understand what they were supposed to do but… yeah by their achievement.

7-   Ok! Well with the cohesion we we only correct discourse management I think where … if if they actually making sense about what they saying and: (.) basically that you just listen are are they actually going in in a sequence are they actually tolling one idea with another or are they going backwards and forwards er some of the students achieved that very well and: others… well they lost it… for the… what´s the other point ? (er the appropriateness of the language used) ok that´s er that´s an interesting area because depending on what they have to talk about or who they are talking to yes the language changes their appropriateness seemed fine because they were (.) just getting across their opinions and it wasn´t as if … they were probably getting their opinions across to you so: their language COULD be informal it didn´t have to be formal or anything so I think the appropriateness was was fine and I… in in a different situation if you had said them imagine that I am a lecturer or imagine that I am an uneducated person then you can judge the appropri… appropriateness better but I think as it was (.) I didn´t REALLY put that into too much consideration (.) some of them used language that maybe was a bit too: formal but that´s that´s a common that´s another thing with Brazilians that we tend to ignore because

that´s a common mistake here and: as long as they are getting their point across then is125
not such a big deal in in a Cambridge exam YES! It is you have to take that to account
but in a NORMAL communicative situation which is what I was doing I wasn´t thinking as
it as a test ! but as their ability to produce language! it was fine.

8-   Yes erm what what you tend to look for is students paraphrasing what was in the
task so not using the direct language but using words that have a similar meaning or: have the
same idea so this is what you look for if the students are doing that they are showing that they
have…they are able to produce this language and: also by using SPECIFIC language to do
with the subject they are showing that they have a a good base vocabulary as well using erm
language that is not mentioned at all so like JOGGING may be to do with er road building
that they are able to use WORDS that are not (.) present in the task so that´s the kind of thing
yeah because then they show that they do have MORE vocabulary than than than the task
requires (.) so yes.

9-   All right task three and four…well I did mark them down if they didn´t achieve
what they were supposed to do and: it´s difficult to say if it is because they didn´t
UNDERSTAND what they were going to do I mean one… the forth one for example talking
about acquisition and it´s quite (.) er erm a DEEP thing to talk about and: I felt that most of
the students approached it quite well but er most er half of them really didn´t know what they
were talking about they were just saying that what Krashen thinks is this and this and this…
because were depending a lot on the reading and (.) er which of course means you gonna
mark them down because they are not thinking independently but that´s not really a test of
English is it? I mean it´s like testing if they really wanna talk about this or not! (no! not
actually! Er you mean the type of task?) yeah! (no! I´m evaluating here if they are focusing
more on the form or on the meaning) oh ! all right! Ok ! (and if there is a difference between
integrated and independent and if they: when they perform integrated tasks they are going to
erm how how they will ass… how they will USE this kind of form and meaning erm…) oh !
ok ! certainly! If they are going to er the language that they produce does it depend on
whether it is of the top of their head or if they are paraphrasing if they are searching for
language to do with the reading … all right! (and erm as this kind of task is much more er
cognitively demanding if they are going to: well make more mistakes in form) yes! (when
they have…) yes they do! I could notice that on the listening because… (because they are
more concerned about the meaning) yes they have to get across what they are trying to say
yeah! Now … they are more concerned about the meaning I THINK in this part certainly in
the Cambridge exams er we ONLY do this kind task at the very high levels because then it
becomes more abstract so the language that we expect them to produce is much more
meaning based yes erm so as supposed to this YES! I was listening more for the meaning
than for the form er the form is important as well but I think for them most of them were
trying to answer your question with the the amount of English that they had which makes it
much more difficult which is probably why a lot of of them for three and four said things like
: well that´s it … I think er or repeated again and again and again and: (so when you when
you assessed when you evaluated this kind of task did you erm weighted more meaning or…)
yes! I did I think… because in the first two I already sort had no idea of their level of English
and in the se… in the three and four it´s more they are actually producing English that means
something now yes I never thought I did but I did do that! yes! I think that´s because you

listen to one after the other and: yeah you kind of in the first two you are evaluating their level and in the third and in the fourth you … their comprehension then their production (yeah! Because you´re just doing your job as an evaluator) yes! (and I´m just thinking about the type of task and how er they can interfere in the oral performance) right! Er I think I was really looking if they achieved the task and for three and four yes! The achievement would be meaning much more than form.

10-   Yeah! As I said yeah! The independent the… you know… there was a lot more pausing in the independent one I felt in the thinking about what they are gonna say the first question is something probably they talked about many many times you know so: a lot of them felt not confident but they were able to: to to produce good language they looked a bit nervous erm MAYBE if you are gonna do this kind of test again maybe you should have something before this not part of the test maybe something tell me about yourself because that´s we do in Cambridge too er it´s part of the test but we notice very much that on the SECOND part the production is much much better than in the first part and that´s true for this one when they had to talk about roads it´s a subject that most people don´t really think about but when they were talking about erm erm public transport they seemed to feel quite confident about what they were saying because it´s an experience that they had third one about the stadium this was much more like a test and you could feel the difference of of in in their voices feel! it is Portuguese! You could HEAR the difference in their voices in er what they had to produce er there was a lot more NOW I´m being tested! (er maybe also because of the listening the listening part) yeah there is a listening in that part (this part is hard for them) yeah because they had to tell what she she …. She is talking about that´s better to to extend the building or something (.) I did notice that some of the students that you used felt very very confident with their English and there was one girl particularly I think she was about number … she is number thirteen (ah I think I know) when she first start talking I thought she was English! (yeah!) but then I noticed she had a little bit of Australian accent a bit of American accent VERY STRANGE accent so I actually start marking her down! In the beginning I marked her really high (I think it was the one who was born in Brasilia) that´s the one! (yeah I thought the same I felt strange!) but then I noticed that her actual English wasn´t THAT good she was very confident with it but she made a few mi… I actually marked her down on pronunciation (one word er focus…) /focus/ (yeah! I was surprised with that) so: yeah some of them you could see they were er I mean if you look at the marks maybe you will be able to see that in certain situations er if they are using language just to talk to other people than I might score higher in number one and number two than if they are actually using English at the university I mean number three and number four er it´s gonna be higher (yeah because number four about Krashen here as they are almost graduating in Letters Letras er they are supposed to know something about this …) I mean for me they were getting across what they meant but it was what language they were using it if they were repeating and repeating and they didn´t really show that they had a good level of English I think English is important for Letras isn´t it? (of course it is!) if they are almost graduating in THEORY they should all really be seven and eight (I agree with you and I got surprised when I made this… when I applied this test I got surprised oh my god! They are almost graduating!) I have a student who is doing Letras but I don´t think she was on this I didn´t hear her anyway and HER English you can be sure it would have got nine ten (which semester is she?) I think this is her last semester (ah yeah! Because this was the 7th semester)

APPENDIX F

INDIVIDUAL MEASURES OF SPEECH RATE

	Unpruned words				time				SR			
Participants	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
Participant 1	737	702	705	696	4´58´´	4´58´´	5	´5	161	153,4	141	139
Participant 2	285	125	46	163	2´29´´	1´30´´	34´´	1´52´´	124	96	81	107
Participant 3	92	156	180	227	1´10´´	2´05´´	2´18´´	2´53´´	83,6	76	82,5	89,7
Participant 4	274	469	434	447	2´12´´	3´44´´	3´22´´	3´49´´	129,4	136,3	135	128
Participant 5	95	78	81	119	42´´	46´´	43´´	1´	140	104,3	114,4	119
Participant 6	287	299	105	270	2´21´´	2´48´´	1´	2´19´´	129,8	120,5	105	123
Participant 7	390	659	118	677	3´16´´	5´	1´	5´	123,4	131,8	118	135,4
Participant 8	485	339	190	437	5´	4´38´´	2´13´´	4´57´´	97	77	89	95,6
Participant 9	328	427	125	338	3´	4´18´´	1´31´´	3´17	109	102	95,4	106,7
Participant 10	272	427	190	363	2´09	4´05	2´04	3´46´´	130	105,4	93	105,7
Participant 11	66	205	99	392	28´´	32´´	46´´	2´40´´	141,4	150,7	129	163
Participant 12	317	203	80	136	2´26	1´60´´	53´´	1´26´´	140	126,8	90,5	108
Participant 13	240	363	193	268	1´55´´	3´20´´	1´50´´	2´37´´	154,8	113,4	128,6	113
Participant	182	138	216	262	1´23´´	1´10´´	1´37´´	1´58´´	147,9	125,4	157,6	165,8

14 Participant 15	71	160	41	151	55´´	2´16´´	27´´	1´42´´	77,4	74	91	106,5

APPENDIX G

INDIVIDUAL MEASURES OF ACCURACY

Participants	Unpruned words				errors				accuracy			
	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
Participant 1	737	703	705	696	4	3	9	5	0,5	0,4	1,2	0,7
Participant 2	285	125	46	163	5	8	4	10	1,7	6,4	8,6	6,1
Participant 3	92	156	180	277	4	5	2	3	4,3	3,2	1	1,3
Participant 4	274	469	434	447	6	10	5	7	2	2	1	1,5
Participant 5	95	78	81	119	2	2	3	3	2	2,5	3,7	2,5
Participant 6	287	299	105	270	6	13	1	6	2	4,3	0,9	2,2
Participant 7	390	659	118	677	11	31	9	27	2,8	4,7	7,6	3,9
Participant 8	485	339	190	437	19	26	14	14	3,9	7,6	7,3	3,2
Participant 9	328	427	125	338	9	11	5	18	2,7	2,5	4	5,3
Participant 10	272	427	190	363	2	6	5	7	0,7	1,4	2,6	1,9
Participant 11	66	205	99	392	0	5	1	4	0	2,4	1	1
Participant 12	317	203	80	136	3	4	3	1	0,9	1,9	3,75	0,7
Participant 13	240	363	193	268	1	3	3	5	0,4	0,8	1,5	1,8
Participant 14	182	138	216	262	2	7	2	2	1	5	0,9	0,7
Participant 15	71	160	41	151	2	11	4	10	2,8	6,8	9,7	6,6

APPENDIX H

INDIVIDUAL MEASURES OF COMPLEXITY

Participants	unpruned words				subordinate clauses				complexity			
	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
Participant 1	737	703	705	696	26	47	31	42	2,4	5,4	3,6	5,3
Participant 2	285	125	46	163	10	5	1	12	3,5	4	4,3	7,3
Participant 3	92	156	180	277	2	4	4	10	2	2,5	2,2	4,8
Participant 4	274	469	434	447	14	16	13	28	3,2	2,7	5,5	4,4
Participant 5	95	78	81	119	2	3	5	8	2,1	2,5	6,1	6,7
Participant 6	287	299	105	270	10	11	6	10	2,7	2	4,7	3,7
Participant 7	390	659	118	677	12	17	6	30	1,7	2,2	4,2	4,1
Participant 8	485	339	190	437	14	7	5	13	2,4	2	2,1	2,9
Participant 9	328	427	125	338	14	8	3	13	3,6	1,8	2,4	3,8
Participant 10	272	427	190	363	11	4	21	2	2,5	2,1	2,1	5,7
Participant 11	66	205	99	392	2	3	6	18	3	1,4	6	4,5
Participant 12	317	203	80	136	12	9	3	2	2,2	3,4	5	1,4
Participant 13	240	363	193	268	9	14	8	21	2,9	4,4	3,1	5,9
Participant 14	182	138	216	262	5	8	8	17	2,7	7,2	2,7	5,7
Participant 15	71	160	41	151	2	4	1	8	2,8	2,5	2,4	5,2

APPENDIX I

Universidade Federal de Santa Catarina (UFSC)

Centro de Comunicação e Expressão (CCE)

Pós-Graduação em Inglês e Literatura Correspondente (PGI)

Caro(a) Senhor(a),

Com o objetivo de realizar nossa dissertação de Mestrado, pretendemos conduzir pesquisa na área de aquisição, voltada mais especificamente para a área de Produção Oral, cujo estudo e pesquisa envolvem uma série de métodos e critérios, dentre eles a utilização de gravações em áudio em ambiente experimental.

Solicitamos, então, sua colaboração e autorização para que possamos compreender melhor alguns dos eventos que possam levar ao incremento da produção oral em L2.

Garantimos que os dados fornecidos e coletados serão absolutamente sigilosos e que você não será identificado em momento algum.

Muito atenciosamente,

Fabiana Boos Vasquez
Mestranda PGI
E-mail: fabianaboos@ibest.com.br

Termo de Consentimento e Compromisso
Estou de acordo com o que me foi acima mencionado e expresso aqui minha vontade em participar da pesquisa acima definida.   De acordo: _____   (Assinatura por extenso)