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PÓS-GRADUAÇÃO EM LETRAS/INGLÊS E LITERATURA CORRESPONDENTE

EFFECTS OF TASK FAMILIARITY ON L2 SPEECH PRODUCTION

por

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To Márcio, Mariana e Gabriela

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ABSTRACT

EFFECTS OF TASK FAMILIARITY ON L2 SPEECH PRODUCTION

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This study investigates the effects of familiarity with tasks on L2 speech production. The term *familiarity* has to do with providing the learners with more opportunities to repeat or practice a task of the same type (Bygate, 2001). The findings in the learning/teaching language field indicate that task repetition enhances learners' response in terms of speech production (Bygate, 2001; Foster and Skehan, 1996). Bygate's study (2001) on task repetition was the main source for the design of the present study. In this study two task types were used: a Dialogic one, i.e., an interview, and a Monologic one, i.e., a narration based on a video. This study was carried out with twenty participants who were divided into two groups. Each group repeated one of the two task types during five meetings. Three main questions were raised, which aimed at investigating i) the effects of familiarity with tasks, ii) the effects of different task types, and iii) the effects of the topic of the task on participants' L2 speech production. The results

demonstrate that (1) the topic had an impact on the participants' L2 speech, (2) task type gave rise to different performances, and (3) familiarity with tasks per se did not seem to have a great impact on the participant's speech production. However, the positive results reached by the Dialogic Group might be an effect of familiarity with tasks plus type of task. In other words, it is possibly the combination of different conditions – familiarity and type of the task, for instance – that can provide learners with real possibilities to foster their L2 speech production. The results also suggest that task type as well as the topic of the task should be taken into consideration for L2 oral skill development, teaching, and testing purposes.

Keywords: L2 speech production, tasks, familiarity

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RESUMO

EFEITOS DA FAMILIARIDADE COM TAREFAS
NA PRODUÇÃO ORAL EM L2

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Este estudo investiga os efeitos da familiaridade com tarefas na produção oral em L2. O termo *familiaridade* refere-se à idéia de prover o aluno com oportunidades de repetir ou praticar o mesmo tipo de tarefa. Vários estudos (Bygate, 2001a; Foster and Skehan, 1996) indicam que a repetição de tarefas aperfeiçoa a produção oral em L2. O estudo de Bygate (2001a) sobre repetição de tarefas foi tomado como base para este estudo. Dois tipos de tarefas foram empregados, uma dialógica, i.e., entrevista, e outra monológica, i.e., narração. Vinte estudantes de Letras, divididos em dois grupos, participaram deste estudo. Cada grupo repetiu um dos tipos de tarefas durante cinco encontros. Três questões foram investigadas: i) os efeitos do tópico da tarefa, ii) os efeitos do tipo de tarefa, e iii) os efeitos da familiaridade com tarefas sobre a produção oral em L2. Os resultados demonstraram que (1) o tópico teve um impacto na produção oral em L2 dos participantes, (2) os diferentes tipos de tarefa geraram diferentes níveis

de desempenho, e (3) a familiaridade com a tarefa per se indicou não ter grande impacto no desempenho oral dos participantes. Entretanto, os resultados positivos alcançados pelo grupo dialógico podem ser uma indicação dos efeitos da familiaridade quando associada ao tipo de tarefa. Em outras palavras, possivelmente é a combinação de diferentes condições – familiaridade com tipo de tarefa, por exemplo – que pode proporcionar aos alunos possibilidades reais de aperfeiçoar sua produção oral em L2. Os resultados também sugerem que o tipo de tarefa, bem como o tópico da tarefa, devem ser levados em consideração quando da elaboração de tarefas para fins de desenvolvimento da habilidade oral em L2, seu ensino e avaliação.

Palavras-chaves: Produção oral em L2, tarefa, familiaridade.

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CHAPTER 1

INTRODUCTION

Studies on L2¹ speech production as well as studies on tasks can be considered recent in the field of Second Language Acquisition (SLA) (Crookes and Gass, 1993). Studies on tasks are derived from the task-based approach to language learning and teaching and involve issues such as task types, task classification and task effects. Concerning task effects, the study of effects of task familiarity on speech production has been one area that has received special attention.

The term *familiarity* has to do with providing the learner with opportunities to repeat or practice a task of the same type (Bygate 2001). Bygate's study (2001) on task repetition and its effect on the structure and control of oral language has been the main source for the design of the present study. Bygate (2001) carried out his study based on the pedagogical assumption that learning can take place when communicative tasks of the same type are regularly repeated. The general question raised by the present proposal is whether learners respond differently to oral tasks when they are familiar with such tasks. Indeed, the assumption in the learning/teaching language field is that repetition would enhance learners' oral performance.

Since, to the best of my knowledge, no other studies on task familiarity and its influences in L2 speech production have been carried out in Brazil so far, the present study is an attempt to examine if the assumption that repetition can enhance learners' speech production is also true in the Brazilian context, a context where learners have

¹ In this study, the terms Second Language and Foreign Language are used interchangeably and will be referred to as L2.

limited exposure to the L2. In the present study, participants' L2 oral production was also assessed taking into consideration their performance on two different task types in order to verify whether task type influences performance. Another feature that was examined was the impact that the topic of the task has on participants' oral production. The participants were 20 students of a Letters undergraduate Letters course, which performed two different task types, a monologic task (narration) and a dialogic one (interview). Their speech production was examined in terms of fluency, complexity and accuracy.

The results obtained from this study, although on a small scale, can contribute to research on L2 speech production in general, a field that still deserves investigation. One of the issues in L2 speech production studies which deserve broader investigation is the relationship between tasks and speech production. It is hoped that the present study will improve the comprehension of this relationship between tasks and speech production. This study can also bring a better understanding of learners' allocation of attention when communicating using a L2.

Additionally, this study can contribute to SLA research in an EFL context, that is, SLA research in Brazil, since the context that our students are exposed to is very different from that of participants in studies carried out in English-speaking countries. Usually, the participants of these studies are spending some time living and/or studying where the L2 is spoken; thus, the amount of input they receive as well as the opportunities to use the language are greater, which is likely to affect results. Finally, bearing in mind practical and pedagogical issues, the results obtained from this study might shed some light on syllabus organization, in terms of how tasks could be used in the classroom so that teachers and learners could better benefit from such activities in the process of improving learners' skill in communication.

This thesis is organized in five chapters as follows. Chapter 1, the introduction, establishes the area of investigation of this study, that is, task effects, mainly the effects of task familiarity on L2 oral production, and points out the relevance of the study. Chapter 2 deals with the review of the literature on tasks and task familiarity, describing theories and reviewing relevant studies on the issue of tasks. Chapter 3 describes the methodology which was used in this study and presents information about the participants, the questions raised in this study, and the procedures about data collection and data analysis. Chapter 4 deals with the analysis of data and discussion of the results. Chapter 5 presents the conclusions, with a summary of the findings, the limitations of this study, suggestions for further investigation, and pedagogical implica

CHAPTER 2

REVIEW OF LITERATURE

This chapter focuses on the theoretical and empirical aspects of speech production and tasks, as well as on the study on task familiarity carried out by Bygate (2001). It is divided into 6 subsections. The first focuses on theoretical aspects of speech production, mainly the processes involved in speech production as posed by Levelt (1989). The second subsection describes Bygate's (2001) study on task familiarity, on which this proposal draws. In the third subsection, I give an overview of how tasks have been conceptualized, with emphasis on the pedagogic and/or research perspectives from which tasks can be approached. In the fourth and fifth subsections, the focus is on task classification, task types and task effects on performance. Finally, the last subsection focuses on allocation of attention.

2.1 Theoretical aspects of speech production

Attempting to explain how language is produced, Levelt (1989) developed a model which has been the main source for many researchers to try to understand the process of speech production. Although Levelt's (1989) model accounts for L1 speech production, it has been used to understand how L2 speech production takes place as well. In this sense, some researchers have adapted new features to Levelt's (1989) model in order to explain L2 speech production, for instance, De Bot (1992). However, for the purposes of this proposal, I will focus on Levelt's model (1989) to describe the theoretical aspects of speech production.

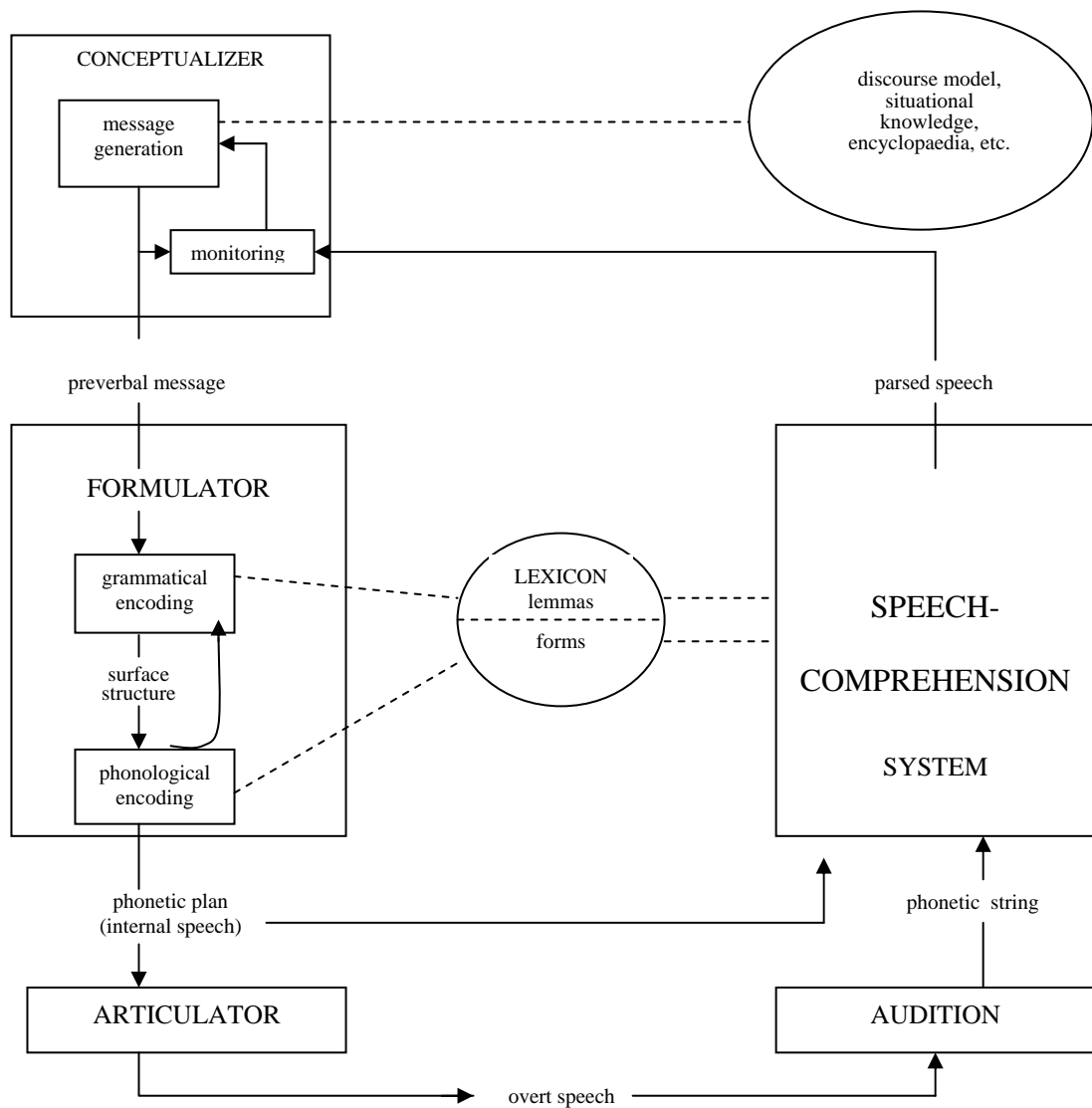


Figure 2.1 Levelt's speech production model (1989, p.9)

Levelt (1989) proposes his model of speech production (figure 2.1) with five main components: the Conceptualizer, the Formulator, the Articulator, the Audition and the Speech-comprehension System. It is in the conceptualizer that messages are generated, first with the intention of expression, then with the selection of what to speak, which is called macroplanning, followed by the selection of how to speak, which is called microplanning. There is also a monitoring device in the Conceptualizer that is

responsible for checking and correcting the message being formulated in the microplanning and macroplanning phases. The output of the conceptualizer is the preverbal message, which is a conceptual structure.

In order to become a linguistic structure, the preverbal message goes to the Formulator, where it is grammatically encoded; i.e., the preverbal message is converted into words, which are set into strings, which are then arranged into phrases. This arrangement into words, strings, and phrases gives rise to the Surface Structure. After that, the Surface Structure is phonologically encoded; i.e., it is given a phonetic plan. Thus, the Preverbal Message, which was a conceptual structure, receives a linguistic structure of form and articulation, called the Phonetic Plan, and is the output of the Formulator.

Next, the Phonetic Plan, which Levelt (1989) considers a type of internal speech, proceeds to the Articulator in order to become Overt Speech. Overt Speech is the output of the Articulator. However, before becoming Overt Speech, the Phonetic Plan is provisionally kept in the Articulatory Buffer. Then the Articulator, which is responsible for the physical parts of the body involved in the articulation of phonetic sounds (muscles, vocal cords, tongue, lips, and teeth), recovers portions of the Phonetic Plan from the Articulatory Buffer and displays them overtly.

Levelt's (1989) model of speech production also includes the Audition component, which allows the speaker to listen to his/her own Overt Speech as well as to his/her interlocutor's. The output of the Audition component is called the Phonetic String, which proceeds then to the Speech-Comprehension System, the component which permits the speaker to recognize what s/he utters as well as to parse his/her speech; i.e., the speaker can monitor the Phonetic String or even the Phonetic Plan grammatically. Evidence that the Phonetic Plan (or internal speech) can feed directly

into the Speech-Comprehension System occurs when the speaker is able to correct his/her speech just before uttering. Levelt (1989) exemplifies this occurrence with the following example: “To the left side of the purple disk is a v-, a horizontal line” (p.13). The speaker is able to recognize that his/her Phonetic Plan is not in accordance with the message s/he wants to utter, a process that occurs in the Speech-Comprehension System. Thus, the speaker can monitor her/his utterance, reconceptualizing and reformulating the message, giving rise to a new phonetic plan.

Two more components that take part in Levelt’s speech production model are the Lexicon, which comprises lemmas and lexeme, and the store of discourse model, situational and encyclopedic knowledge. It is this latter store that the Conceptualizer counts on in order to build the preverbal message. Similarly, the Lexicon is the mental store of information about the words of a given language. The Formulator and the Speech-Comprehension System rely on the Lexicon in order to process their output.

It is worthwhile recalling that Levelt’s (1989) model is an attempt to explain L1 speech production processes. It is a metaphor to understand what it is that happens in the human mind and body that allows us to express orally what we intend. Although such processes and components are described separately, Levelt (1989) assumes that they work concurrently. Levelt (1989) also states that controlled and automatic processes are involved in speech production. The act of speaking starts with an intention, i.e., under control. However, some processes, such as those related to the formulator or articulatory procedures, are automatic. Therefore, automaticity is a relevant feature of speech production and, without it, the act of speaking would demand too much memory capacity and energy consumption.

Taking into consideration the relevance of automaticity in Levelt's speech production model, L2 researchers have turned their attention to that issue in an attempt to find out how automaticity could be promoted in order to improve L2 speech performance (for instance, Towel, Hawkins and Bazergui, 1996; Dörnyei and Kormos, 1998; and Bygate, 2001). Considering that this proposal draws on Bygate's (2001) study, which deals with task familiarity and speech performance improvement, I will now describe his study.

2.2 Bygate's study on task familiarity

As already said, the empirical study on the issue of task familiarity on which this proposal draws was carried out by Bygate, at the University of Reading, with 48 non-native English-speaking overseas students (2001). Bygate (2001) demonstrates a concern with the capacity of language learners to use their second language knowledge "in real contexts and in real time" (p. 23). He believes that such a capacity can be developed through output production, i.e., practice. Practice would lead learners to face their own difficulties, which the author calls "gaps", and would provide learners with means for putting knowledge and use of language together. Bygate (2001) assumes that when a learner has the opportunity to perform tasks repeatedly, his/her attention would be targeted to different phases of the oral production process at each new opportunity, leading him/her to improve his/her performance gradually, "in terms of fluency, accuracy and/or complexity" (p.27).

Bygate (2001) concentrates his theoretical background on the production phase of Levelt's model (1989), i.e., on how language production takes place in the human mind, with the conceptualizer, formulator and articulator working concurrently. The author claims that the same process can be applied to second language production, which

demands an integration of learners' perception "of formulation possibilities with their articulation and with a broader communicative intention" (p.25). The integration of those perceptions by the learner demands allocation of attention also concurrently. However, as stated by Schmidt (2001), allocation of attention is limited and selective.

Thus, if attention is led to one of the phases of communication, for instance, to formulation, the other two, i.e., articulation and intention would be penalized. Having that in mind, Bygate (2001) claims that task repetition could influence learners' oral production by reallocating their focus of attention. The assumption is that for familiar issues the speaker's attention would be converged to formulation and articulation. Conversely, for non-familiar issues, when a greater effort is necessary in order to perform the task, then attention is driven to message content and formulation.

In order to verify the effects of task repetition on participants' L2 speech production, Bygate (2001) chose two different task types to elicit speech – narration and interview. For the narratives, the participants watched video extracts from *Tom and Jerry* films and after watching the video the participants retold the story. For the interviews, participants were shown pictures about life in Britain (food, dress, and buildings) and then asked to make comments about the pictures. As mentioned previously, there were 48 participants randomly divided into three sub-groups: 16 in the narrative group, 16 in the interview group and 16 in the control group.

The study was carried out during ten weeks, divided into what Bygate (2001) calls times (p.31). All the participants performed the two task types, that is, the narration and the interview, in time 1 and in time 5. In times 2, 3, and 4, the treatment period, the narrative group performed the narration task, and the interview group performed the interview task. In time 5, all 48 participants performed two interviews and two narratives. Table 2.1 shows the design of Bygate's (2001) study.

Table 2.1
Design of Bygate's (2001 a) study

Group	Treatment 1	Treatment 2			Data
	Time 1 Week 1	Week 3	Week 5	Week 7	Time 5 Week 10
Narrative Group	Nar.. 1 Int. 1	Nar. 2 & 3	Nar. 3 & 4	Nar. 4 & 5	Nar. 1 & 6 Int. 1 & 6
Interview Group	Nar. 1 Int. 1	Int. 2 & 3	Int. 3 & 4	Int. 4 & 5	Nar. 1 & 6 Int. 1 & 6
Control Group	Nar. 1 Int. 1				Nar. 1 & 6 Int. 1 & 6

During the treatment, the participants did not receive any sort of feedback about their performance or about the tasks and went on attending their British university courses during which they had a broad exposure to English.

In his research, Bygate (2001) focuses on three questions that gave rise to three hypotheses, which embrace task-type practice, task repetition and task-type effect. Concerning task-type practice, Bygate (2001) compares the results of the performance of each group on the tasks they had practiced with performance on the tasks they had not practiced. His findings confirm that language performance is affected by the nature of the task, although they are contrary to the first hypothesis Bygate formulates - that the narrative task would show less fluency and greater complexity. In fact, participants' performance was less fluent and more complex in the interview task than in the narrative task. Bygate (2001) explains that the results were probably due to the on-line nature of oral production in the interview task, when the speaker is likely to pause more and thus can have more chances to focus his/her attention on the complexity of his/her speech.

The second hypothesis Bygate (2001) formulates has to do with the repetition of tasks. He hypothesized that the performance in the repeated task (task 1 at time 5) would be better than in the new version (task 6 at time 5) in terms of fluency, accuracy and complexity. Although Bygate's (2001) second hypothesis was confirmed in terms of overall results, his findings show that the improvement of oral performance in the tasks at time 5 is not balanced when the three measures of accuracy, complexity and fluency are taken into account. In fact, the performance in both tasks was significantly better in terms of complexity, but not in terms of accuracy and fluency. Thus, Bygate (2001) concludes that "gains in complexity are paid for by a loss in fluency and accuracy on repeated tasks" (p.40). He also concludes that a trade-off effect takes place in the participants' performance.

The third hypothesis Bygate (2001) formulates is about task type effects. Bygate (2001) assumed that task 1 type would affect participants' performance on the same task-types carried out later on, that is, that practice of a particular task type would benefit future performances on the same task type. The overall results show that task type practice affected fluency, accuracy and complexity, especially when comparing the experimental groups to the control group. However, the effect concerns the same content, but not new content of the same task type.

In the discussion section, Bygate (2001) reports on the effects of different task types, which deserve further studies. He also underscores the positive effects of task repetition on speech production, mainly for accuracy, as assessed in the Interview Task. Bygate concludes that the selection of tasks as well as the possibility of providing learners with new opportunities to perform the same task is likely to become an effective practice to improve their oral performance. The next three subsections deal with the issue of tasks, namely, definitions, classification and types, and effects of task.

2.3 An attempt to define Tasks

Definitions of the term “task” are controversial (Kumaravadivelu, 1993), and vary from general to specific viewpoints. Kumaravadivelu (1993) believes that the controversy is due to the different perspectives from which scholars develop their studies. The same point of view is shared by Bygate, Skehan and Swain (2001), who say that tasks could be seen from both a pedagogical perspective and a research perspective (p.4).

According to Bygate, Skehan and Swain (2001), tasks are seen from a pedagogical perspective as activities to be developed in the classroom in order to promote the use of language by learners. Considering the pedagogical perspective, Nunan (1999) claims that a task “is a piece of classroom work having a beginning, a middle and an end” (p.315), with an emphasis on meaning and without a linguistic outcome. When defining his concept of tasks, Skehan (1996) also has in mind the pedagogical view and claims that a task is an activity related to the real world: “task completion has some priority; and assessment of task performance is in terms of outcome” (p.38).

Although both Nunan (1999) and Skehan (1996) share the same view of tasks - that tasks have to be implemented in the classroom, and that tasks have to have a starting point, a development and an end - their views also differ in some aspects. Nunan (1999) refers to task as a means for communication and does not emphasize the outcome, while Skehan’s (1996) viewpoint involves a commitment with the real world. For Skehan (1996), the outcome of a task plays a role in the assessment of performance. Nevertheless, both views aim at providing learners with opportunities to use language and develop learners’ knowledge of language in the classroom or as part of a class,

which seems to be the main difference when tasks are taken from a research perspective.

Taking into account the research perspective, tasks are used to elicit data for the researcher, and are organized so that the results can be reliable (Bygate, Skehan and Swain, 2001). In addition, the conditions that underlie the tasks, as participants and time, for example, are somehow under the researcher's control (Bygate, Skehan and Swain, 2001). Thus, when tasks are used for research purposes, their elaboration seems to be more complex, since tasks are to elicit data for a specific purpose. For instance, Doughty and Long (2000) reason that there are variables concerning participants' characteristics that should be taken into account when choosing tasks to elicit data. They mention that features such as age, cognitive maturity, metalinguistic awareness, and life experience can make data collection and analysis easier or more difficult (Doughty and Long, 2000, p. 149-153).

On the other hand, there is the possibility that results are affected by the task type that is used, regardless of the participant's aptitude (Bygate, Skehan and Swain, 2001, p. 9). It follows that the choice of task type as well as the conditions under which tasks are used seems to deserve special care (Bygate, Skehan and Swain, 2001, p. 9), so that the objective of the task can be achieved. Indeed, there are several studies reporting on the effects of different task types on the outcome (Skehan, 2001; Wigglesworth, 2001; Ejzenberg, 2000; Challoub-Deville, 1997; Doughty and Pica, 1986; Duff, 1986). Classification and types of tasks, as well as effects of tasks will be further discussed in the following subsections.

Turning to the original concern of this subsection, that is, a definition of task, and taking into consideration that in the present study tasks will be used as a means to elicit data for future analysis, with a pre-established design and participants, it is possible to say that, in this study, tasks will be viewed from a research perspective. Therefore, following Bygate, Skehan and Swain's steps when building a concept of task (Bygate, Skehan and Swain, 2001) and to serve the purposes of this proposal, tasks will be conceptualized as standardized activities that require participants to use language, to obtain an objective, which will elicit data that will be used for measurement purposes. The next subsection focuses on how tasks have been classified as well as the types of tasks commonly used for promoting speech production.

2.4 Classification and types of tasks

As posed previously, task type can affect outcome, but before reporting on the effects a given task type may cause, it seems to be worthwhile to consider task classification and types of task that can be employed to elicit speech production. Doughty and Pica (1986) refer to tasks in two different ways. The first are *required information exchange tasks* – those that participants of a group or pair have different pieces of information which need to be shared in order to accomplish the task. The second are *optional information exchange tasks* – those that participants do not have to exchange information to accomplish the task, for example, when the task requires the participants to give their opinion about some controversial issue. Duff (1986), on the other hand, refers to *convergent* and *divergent* tasks. Convergent tasks are those which require the participants to contribute and come to a common ground for the solution of the task, whereas divergent tasks are those which the accomplishment does not depend on every participant's contribution.

Indeed, these classifications differ only in how the authors name their concepts. For instance, Long's (1980; cited in Ellis, 2003, and in Doughty and Pica, 1986) classification of tasks as two-way tasks and one-way tasks is similar to Duff's (1986) classification mentioned above. While two-way tasks require agreement on the outcome, i.e, convergence - for example, a problem-solving task - no agreement is necessary in one-way tasks, thus the divergent nature of such tasks. For instance, when learners are asked to give their personal opinion about a given issue, the task is said to be divergent because there is no right answer, but probably a set of different opinions. Ellis (2001) classifies tasks as reciprocal tasks and non-reciprocal tasks. Whereas the former are tasks in which there is interaction between the speaker and the listener, the latter lack interaction - for instance, a lecture where the listeners are not allowed to interfere, but just listen to the speaker.

Doughty and Long (2000) suggest a set of tasks that have been commonly used to elicit speech production in SLA research. They also provide information about the studies where such tasks have been used. Doughty and Long (2000) classify tasks from most to least limited, totaling nineteen different task types. For instance, *reading aloud* is at the top of the list and is considered the most limited. Doughty and Long (2000) also refer to utterance completion, elicited imitation, elicited translation, word association, picture plus oral prompt, discourse completion, dictogloss, picture description, story retelling, video retelling, communication tasks (divided into structure-focused and meaning focused tasks), role play, interview schedule, structured interview, the SOPI (Simulated Oral Proficiency Interview), the OPI (Oral Proficiency Interview), unstructured interviews, and spontaneous speech, as tasks that have been used for speech elicitation. The next subsection describes some studies that report on the effects of tasks.

2.5 Effects of tasks

This subsection is an attempt to give a short overview of task effects on performance. I will start with Bygate (2001), on which this study draws.

As already said, Bygate (2001) used two task types in his study, the narrative and the interview. The narrative was elicited by means of a video excerpt of a cartoon, whose story the participants should retell after watching the video. Pictures about life in Britain supported the interview. Participants were shown such pictures and asked to compare what they saw in the pictures to the reality of their place of origin, in terms of similarities and differences. Although Bygate's main concern was the effects of task repetition, his study supports the assumption that tasks "differ in the impact they have on language performance" (Bygate, 2001, p.38). Thus, his study showed that the interview task gave rise to more complex but less fluent speech compared to the narrative task.

Similarly, Swain and Lapkin (2001) also found task effects in a study involving adolescent learners of French. Swain and Lapkin's study (2001, p.100) aimed at investigating the data for occurrences of second language learning during task performance. They selected two task types: a dictogloss, which elicited focus on form from participants, and a jigsaw puzzle, which was considered a meaning negotiation task. Swain and Lapkin (2001) hypothesized that the dictogloss would give learners more chances for language learning, not only due to its focus-on-form nature, but also to the native-model provided by the text used for the task. Although the results showed that both tasks elicited focus-on-form language, the results also showed a difference in accuracy.

Whereas the dictogloss developed more accuracy of pronominal verbs, the jigsaw puzzle task showed more variety of vocabulary but less accuracy (Swain and Lapkin, 2001, p.111). Considering that accuracy was greater than complexity when the focus was on form (on the dictogloss task), and that the opposite occurred for the jigsaw puzzle task, with complexity (indicated by variety of vocabulary) being greater than accuracy, it is possible to say that the trade-off effect was present in the results of Swain and Lapkin's (2001) study. The next study to be reported is the one carried out by Foster and Skehan (1996).

Foster and Skehan's (1996) study involved three groups of students (two experimental and one control). They chose three tasks for the study - a personal information exchange, a narrative, and a decision making task. Foster and Skehan (1996) hypothesized that each task would involve different levels of difficulty to be performed, the personal information exchange task being the easiest one and the decision task being the most difficult. Such degrees of difficulty would lead participants to employ different degrees of attention to perform each task. Although their hypothesis was partially confirmed, Foster and Skehan (1996) conclude that task type affects performance (p.318). They also report trade-off effects between complexity and accuracy. The trade-off effect is related to the allocation of attention, which is the focus of the next subsection.

2.6 Allocation of attention in terms of fluency, accuracy and complexity

Having accounted for studies on classification and types of tasks and on task effects, I will now turn to the allocation of attention in oral performance and its relation to fluency, accuracy and complexity.

Schmidt (2001) argues that beginning learners can learn complex structures after they have learned simple structures; i.e., first their attention is focused on what is simple, and only after they have acquired such structures, their attention can be reallocated. They are then free to learn more complex structures (p.7). Schmidt (2001) cites Mellow (1996), who states that “when non-automatized knowledge is target-like but automatized knowledge is not, tasks for which attentional resources are abundant will result in more accurate language use than tasks for which attentional resources are limited” (p.8). Schmidt (2001) exemplifies such limitation of attentional resources by stating the following: a grammatical feature that is not automatized, such as the third person singular rule for the present tense, is more apt to be violated in a speaking task, which is more demanding, than in a writing task, for which the demand level is not so high (p.8).

Schmidt (2001) goes on to assert that attention is limited and required in controlled processing. Due to its limited capacity, attention is selective (Schmidt, 2001, p.12). Thus, if attention is turned to a given feature, less attention will be paid to any other feature. In this sense, Schmidt (2001) also poses that attention is important for SLA studies on planning and the trade-off among fluency, accuracy and complexity (p.14).

Skehan and Foster (2001) analyze how tasks affect performance. They cite two opposite viewpoints: Givon's (1985, 1989) and Skehan's (1992, 1998). On the one

hand, Givon (1985, 1989) believes that “complex tasks would promote greater accuracy and greater complexity while simple tasks would lead to lower complexity and accuracy” (cited in Skehan and Foster, 2001, p.188-189). On the other hand, Skehan (1992, 1998) poses that L2 learners whose language knowledge is not proceduralized will allocate more attention to content than to language form if the task to be solved is complex (Skehan and Foster, 2001, p.189). Skehan and Foster (2001) also cite Van Patten (1990), who found evidence that learners are not able to allocate attention to form and content to the same degree. Indeed, learners will prefer to allocate attention to content when their attentional capacity is limited (Skehan and Foster, 2001, p.189).

In previous subsections, it was stated that task type affects performance. In this subsection, the studies show evidence that the reason for such effects is the unconscious choice of the speaker to allocate attention towards form or content, prioritizing one to the detriment of the other, thus influencing the outcome of the task, in terms of fluency, accuracy and complexity. Consequently, if the goal of the task is to gather data for research purposes, then special care should be taken with the task to be used, according to the objectives of the research. Alternatively, if the goal is pedagogically oriented and aims at improving learners’ speech production, tasks should be chosen so as to provide learners with opportunities to develop fluency, accuracy or complexity of oral production, according to their needs. This chapter reviewed the literature concerning speech production and tasks, as well as the study conducted by Bygate (2001) on familiarity with tasks and speech production. The next chapter will focus on the research questions and objectives of this study, as well as on the methodological procedures used to conduct this investigation.

CHAPTER 3

METHOD

In this chapter, I describe the procedures that were used to carry out this investigation. It is divided into eleven subsections, which present the objective and the research questions, the participants, the design of the study, the monologic task, the dialogic task, the measures of speech production, the data collection procedures, the data transcription procedures, the data analysis procedures, and the interraters.

3.1. Objectives

The main objective of this study was to investigate whether familiarity with tasks affects the participants' L2 speech production by enhancing their performance in terms of accuracy, complexity, and fluency. Thus, this study aimed at addressing the following research questions:

1. Is participants' L2 speech production affected by their degree of familiarity with the task?
2. Is participants' L2 speech production affected by the topic of the task?
3. Is participants' L2 speech production affected by task type?

Taking into account the questions raised, the specific objectives of this study are:

- a) To investigate the effects of task repetition on participants' L2 speech production.
- b) To investigate whether participants' L2 oral performance in a given task type is affected by the topic of the task.
- c) To verify whether different task types affect participants' L2 oral performance.

3.2 Participants

The participants of the present study were 20 learners (17 females and 3 males) from the sixth semester of undergraduate courses at UNERJ (Centro Universitário de Jaraguá do Sul), who were invited and selected to participate as volunteers. Their courses were Letras-Licenciatura and Letras-Secretariado Executivo, with 10 participants from each course. Although Brazilian Portuguese was the L1 of all the participants, some of them (33%) also used to speak German or Italian at home in their infancy².

Albeit a proficiency test was not administered, it was assumed that the participants would be at the same level of proficiency, i.e., the intermediate level, since they all attended the same semester in their courses. The intermediate level was chosen because the present study required some ability to produce speech somewhat continuously. The study started with a pool of 22 participants, but two volunteers had to give up the study in the third and in the fourth weeks of data collection due to health problems.

The mean age of the participants was 28,5 years, the youngest participant being 20 years old and the oldest, 37 years old. The foreign language input they received during the data collection period was basically English classes at college, which totaled six hours per week in the semester the data were collected. Considering that English is taught as a foreign language, any other extracurricular opportunity they might have had to receive some kind of input was of a smaller amount and hard to control. Three participants mentioned they had some contact with native speakers of English on a

^{2[1]} In their adulthood, only one of these participants still speaks German. The other ones stated that they can understand but cannot speak German anymore, or that they cannot remember anything else.

monthly basis. During the data collection period, six participants worked as English teachers in public schools and two other participants attended a private English course³. The questionnaire given to the participants as a means to obtain the data presented here can be found in Appendix C.

3.3 Design

This study partially draws on the design used by Bygate (2001). The participants were divided into 2 groups, the monologic group and the dialogic group. For practical purposes, the monologic group consisted of learners of the Letras-Licenciatura Course, and the dialogic group of learners of the Letras-Secretariado Course. The data collection period took place in the second semester of 2003 and was divided into three parts, as shown in Table 3.1.

Table 3.1
Data Collection Period Schedule

	1 st part	2 nd part		3 rd part	
	meeting 1	meeting 2	meeting 3	meeting 4	meeting 5
Monologic group	N1 I1	N2+N3	N3+N4	N4+N5	N1+N6 I1+I6
Dialogic group	N1 I1	I2+I3	I3+I4	I4+I5	N1+N6 I1+I6

N=narration

I=interview

The numbers after I and N indicate the topics

Both groups accomplished the three parts of the data collection period. In the first part, which was carried out in meeting 1, the participants of the two groups performed the two task types, i.e. the narration and the interview. The topic of the narration task

³ They had one-hour classes twice a week in their private courses.

type used in meeting 1, which in table 1 is named "N1", was the same for the two groups of participants. Similarly, the topic of the interview task used in meeting 1, which in table 1 is named "I1", was the same for both groups of participants. A list of the topics used for each of the following tasks is provided in the next two sections.

After having performed both tasks, i.e., the narration and the interview, in the first part of the data collection period, each group proceeded to the second part of the data collection period, which was divided into three meetings, named meeting 2, meeting 3, and meeting 4. In each of these meetings, each group of participants performed only their specific task type. In other words, the monologic group performed only the narration task type, and the dialogic group performed only the interview task type. During the second part of the data collection period, both groups had the opportunity to get more familiar with their respective task type.

During each of the 3 meetings of the second part of the data collection period, the participants of each group performed their specific task type with two different topics. In meeting 2, for instance, the monologic group performed the narration task based on two different cartoons, called N2 and N3 (see subsection 3.4 for a complete list of the cartoons used for the narration task type). Similarly, in meeting 2, the participants of the interview group were provided with two different topics, named topic I2 and topic I3 (see subsection 3.5 for a complete list of the topics used for the interview task type), in order to perform their interview task type.

In meeting 3, one of the topics was the same as that of meeting 2, i.e., a topic of the previous meeting was repeated, and a new topic was provided. Therefore, in meeting 3, the participants of the monologic group were provided with the cartoon N3, i.e., a cartoon of meeting 2, and the cartoon N4, a new one. Likewise, in meeting 3, the

dialogic group repeated the topic I3, which was a topic of meeting 2, and was provided with a new topic, called I4. The same procedure was followed in meeting 4. Each group of participants repeated a topic of the previous meeting, and received a new topic to perform their specific task type (see Table 2.1). This procedure was adopted with the purpose of verifying whether the task they repeatedly performed during the second part of this study would impact participants' oral production differently from the task they did not repeat during the second part of this study, thus answering the first question of this study, which concerns the effect of familiarity with tasks on participants' performance.

In meeting 5, i.e., in the third and last part of the data collection period, both groups of participants performed the two task types, the narration and the interview, as in meeting 1. However, in meeting 5, they were provided with two topics for each of the two task types, one new and one they were already familiar with. Therefore, in order to perform the narration task type, they were provided with a new cartoon, named N6, and repeated the first cartoon, i.e., N1, which they had watched in the first meeting of the data collection period. Likewise, in order to perform the interview task type in meeting 5, both groups were provided with a new topic, named "I6", and repeated the topic performed in the first part, in meeting 1, named "I1". This procedure of performing a new topic and repeating the topic performed in meeting 1 was established in order to verify if the content of the topic interferes with the participants' oral production, which is one of the objectives of this study.

As a result, at the end of the data collection period, in meeting 5, each group was asked to perform a task type that had been practiced during the second part, i.e., in Meetings 2, 3 and 4, and another task that was not practiced in those three meetings. For

the purposes of analysis, only the data collected in the first part (meeting 1) and in the third part (meeting 5) were taken into consideration, since it was expected that these data would be enough to show any variance in the participants' oral production, if that were the case. The intervening meetings (2, 3 and 4) were carried out as part of the repetitive process under study in this research. In sum, six samples of speech (two samples in meeting 1 and four in meeting 5) of each participant were analyzed, totaling 120 samples. No pedagogical orientation or feedback performance was given during the treatment period. In the next subsections I disclose the details of each task.

3.4 The monologic task: the narration

The monologic task consisted of a narration based on a video and was carried out in the language laboratory of UNERJ - Centro Universitário de Jaraguá do Sul, which is equipped with two television sets, a video cassette recorder and individual booths. Participants were asked to retell the story of the video they had previously watched in detail: the more, the better. They were also informed that once they had started recording their narration, they should carry out the recording until the end, without interruption. The instructions were first given in English and then in Portuguese, in order to avoid any misunderstanding.

The cartoons were part of the Tom & Jerry series, in which the characters did not produce any speech most of the time, and which took from eight to nine minutes each.

Sometimes there was a narrator, but the language used was the participants' L1.

Therefore, no input in the L2 was given except for the small written texts provided during the cartoon (i.e., a title of a book, or a map with instructions). In that case, the written texts were shown on the TV screen very quickly. After watching the video, the

participants retold the story, recording their speech on a cassette. The participants were given seven minutes to record their speech.

The seven-minute period was established in order to allow each participant enough and equal time to perform the narration task. I also had to make good use of the time I had in the laboratory. On this account, I allotted the total time I had (about 40 minutes) and divided it by the steps the participants had to follow in order to perform the task. If we sum up the average time needed for the two cartoons (about seventeen minutes for both cartoons in the total) plus an extra time for participants' accommodation and/or solving any problem or doubt that could arise before and in between one step and another of the task (eight to ten minutes), about fifteen minutes would be left to make the two recordings. Thus, the fifteen minutes for the recordings were divided and rounded down to two equal times of seven minutes each.

In the first part of the data collection period, i.e., in meeting 1, I had to spend some time waiting for everybody to be accommodated before I could explain the task. This took about twelve minutes. The cartoon took about eight minutes. After that, the participants were asked to retell the story, recording their narration on the cassettes. They had seven minutes to record their narration. The time spent in the first part was shorter than the time spent in the second and in the third parts, as they had only one cartoon to watch and retell. In the second and in the third part of the data collection period, the participants watched and retold the story of two cartoons. Thus, they watched the first cartoon and had seven minutes to retell and record their narration. Then they watched the second cartoon, and they had seven minutes to retell and record their narration. The recordings were carried out immediately after participants had watched the cartoons to make sure participants would not get confused by the stories.

Although they were allowed to retell and record the story of the cartoons in seven minutes, they usually did not make use of all that time, speaking in three minutes and fifty-three seconds on the average. The narration task type data were collected during normal class hours, in the last forty minutes, and all the students of the sixth semester of Letras-Licenciatura performed the task, which was considered by the teacher of the class as a speaking skill exercise⁴. The teacher was in the laboratory during the sessions and helped this researcher to look after the participants in order to prevent them from talking to each other during the recordings, or making use of notes or dictionaries.

Seven video-cartoons were employed to carry out this task, which were:

- Cartoon 1 (N1) - Blue Cat Blues
- Cartoon 2 (N2) - Mouse Trouble
- Cartoon 3 (N3) - Jerry & the Lion
- Cartoon 4 (N4) - Mouse in Manhattan
- Cartoon 5 (N5) - The Milky Waif
- Cartoon 6 (N6) - The little Quacker
- Cartoon 7 (N6) - Tennis Chums

Cartoon 7 was necessary because three participants of the narration group missed the class when the whole group performed the task in meeting 5. Thus, a new opportunity of meeting 5 was necessary to have the task carried out by those three missing participants. In order to avoid the possibility of those three missing participants being told about Cartoon 6, Cartoon 7, which was completely unknown by the participants involved in this study, was used.

⁴ The teacher agreed to have all their students performing the task as part of the activities of her classes. At the end of the treatment period, which coincided with the end of the semester, she listened to every tape and made an assessment of the students' performance. Her perception, in general, was that there had been improvement of learners' oral production.

3.5 The dialogic task: the interview

The dialogic task consisted of an interview carried out by this researcher with the participants individually. Most of the Interviews in meeting 1 and meeting 5 were recorded in the language laboratory of UNERJ. The interviews of the second part of the data collection period, i.e., Meetings 2, 3 and 4, were carried out in one of the rooms at UNERJ and the participants' speech production was recorded on a portable cassette recorder. The choice for using the language laboratory in the first and in the third parts of the data collection period (Meetings 1 and 5) was to guarantee quality of recording. However, it is worth registering that the recordings carried out with the portable cassette recorder, although not necessary for analysis in this study, proved to be of good quality as well.

The interviews were carried out by asking the participants to speak about topics related to Jaraguá do Sul, which is the city where they either live, study, or work. The participants were asked to give their opinion about these topics in terms of positive and negative aspects, and to make suggestions about the topic under discussion. Participants were allowed to interact with the interviewer – the present researcher - and were asked to speak up to five minutes about each topic. Once the recording started, it went on until the end of the five-minute time allotted for the dialogic task. Although the interviewer was expected to ask questions just to elicit data, being careful not to interfere with the participants' answers, sometimes the teacher's profile of this researcher was stronger and some help was given to the participants. Another aspect that cannot be ignored is that sometimes the topic of the interview was led in a different direction from that of negative/positive aspects and suggestions. This change in direction was due to the need to take advantage of the issue being discussed to elicit

data or because the negative/positive aspects and suggestions had reached a limit which impaired data elicitation.

The topics were chosen taking into consideration themes which were likely to be known by every participant and which were expected to motivate them to speak. These topics were:

- Topic 1 (I1): The Shopping Mall (there is only one in the city)
- Topic 2 (I2): The Car Parking System (“Zona Azul”)
- Topic 3 (I3): The Banking Service in Jaraguá do Sul
- Topic 4 (I4): The Schutzenfest (a very popular festival in the city)
- Topic 5 (I5): The People of Jaraguá do Sul
- Topic 6 (I6): The SCAR (Theater and school of arts, music and dance)

The interviews were previously arranged with each participant by e-mail or telephone and the participants were allowed to leave their classroom during class time to take part in this study. The instructions were carried out in English and checked in Portuguese to assure understanding.

3.6 Fluency, Accuracy, and Complexity

In this subsection, I will describe how fluency, accuracy and complexity are conceptualized in this research and why they have been chosen as reliable indicators of speech production improvement. The first one to be described is fluency.

Fluency is a complex concept to be defined, due to the different views that authors, teachers and learners have of it (Freed, 1995). Lennon (1990) classifies it in two senses: a broad and a narrow one. Taking into consideration the broad sense, fluency is considered the ability one has to speak a given language. The narrow sense

refers to fluency as one “component of oral proficiency” (Lennon, 1990, p. 389). For the purposes of this study, fluency is considered an element of speech production which consists of rapidity. In order to assess fluency as rapidity, the temporal variable employed was “speech rate”, which is considered a salient quantitative feature of good speech production, consequently a feasible temporal variable for measuring fluency (Hieke, 1985; Lennon, 1990; Riggenbach, 1991; Towel, Hawkins and Bazergui, 1996; Fortkamp, 2000).

There is consensus on the fact that another component to be taken into consideration when rating speech production improvement based on task performance is accuracy (Skehan 2001). In general, accuracy concerns the ability to use language correctly (Ur, 1996; Brown, 1994; Underhill, 1987). Ur (1996), based on data of an Israeli exam, suggests that the highest scale of accuracy would include the ability to use a large amount of vocabulary properly, and the absence of grammar mistakes. Ur (1996) also includes a pattern for accent, as being “native-like or slight foreign” (p.135).

For Brown (1994), accuracy is a relevant aim of the speaker, associated with fluency, and encompasses the use of clear and articulated language, which should be grammatically and phonologically correct (Brown, 1994, p.254). Underhill (1987, p.96) also identifies accuracy with correct English. Likewise, Foster and Skehan (1996) conceptualize accuracy as language free of errors, no matter which type of language is produced (p.303). For the purpose of this study and following Mehnert (1998, p.91) and Fortkamp (2000, p.91), accuracy is defined as the absence of errors, that is, the absence of errors in syntax, in morphology and in lexical choice. In this definition there is no concern with either intonation or phonological aspects.

According to Foster and Skehan (1996, p.303) the absence of errors, i.e., a good level of accuracy, should not be regarded as an indication of complex language, but could only be an indication that the speaker has decided to employ simple language and thus be sure of producing correct speech. Consequently, another indicator of speech production improvement should be chosen, and this choice, following Foster and Skehan (1996), falls on complexity of language. Complexity is associated with “change and the opportunities for development and growth in the interlanguage system” (Foster and Skehan, 1996, p.303); i.e., the speaker takes the risk of producing complex language, even though s/he might make a mistake. Similarly, Underhill (1987) associates complexity with the effort of the speaker in using complex language (p.96) . Thus, complexity has been also considered a good indicator of speech production improvement.

In his study, Bygate (2001) measured complexity by counting number of words per t-unit⁵. Bygate (2001) believes that a large number of words per t-unit reveals not only rapidity, but also cognitive capacity. Nevertheless, he also refers to c-units⁶, verb-argument structure and subordination as possible means of complexity measurement (Bygate, 2001, p.35). Indeed, there is consensus among researchers that subordination is an appropriate index of complexity measurement (Foster and Skehan, 1996; Fortkamp, 2000). Based on such studies and considering that subordination is a relatively straightforward feature to be identified when produced, a factor that conveys reliability to the assessment, I also employed subordination as an indicator of complexity in the data analysis.

⁵ According to Foster et al (2000) a t-unit “is a main clause with all its dependent / subordinate / modifying / associated clauses.” (p.362)

⁶ According to Foster et al (2000) c-units are “utterances, for example, words, phrases and sentences, grammatical and ungrammatical, which provide referential or pragmatic meaning.” (p.358)

3.7 Criteria for measuring fluency, accuracy and complexity

3.7.1 Fluency: speech rate (words per minute)

The data for the present research received a quantitative treatment. The participants' L2 oral production was tape-recorded and the data transcribed and analyzed in terms of fluency, accuracy and complexity. The criterion used for measuring fluency was Speech Rate (SR), which is a temporal variable expressed in words articulated per minute (Möhle, 1984, in Lennon, 1990, p.392). For the purpose of this research, and based on previous studies (Riggenbach 1991, Fortkamp, 2000), every semantic unit was considered as "word" for the count, which includes repetition, filled pauses (for instance, *okay, well, y' know*) and partial words when formed by a consonant plus a vowel that enables the recognition of what the participant intends to convey. For example, in the excerpt (...) *gi... no/ lady* (...) three words were counted.

Coined words and words in Portuguese that were not proper nouns were excluded from the count. Contractions were counted as one word. Words that participants could not remember which happened to be said firstly by the interviewer and then repeated by the participants were not counted as produced by the participant. This decision was taken considering that it was not an effort on the participant's part to produce such words, but only a repetition of the interviewer's speech.

Concerning the time for calculating participants' speech rate, I considered the total time the participant took to perform the task, in minutes, including pause times. In the case of the narration task, although they were given seven minutes to perform it, most participants accomplished the narration task in less than seven minutes. Thus, the total time each of them spoke was considered for the count. On the other hand, a different treatment was necessary for the variable time concerning the interview task, due to its interactive nature.

For the interview task, around five minutes was established as the approximate time each interview should last. Depending on the flow of the conversation, sometimes the interview took more than five minutes, and sometimes less. When the interview took longer than five minutes, the excerpt considered for analysis was the one which held the last utterance produced by the Participant that could express a complete idea of what s/he meant, and that had been started in the last minute of the five-minute time set for the interview task. The count of the time started when the participant started to speak, that is, after the first question asked by the interviewer to introduce the subject, and finished with a participant's utterance. For the transcriptions, the speech related to the time that was not counted is in italics. For instance, in the following excerpt of Participant I01, in meeting 5, the time started to be counted from her "mm", and finished when she said "okay" (the interviewer speech is in brackets).

(Participant I01, in meeting 5, interview 1, first and last utterances)

[so what can you tell me about the Shopping Mall Breithaupt ?] mm I think the shopping Breithaupt [uhum] eh is: (.) is: a good place [uhum]"
 (...)

 "I I don't I can't eh to to go to the shopping [ah] okay [*okay good, very good, it's okay*]

The time spoken by the interviewer was included in the count, which means that the Speech Rate concerning the dialogic task will be shorter than that of the monologic task. For both the dialogic and the monologic tasks, pause time was also included in the count.

3.7.2 Accuracy: errors per 100 words

Foster & Skehan (1996), Mehnert (1998), and Fortkamp (2000) state that general measures of accuracy seem to be more appropriate to analyze spoken data. Thus, following Fortkamp (2000) and Mehnert (1998), I used number of errors per 100 words in order to measure accuracy, which is a general measure, instead of errors per t-unit as used by Bygate (2001). As already explained, the errors considered for the count are those related to syntax, morphology and lexical choice. L1 words (or in other languages such as German and Spanish) that were not related to proper nouns (for instance, names of shops, places, cities, etc.) as well as coined words are counted as errors. Repetitions of words and sentences were not counted as errors. Likewise, errors that were immediately corrected by the speaker were not counted. Intonation and pronunciation errors were not analyzed in this study.

3.7.3 Complexity: subordination (dependent clauses per 100 words)

Studies on spoken language analysis indicate that subordination seems to be evidence of complexity and has been employed as such (Foster and Skehan, 1996; Mehnert, 1998; Fortkamp, 2000; Skehan, 2001). Considering that subordination is characterized by the presence of dependent clauses, for measuring complexity the criterion was number of dependent clauses per 100 words. The choice of 100 words as a unit of frequency followed the same criterion as that for accuracy, i.e., a general measure that is more in accordance with the fragmentary nature of spoken language.

Following Mehnert (1998) and Fortkamp (2000), in this study dependent clauses encompass finite and nonfinite clauses (subordinate clauses, coordinate clauses with subject deletion, coordinate clauses with subject and finite verb deletion, and infinitive

constructions - infinitives with modal verbs are excluded). The use of “because” with the function of a discourse marker (Foster et al 2000, p.363) rather than of a dependent clause, was not counted; for instance:

(Participant I01, in meeting 5, interview 1)

[uhum okay . and in general eh what are the negative points of the... of our Shopping Mall ?]mm negative points [can you see ?] mm because the shopping* the shop* eh closed* at ten o'clock ...

In the example above, the participant’s intention when she used “because” was to introduce her speech, i.e. her sentence with “because” is not an explanation of something that she had mentioned previously, but rather a strategy she used to start her sentence. Similarly, when the participants said a “because” clause as a complement of a question of the interviewer, this clause was not counted as a dependent clause, since the participant did not construct the sentence by him/herself, for instance, in the example below,

(Participant N06, in meeting 1, interview 1)

I don't I don't use* eh to go [why not] no, because I I'm married ...

the dependent clause was not a spontaneous speech of the participant, but was elicited by the interviewer.

3.8 Data Analysis Procedures

The analysis of data was carried out as follows. In order to investigate the effects of task repetition on participants’ oral production (question 1), the participants’ performance on the task type they practiced during the second part of the treatment

period (i.e., in meetings 2, 3 and 4) was compared to their performance on the task type they did not practice. The data used for analysis were that collected in meetings 1 and 5. Thus, I analyzed each group's performance on both task types in meeting 1 and compared this to their performance in meeting 5, and I investigated whether their performance on the task they had repeated during the second part of the treatment period was different from their performance on the task type they had not repeated.

Question 2, concerning the effects different topics can have on participants' oral production, was answered by assessing participants' performance in the last meeting, i.e, meeting 5, when each participant was required to perform the narration and the interview tasks twice, each time with a different topic. Thus, in the last meeting, the participants in the monologic group performed two narration tasks, one about the same topic (N1) they talked about in the first meeting (meeting 1) and the other about a new topic (N6). They were also interviewed twice, once about the topic they had already talked about in meeting 1 (name I1) and once about a new topic (name I6).

Likewise, the participants of the dialogic group performed two narration tasks in meeting 5, one with the same topic of meeting 1, named N1, and the other about a new topic (N6). They were also interviewed twice, once about the same topic (I1) they did in the first meeting (meeting 1) and then about a new topic (I6). I examined the effects of the topic on both conditions, i.e., taking into consideration the task each group was familiar with as well as the task that they were not familiar with.

Question 3, which concerns the effects of different task types on participants' performance, was answered by comparing participants' performance in the two task types used in this study, in both meetings 1 and 5. Recall that each participant in the

monologic group as well as each participant in the dialogic group performed a narration and an interview task in meeting 5 with the same topics of meeting 1, to avoid any effects of the topic on their performance. Thus, each participant in the monologic group had his/her performance in the narration task compared to his/her performance in the interview task. By the same token, each participant in the dialogic group had his/her performance in the interview task compared to his/her performance in the narration task. I examined the effects of the two different task types on both meetings 1 and 5, so that it was possible to verify whether the effect of different task types, if any, in meeting 1, was consistent in meeting 5.

No pedagogical orientation or feedback was provided during the treatment period, so that the results are a picture of task repetition effects only.

3.9 Data Transcription Procedures

As stated previously, the participants' speech production in the tasks of this study was recorded on tapes and then transcribed. The procedures followed for the transcriptions were based mainly on other studies on speech production (Riggenbach 1991, and Fortkamp 2000, for instance), as well as on the procedures proposed by Eijzenberg (2000, p.295-296). The conventions used in this study are summarized in Table 2.3.

The numbers that appear in parentheses after the underlined clauses indicate the number of dependent clauses in participants' transcribed data. For instance, in the following excerpt,

(Participant N07, in meeting 5, interview 6)

the majority [umhum] of the people don't have (.) * money to go there (1) [ah okay]
because I think (2) the the prices is* very ex...expensive sometimes (3)...

the number "(1)" in parenthesis indicates that the underlined sentence is the first subordinate sentence spoken by the participant. The verb "is" followed by an asterisk indicates an error, in this case, an error of verb agreement. The asterisk also appears alone between words when another word is missing; in the example above, the word "any" or "enough" is missing. One dot in parenthesis indicates a silent pause in the participant's speech. The expressions *umhum* and *ah okay* in brackets indicate that those expressions were produced by the interviewer.

Table 3.2

Transcription Conventions used in this study (based on Ejzenberg (2000), and Fortkamp (2000))

Convention Sign	Use	Example
[]	Interviewer's intervention	[that's okay]
:	Elongation	Okay:
(.)	pause	I think (.) negative
...	Unfinished or interrupted word or utterance	He'll... he can't
(laugh)	Laughter	I think cinema is good (laugh)
(XXX)	incomprehensible	
<u>clause</u> (1)	Dependent clause (the number indicates quantity)	<u>When he thinks this</u> (1)
/word/	Severely mispronounced word	/thought/
"word"	Portuguese word ⁽¹⁾ or coined word (counted as error)	"conquist" ; "estacionamento"
WORD	Word spoken out loud or at higher pitch	
(c)	Click sound produced with the tongue	
.	Falling intonation	They are friends .
?	Rising intonation	eat eat ?
!	Enthusiasm	I love supermarkets!
word*	Error	He give* a perfume .
Word/	Intervention of the interlocutor	and (.) [okay but /] went
{word(s)}	Self correction	{togethers} together

(1) Proper nouns for stores, places, cities and people were excluded.

3.10 Procedures for Data Collection

In order to obtain permission to carry out this study, a letter was addressed to the Coordination of the Letters Course at UNERJ (Centro Universitário de Jaraguá do Sul, explaining the nature of the study (Appendix A). Subsequently, I talked to the teachers

of the groups that participated in this study. Concerning the Licenciatura group, I first talked to their teacher, and she indicated 11 learners of that group who were asked to take part in this study as participants. They were invited to a meeting in which I provided information about the study, its goals and the procedures to be followed. They accepted the invitation and signed a consent form accepting the terms and giving me permission to use the data they would provide (see Appendix B). In relation to the Secretariado group, I also talked to their teacher to ask for her permission, which was given. As I already knew the group, I was allowed to talk to them and invite them to take part in this study. On that occasion, 11 learners volunteered and also signed the consent form accepting the terms and giving me permission to use the data.

3.11 Interrater Reliability

For the purpose of providing further reliability to the results obtained from the analysis of data, two interraters analyzed the data besides this researcher. Both of them are doctoral candidates in the Graduate Program in English at UFSC. One of them is Brazilian and the other one is British. The Brazilian interrater analyzed the data in terms of complexity and the British interrater analyzed the data in terms of accuracy. After they had analyzed the transcriptions, they sent me their analysis and I compared it to mine. A discussion was carried out in order to reach consensus when differences in the analysis arose.

While this chapter described the procedures employed for the data collection as well as the method used for the analysis of data, the following chapter presents and discusses the results obtained from this study.

CHAPTER 4

ANALYSIS AND DISCUSSION OF RESULTS

In this chapter, I report, analyze and discuss the results of this study, whose main objective was to verify whether familiarity with tasks can affect oral performance. Three questions were raised in order to investigate the impact of familiarity with tasks on L2 speech production. The first question aims at verifying whether participants' speech production is affected by their degree of familiarity with tasks. The second question deals with the influence of the topic on the participants' oral performance and the third question is about task type effects on the participants' oral performance. In sum, the three main aspects which were analyzed through those three questions were familiarity with task, topic of the task and type of task. Besides those three questions, I also made a comparison between the results of this study and Bygate's study (2001), on which this study partially draws.

4.1 Results of participants' oral performance

As stated previously, twenty participants divided into two groups – the dialogic group and the monologic group – performed two different task types, an interview and a narration, during five meetings each. The different aspect in both groups was related to the intervening meetings, i.e., meetings 2, 3 and 4, during which each group practiced a different task type. Thus, the dialogic group practiced the interview task type and the monologic group practiced the narration task type. The data under analysis in this chapter were those collected in meetings 1 and 5, when both groups performed the same

tasks, with the same topics. In meeting 1, each participant performed a narration and an interview. In meeting 5, each participant performed two narrations and two interviews, repeating the same topic of the meeting 1 in each task, and performing each task with a new topic. As a result, each participant produced six samples of speech, which were assessed in terms of fluency, accuracy and complexity. The individual results from the assessment of the participants' speech in terms of complexity, fluency and accuracy can be found in the Appendixes H, I and J. The data taken into consideration for the analysis in this session were the average resulting from the sum of the Participants individual results, and are shown in Table 4.1.

Table 4.1
Summary of the average results of participants' performance

Participants' performance on	monologic group			dialogic group		
	F(*)	A(**)	C(*)	F(*)	A(**)	C(*)
Narration 1 in meeting 1 (N1 - M1)	64.5	12.8	3.7	45.2	22.5	2.7
Narration 1 in meeting 5 (N1 - M5)	61.5	12.8	3.6	53.7	23.2	3.1
Narration 6 in meeting 5 (N6 - M5)	62.9	13.6	2.1	48.4	25.8	2.2
Interview 1 in meeting 1 (I1 - M1)	55.6	12.3	3.4	38.9	23.9	2.0
Interview 1 in meeting 5 (I1 - M5)	60.6	12.3	5.0	47.0	25.2	2.9
Interview 6 in meeting 5 (I6 - M5)	59.8	12.8	4.4	42.5	26.2	3.1

F=Fluency

A=Accuracy

C=Complexity

N=narration

I=interview

M=meeting

(*) the higher the number, the better the performance

(**) the lower the number, the better the performance

Table 4.1 displays the average of each group, i.e., the monologic group and the dialogic group. For the fluency (F) and the complexity (C) measures, the higher the numbers, the better the performance of the group. Conversely, for accuracy (A), the lower the numbers displayed, the better the performance of the group. The purpose of

displaying the results in this subsection is to give a general view of the results, while a deeper analysis will be carried out in the next subsections.

4.2 Effects of familiarity with tasks on Participants' L2 oral performance

Recall that the concept of familiarity with tasks framed in this study is providing the participants with opportunities to practice the same task. Thus, the data analyzed with the purpose of verifying the effects of familiarity with tasks on Participants' oral performance were those related to the performance of the two groups, the dialogic and the monologic groups, in meetings 1 and 5, with the same topic, on both task types, the narration and the interview. I will consider first the results of each group apart and I will start with the monologic group, which had repeatedly performed the narration task type during the intervening meetings (meetings 2, 3 and 4); i.e., they were familiar with the narration task type.

Table 4.2

Familiarity with tasks: monologic group (familiar with the narration task type)

meeting	1			5		
Task-type/topic	narration 1	narration 1	%	interview 1	interview 1	%
Fluency (*)	64.5	61.5	-4.7	55.6	60.6	9.0
Accuracy (**)	12.8	12.8	0.0	12.3	12.3	0
Complexity (*)	3.7	3.6	-2.7	3.4	5.0	47.1

(*) the higher the number, the better the performance

(**) the lower the number. the better the performance

Table 4.2 shows the results obtained by the monologic group in their performance on both task types, the narration and the interview, in meetings 1 and 5, with the same topic (number 1), which are the data necessary to verify whether the degree of familiarity with tasks affects the participants' oral performance. The basis for

comparison was provided by their performance on the task they were familiar with and the one they were not familiar with. Thus, for the monologic group, the results show that, in terms of fluency, familiarity with the task did not affect L2 speech production positively, although the negative difference is only 4.7%. The result for complexity is even lower, that is, familiarity with the task did not affect positively the monologic group in terms of complexity either – they were 2.7% less complex in meeting 5, which could also be considered non remarkable. In terms of accuracy, the monologic group showed the same performance on the task they were familiar with in both meetings 1 and 5; i.e. their measure for accuracy was 12.8 errors per hundred words in both meetings.

Conversely, the result obtained from the monologic group's performance on the task they were not familiar with, i.e., the interview task type, indicates that their fluency was 9% greater in meeting 5. Concerning accuracy, non-familiarity with the task did not cause any difference in terms of percentage in the performance of the monologic group in both meetings 1 and 5. Regarding complexity, the performance of the monologic group on the interview non-familiar task was more complex (47.1% greater) in meeting 5 than in meeting 1. Before drawing any comments on the results of the familiarity aspect on the performance of the monologic group, I will report the results of the dialogic group.

The data of the dialogic group are displayed in Table 4.3, which shows a different picture from that of the monologic group. The dialogic group, which had repeated the interview task type during the intervening meetings, obtained higher scores on both task types in terms of fluency and complexity in meeting 5. Fluency was 20.8% greater in meeting 5 on the familiar task, compared to their performance on the same task in

meeting 1. Similarly, the dialogic group was also 18,8% more fluent on the task they had not repeated in meeting 5 than in meeting 1. In terms of Complexity, the dialogic group also had a positive performance on both tasks types in meeting 5. However, they improved much more (45% better) on the task type they were familiar with, i.e., the interview task type, than on the task type they were not familiar with. Nevertheless, they were also 14,8% more complex in meeting 5 than in meeting 1 when performing the narration, which was the non-familiar task type for them.

Table 4.3

Familiarity with tasks - dialogic group (familiar with the interview task type)

meeting	1	5		1	5	
Task type / topic	narration 1	narration 1	%	interview 1	interview 1	%
Fluency (*)	45.2	53.7	18.8	38.9	47.0	20.8
Accuracy (**)	22.5	23.2	3.1	23.9	25.2	5.4
Complexity (*)	2.7	3.1	14.8	2.0	2.9	45.0

(*) the higher the number, the better the performance

(**) the lower the number, the better the performance

In terms of accuracy the percentage indicates a slightly negative performance on both task types. In the interview task type, which the dialogic group was familiar with, 5,4 % more mistakes were made in meeting 5, and in the narration task type the errors were 3,1% more frequent in meeting 5 than in meeting 1. Although the difference is not high, the increase in mistakes was greater in the task they had repeated. These results of the dialogic group suggest a trade-off effect, since they had gains in complexity, but losses in terms of accuracy; that is, while complexity was promoted, accuracy was penalized, corroborating Skehan & Foster (2001), who state that some tasks can facilitate some of the aspects of oral performance but not all of them (p.193).

Concerning the issue under analysis in this section, i.e., familiarity with tasks and its effects on oral performance, and taking into consideration the results obtained by the

dialogic group in the task type they were familiar with, it seems possible to state that familiarity with tasks affects oral performance. However, it is not possible to state the same for the monologic group, whose results do not show any improvement in the performance on the task they were familiar with, i.e., the narration task type. Indeed, the monologic group also had a better result in their oral performance on the interview task type, which can lead us to infer that it is likely that task type had some impact on their oral performance, much more than familiarity.

Another point that should be taken into consideration in this analysis is that the dialogic group showed inferior results in both task types compared to the monologic group. These results might be an indication that familiarity with tasks affects the performance only of those who have a lower proficiency in the foreign language. On the other hand, again, the task type could be the reason for the greater improvement of the dialogic group. It might be that the interactive nature of the interview task type gave rise to some degree of self-confidence in the dialogic group throughout the intervening meetings, which affected positively their performance on both task types. Indeed, Bygate (2001) states that “a dialogic dimension to communication helps speakers to structure their utterances” (p.38).

On the other hand, there is evidence that the narration task type is more demanding in terms of mental process than the interview task type. For instance, Doughty & Long’s (2000, p.151) table of L2 speech elicitation procedures classifies video retelling as being more constraining on subjects’ speech than interviews. Foster and Skehan (1996) also state that tasks based on less familiar issues, as was the case of the narration task type in this study, “are expected to be more cognitively demanding” (p.316). In this study, the narration task type based on video-cartoons might have

demanded more effort from the participants since their means to perform the task relied mainly on the story they had watched once, whereas the interviews were based on issues which the participants were likely to have a previous opinion about.

These aspects lead us to the Conceptualizer component of Levelt's speech production model in the sense that for the interview task type, the content of participants' answer was probably already defined – they already had an opinion about each issue presented to them, so their attention could be focused on the Formulator component, allowing a better performance. On the other hand, the contents of the narration task type were from an external source; thus, attention needed to be directed not only to the Formulator but also to the Conceptualizer, for the message to be generated. Of course, this feature of the narration task type of being more demanding does not explain why the monologic group could not display greater improvement than the dialogic group on the two task types, since the monologic group was the one who had better scores on every task. Then, again, I rely on Bygate's (2001) arguments that the interpersonal dimension of the interview task type might have helped the dialogic group to improve their speech (p.38).

Taking into consideration the performance of the monologic group on the familiar task type, where they showed little difference on any of the three variables, one could suggest that the monologic group may have reached a ceiling on their performance, which would prevent them from showing any gains in their speech. I do not think that this explanation could be given to the performance of the monologic group, since their performance improved in terms of complexity and fluency on the task type they were not familiar with. They were more fluent (9%) and more complex (47.1%) in meeting 5 on the task type they were not familiar with. It might be that other features played a

role in their performance on the task type they were familiar with, for instance, individual differences, motivation or task conditions, which are aspects that deserve further research.

Another interesting fact is that the monologic group reached a greater result in terms of complexity in the Interview task type (which was not familiar for them) than the dialogic group. In other words, the monologic group's performance was 47,1% more complex in time 5 in the interview task type with the same topic (I1), while the dialogic group's performance was 45% more complex in time 5 in the interview task type (which is the familiar task type for them) with the same topic (I1). Although the results do not show a remarkable difference between the two groups in terms of percentage, the greatest result in terms of complexity for the monologic group (that is, 47,1%) could be further evidence for the positive effects of task type and familiarity with the topic on participants' oral performance.

It is necessary to keep in mind that the results obtained in this study are not subject to generalizations and that these results refer to the group of participants who agreed to participate in this study.

4.3 Effects of the topic of the task on Participant's L2 oral performance

The second question raised in this study is related to the effects of the topic of the task on Participants' oral performance. As stated previously, the participants of this study performed two different task types, i.e., a narration and an interview, during five meetings. In meeting 1, they were provided with one topic for the interview (named I1), and one video-cartoon for the narration (named N1). In meeting 5, the participants performed each task type twice; specifically they repeated the topic and the cartoon they

had been exposed to in meeting 1 (named I1 and N1) and were also provided with a new topic or cartoon, I6 and N6, respectively. The data obtained in meeting 5 are used in the analysis of the effects of the topic on participants' oral performance and I examined the results in both conditions, i.e., considering the task each group was familiar with and the one they were not familiar with. I will first report the results of the performance of the monologic group, whose numbers are shown in Table 4.4.

Table 4. 4
Topic effects: monologic group

meeting	5	5		5	5	
Task-type/topic	narration 1	narration 6	%	interview 1	interview 6	%
Fluency (*)	61.5	62.9	2.3	60.6	59.8	-1.3
Accuracy (**)	12.8	13.6	6.3	12.3	12.8	4.1
Complexity (*)	3.6	2.1	-41.7	5.0	4.4	-12.0

(*) the higher the number, the better the performance

(**) the lower the number, the better the performance

Regarding the task type the monologic group was familiar with, the results obtained show that their performance did not have a remarkable difference concerning fluency, which was 2.3 % greater when they had to narrate a new topic. However, they were 41.7% less complex when they narrated the new topic, and they were also 6.3% less accurate on the performance on the new topic. Although the percentages of difference for fluency and accuracy were not very high, it is possible to say that the new topic (named narration 6) influenced the performance of the monologic group, yielding considerably less complex speech in comparison to their performance on the topic they repeated, i.e., narration 1. The performance of the monologic group on the task type they were familiar with was similar to their performance on the task type they were not familiar with, as I will report next.

As shown in Table 4.4, the performance of the monologic group on the task type they were not familiar with, i.e., the interview, was similar to their performance on the narration task type in terms of fluency. That means that there was not a remarkable difference in terms of percentage, although the result was negative – they were 1.3 % less fluent on the new topic, to be precise. The percentage for accuracy was almost the same on both task types; i.e., the monologic group made 4.1 % more mistakes when performing the new topic in the interview. Again, this percentage might not be very relevant. It is interesting, however, that the performance of the monologic group is balanced on both task types concerning language accuracy.

Similar to the results obtained from the performance on the familiar task type, the monologic group also showed a lower degree of complexity of language when performing the task type with which they were not familiar with a new topic. As shown in Table 4.4, their performance was 12% less complex on the new topic (interview 6) in comparison to the repeated topic (interview 1). Although the effect in terms of complexity in the non-familiar task type was not as high as in the familiar task type for the monologic group, the results show some evidence that the topic of the task had some impact in terms of complexity on the performance of the monologic group. I will go on reporting the effects of the topic on the performance of the dialogic group, whose results are displayed in Table 4.5.

Table 4.5
Topic Effects: dialogic group

meeting	5	5		5	5	
Task-type/topic	narration 1	narration 6	%	interview 1	interview 6	%
Fluency (*)	53.7	48.4	-9.9	47	42.5	-9.6
Accuracy (**)	23.2	25.8	11.2	25.2	26.2	4.0
Complexity (*)	3.1	2.2	-29.0	2.9	3.1	6.9

(*) the higher the number, the better the performance

(**) the lower the number, the better the performance

I will first report the effects of the topic of the task concerning the task type the dialogic group was familiar with, i.e., the interview task type. As shown in Table 4.5, the dialogic group was 9.6% less fluent when performing their familiar task type with a new topic. They also made 4% more mistakes when performing the interview task type with a new topic, although this percentage might not be significant. In terms of complexity, the performance of the dialogic group was 6.9% more complex on the new topic of the familiar task type, although this percentage might not be significant as well.

Besides, taking into account that the dialogic group had repeated the interview task type during the intervening meetings, it is possible to suggest that they were probably more used to expressing opinion and thus to using the expression “I think that” than the monologic group, whose narration task-type, which they were familiar with, does not give rise to great opportunities to express opinion. Nevertheless, the new topic affected the dialogic group’s performance on the familiar task type negatively in terms of fluency and accuracy, but not in terms of complexity. Now I will turn to the effects of the topic of the task regarding the task type the dialogic group was not familiar with, i.e., the narration task type.

As shown in Table 4.5, the dialogic group achieved similar results in terms of fluency in both task types when a new topic was provided. As in the familiar task type with a new topic, they were 9.9% less fluent in the new topic of the non-familiar task type. In terms of accuracy, the dialogic group made 11.2% more mistakes when performing a new topic and their results were also negative in terms of complexity. The dialogic group was 29% less complex when performing the non-familiar task type with a new topic. Bearing in mind these results, it is possible to state that the topic affected the dialogic group’s oral production when they performed the task they were not

familiar with, especially in terms of complexity and accuracy, although, again, some caution is necessary due to the small difference in terms of percentage for fluency.

To sum up and taking into consideration the results that both the dialogic and the monologic group achieved when performing a task with a new topic, there is evidence to state that the topic of the task caused some impact on the oral performance of the participants of this study; i.e., the participants' performance on the task with a topic that they had practiced in the beginning of the study was better than when a new topic was presented.

4.4 Effects of type of task on Participants' L2 oral performance

In this subsection I analyze whether the oral performance of the participants of this study was affected in terms of accuracy and complexity by the task types they performed. The aspect fluency was not feasible to be analyzed because of its temporal aspect; i.e., in this study fluency was measured by dividing the number of words the participants produced when performing the task by the time, in minutes, the participant spoke. However, for the interview task type, the time also included the interviewer's speech. Therefore it is not possible to compare the rate of fluency in the narration task type to the rate of fluency in the interview task type. Thus, the analysis of task type effects was carried out only in terms of accuracy and complexity.

This study comprises the analysis of two different task types, a narration and an interview. They are different in nature, since the narration task type is usually performed by the participant with no interference on the part of the interlocutor. In the case of this study, the participants had to narrate video-cartoons they had previously watched, without having time for planning or taking any notes on which they could rely

to retell the story. The only input they had was the video-cartoon they watched once just before they had to retell the stories. Concerning the interview task type, interviews are usually carried out with two people at least, as was the case of the interview task type employed in this study. That means that some interaction takes place, and the interviewee's speech is elicited by the interviewer through questions. In this study, the role of the interviewer was only that of eliciting data from the participants.

With the purpose of examining the effects of task type on the participants' oral performance, I first analyzed the data each group produced in both task types in meeting 1, which showed the effect of each task on participants' performance when they started this study and made it possible to verify whether the differences were consistent in meeting 5. The results are shown in Table 4.6. I will first report the scores achieved by the monologic group.

Table 4.6
Effects of task type - meeting 1

group	monologic			dialogic		
	narration 1	interview 1	%	narration 1	interview 1	%
Accuracy (**)	12.8	12.3	-3.9	22.5	23.9	6.2
Complexity (*)	3.7	3.4	-8.1	2.7	2.0	-25.9

(*) the higher the number, the better the performance

(**) the lower the number, the better the performance

In meeting 1, the monologic group did not obtain significant differences in terms of percentage concerning accuracy and complexity, when comparing both task types. They were 3.9% more accurate and 8.1% less complex in the interview task-type. On the other hand, the dialogic group performed the interview task type 6.2% less accurately as well as 25.9% less complexly than the narration task type. With the aim of verifying whether the results of meeting 1 are obtained again at the end of the data

collection period, I also analyzed the participants' oral performance in meeting 5, whose results are displayed in Table 4.7.

Table 4.7
Effects of task type - meeting 5

group	monologic			dialogic		
	narration 1	interview 1	%	narration 1	interview 1	%
Accuracy (**)	12.8	12.3	-3.9	23.2	25.2	8.6
Complexity(*)	3.6	5.0	38.9	3.1	2.9	-6.5

(*) the higher the number, the better the performance

(**) the lower the number, the better the performance

The results show that the monologic group displayed partially the same performance of meeting 1 in meeting 5. In meeting 5 the monologic group did not have a remarkable difference in terms of accuracy between the two task types. However, the degree of complexity of the monologic group was 38.9% higher when they performed the interview task type than the narration task type in meeting 5. As to the dialogic group, the results show that they achieved better scores when performing the narration task type than the interview task type. The dialogic group was less accurate (8.6%) and less complex (6.5%) in the interview task type than in the narration task type in meeting 5, although this might not be a remarkable difference.

In sum, the monologic group did not have any large difference in meeting 1 for accuracy and complexity concerning the two task types. However in meeting 5, the monologic group's performance was 38.9% more complex in the interview task type. In contrast, the dialogic group yielded a larger difference in meeting 1, where the interview task type scored 25.9% less complexity, without any relevant difference for accuracy and complexity in the two task types in meeting 5. Although these results were unstable, they suggest that the two task types had a different impact on the two groups of participants. These results also give support to the conclusion reached in the subsection

4.2 above; that is, the oral production of the participants of this study does not seem to have been affected by familiarity with tasks.

4.5 The results of this study compared to Bygate's study (2001)

This subsection attempts to make a comparison between the results obtained from this study and Bygate's (2001), on which this study partially draws. First of all, it is necessary to recall that Bygate (2001) used different means to assess the three aspects of performance analyzed in the participants' oral production, namely, fluency, accuracy and complexity. Bygate (2001) measured fluency by counting unfilled pauses per t-unit; for measuring accuracy he counted errors per t-unit and for complexity, words per t-unit. I decided to use speech rate, which was measured by words per minute, in order to assess fluency; for complexity, I counted errors per hundred words, and for measuring complexity, subordinate sentences per hundred words.

Another difference is that Bygate (2001) considered only the results obtained in meeting five of his study⁷, while I analyzed the results based on the participants' performance at meetings 1 and 5. He had a Control group and two experimental groups, while my study was based on the performance of two experimental groups, the monologic group, which in Bygate's (2001) is named the narration group, and the dialogic group, which in Bygate's (2001) is named the interview group. Besides, Bygate (2001) gave a statistical treatment to his data, whereas my analysis was carried out in terms of percentage. Therefore, a straightforward quantitative comparison between this study and Bygate's (2001) is not possible. Alternatively, I will attempt to evaluate the results obtained from both studies in a qualitative approach.

⁷ Bygate (2001) carried out a correlation test of data, which showed consistency in participants' performances.

4.5.1 Effects of the topic

First, I will report the effects of the topic on the oral performance. Bygate (2001) analyzed the same variables as I did in this study; i.e., he compared the performance of participants in meeting 5 on the two task types with two different topics; i.e., a topic they had been exposed to at the beginning of the study (N1 and I1) and a new topic (N6 and I6). As the results in this study suggest, Bygate (2001) also concluded that oral performance is affected by the topic. However, the interview group of Bygate's (2001) study was less fluent and more complex on the same topic, for both task types, without any significant difference in terms of accuracy (p.40), while the Narrative group did not show any significant difference in any of the three measures (p.41). Table 4.8 shows a summary of the result of Bygate's (2001) study and the present study concerning the effect of the topic on participant's oral performance.

Table 4.8
Comparison of Results – Topic Effects

	Bygate (2001)	This Study
Overall results	The topic influences oral performance	The topic influences oral performance
monologic group in the narration task type	No significant differences for any of the measures	Fluency – small difference (*) Accuracy – small difference Complexity – greater for N1
monologic group in the interview task type	No significant differences for any of the measures	Fluency – small difference Accuracy – small difference Complexity – greater for I1
dialogic group in the narration task type	Fluency – not significant Accuracy – not significant Complexity - higher for N1	Fluency – not significant Accuracy – greater for N1 Complexity – greater for N1
dialogic group in the interview task type	Fluency – significant loss Accuracy – not significant Complexity - higher for N1	Fluency – small difference Accuracy – small difference Complexity – small difference

(*) Small difference in this study means that the difference is less than 10%

In the present study, the narration task type gave rise to more complex speech on the same topic for both groups. In addition, although the difference may not be significant, the two groups were also more accurate in the topic they had already been exposed to in meeting 1 than in the new topic. Only the dialogic group showed some tendency to be more fluent in both task types with the topic they had already been exposed to (N1 and I1) in meeting 1 than with the new topic. The monologic group did not show any significant difference in their performance in both task types in terms of fluency and accuracy.

The results from both studies suggest that it is not only the topic that can influence oral production. Task type seems to have some influence on oral production as well, which may lead us to the conclusion that previous exposure to tasks, i.e. familiarity with the task, seems to be the feature least likely to cause a significant impact on oral production, whereas familiarity with the topic seems to have a stronger impact on participants' performance. The next feature to be compared is the effect of task type on participants' oral performance.

4.5.2 The effects of task type

As stated previously, two task types were used in Bygate's (2001) and in this study, i.e., the narration task type and the interview task type. In order to verify the effects of task type on participants' oral production, Bygate (2001) analyzed the performance of both groups (the dialogic group and the narration group) on the two tasks, in meeting 5. Bygate (2001) aimed at verifying whether the two task types would lead to differences in oral performance. Bygate's (2001) results showed that different task types impact differently on oral performance. (p.38). In Bygate's study (2001) the

interview task type gave rise to more complex and less fluent speech than the narration task type. Bygate (2001) explains that probably because the participants paused more frequently, they had more possibilities to focus attention on the complexity of their speech (p.38). Table 4.9 displays a summary of Bygate's (2001) and this study's results concerning the effect of task type on participants' L2 oral performance.

Table 4.9
Comparison of results – task type effects

	Bygate (2001 a)	This study
Overall results	“Tasks differ in the impact they have on language performance.” (p.38) “Less fluency and greater complexity on the interview tasks than on the Narrative tasks.” (p.38)	The results were unstable. Fluency: not possible to compare.
monologic group	Less fluency and greater complexity on the interview tasks.	Meeting 1: small differences (*) Meeting 5: more complexity in the Interview task-type
dialogic group	Less fluency, greater complexity and greater accuracy on the interview tasks	Meeting 1: more complexity in the Narration task-type Meeting 5: small differences

(*) In this study, ‘small differences’ means that the percentage was less than 10%.

Concerning this study, the results were unstable. In order to verify the effects of task type on performance, I first analyzed the performance of each group on each task type in meeting 1, and afterwards in meeting 5. This procedure was followed in order to verify whether the participants' performance in meeting 1 showed some effect of task type, and compare that to their performance in meeting 5. I will report the monologic group performance first.

In meeting 1, i.e., the first performance of each group, the monologic group showed small differences in terms of percentage in their performance of both tasks,

suggesting that task type did not influence their performance in that first encounter. However, in meeting 5, i.e., after the treatment period, during which the monologic group had practiced the narration task type, they performed better in the interview task, at least in terms of complexity. Concerning the dialogic group, they showed greater complexity in the narration task type in meeting 1. However, in meeting 5, the differences in terms of complexity and accuracy were not significant. Although these results were unstable, they suggest that the two task types have a different impact on the two groups of participants.

Unfortunately, it was not possible to compare the aspect fluency between tasks due to the means of measurement used in this study. Thus, it is necessary to be careful in order to state that task type in this study had – or did not have – different results from those of Bygate's (2001) in terms of effects on oral performance.

4.5.3 Effects of familiarity with tasks

In order to verify the results of task familiarity in participants' performance, Bygate took into consideration the results obtained in meeting 5 by each of the two experimental groups in the task they had practiced in the treatment period compared to the results in the task they had not practiced in the treatment period. He also had a Control group, which did not practice any of the task types. Bygate (2001) compared the results obtained by the two experimental groups to the Control group. In contrast, in this study there was no control-group. The data used as a basis for the analysis of the effects of familiarity on participants' oral performance in this study were those of meeting 1 and meeting 5.

In both studies, the final conclusion is that familiarity with the task, that is, providing participants with opportunities to practice a task type during the intervening period, seemed to have no impact on their oral performance. Bygate (2001) reports a “partial task type practice effect”:

(...) participants were significantly more fluent on *repeated versions of a task type* to which they had been exposed than on repeated tasks to which they had not been exposed over the 10 weeks. (p.41)

Bygate (2001) also applied an ANOVA analysis to his data, to give support to the positive effect of familiarity with tasks and, based on results obtained, he states that the results

(...) are consistent with the hypothesis that task type practice has a capacity to affect performance on practiced tasks at least when the test task is repeated, but not on novel tasks of the same type. (p.41)

However, “repeated versions of a task type” which he mentions are related to the same topic, thus the effect seems to be due to familiarity with the topic and maybe not to the fact of repeating the task. In summary, the analysis carried out in this subsection concerning the effects of the topic on oral performance are similar for both studies, this one and Bygate’s, although with differences in the results of each aspect of performance, i.e., in terms of fluency, accuracy and complexity. Regarding the effects of task type, any conclusion should be drawn carefully, since the aspect fluency could not be compared. As to the effects of familiarity with tasks, the results seem to be similar, despite the different overall conclusions drawn from the results in each study.

4.6 The differences between the monologic group and the dialogic group

In this subsection I intend to report on some aspects in the performance of both groups – the monologic and the dialogic groups. I consider these aspects to be relevant

because the data showed small differences between the two groups. Concerning the results obtained by the monologic group, they reached higher scores in all three aspects of performance assessed in this study when compared to the dialogic group (see Table 4.1 for an overall view). That suggests that the two groups had substantial differences in their level of language proficiency. However, the effects of the treatment period seemed to have a greater impact on the performance of the dialogic group, especially in terms of complexity and fluency. Besides, the dialogic group's performance in terms of accuracy, on both task types, corroborates Skehan & Foster's (2001, p. 193) empirical study, which suggests that gains in complexity lead to losses in terms of accuracy, as well as with Schmidt's (2001, p.12) theoretical study, which states that attention is selective, therefore focus of attention on one aspect implies losses in another one.

The dialogic group's performance suggests that the fact of having practiced the interview task type during the treatment period influenced their performance not only in the interview task type, but also in the Narrative-task type. This greater performance of the dialogic group in both task types after the treatment period could be evidence that familiarity with the interview task type might have given rise to gains in the oral production of the dialogic group.

Trying to find some explanation for the reason why the monologic group, while showing better scores in terms of overall results than the dialogic group, did not seem to be as affected as the dialogic group after the treatment period, a possible reason could be that maybe the narration task type became uninteresting to the monologic group. They informally reported to their English teacher their boredom in repeating the same Tom & Jerry set of video-cartoons. Consequently, it might be that they were not as

motivated to perform their specific task as the dialogic group, whose interpersonal task seemed to give rise to more self confidence and motivation to be performed.

Another result of this study, which corroborates Bygate's (2001) study, is that accuracy seems to be the aspect that is affected the least. I believe that in order to promote accuracy learners need to be provided with some sort of pedagogical orientation in order to overcome the difficulties they face in their interlanguage, especially Brazilian learners whose opportunities to be in contact with the foreign language are most of the time limited to the classroom. That means that these learners are likely to lack natural input so that some weaknesses in their interlanguage can be spontaneously adjusted only by repetition.

This chapter dealt with the report, analysis and discussion of data, mainly concerning the questions raised in this study, i.e., the effects of familiarity with tasks, the effects of different task types and the effects of the topic on participants' performance. The general conclusion that can be drawn from the results is that the topic impacted the participants' speech, task type gave rise to different performances, and familiarity with tasks per se did not seem to have a great impact on the participants' oral performance, but the positive results reached by the dialogic group might be an effect of familiarity with task coupled with type of task. The next chapter will deal with the final considerations drawn from this study, its limitations, a few suggestions for further research and pedagogical considerations.

CHAPTER 5

FINAL REMARKS

In this chapter I summarize the findings, point out some limitations of this study and try to come up with some suggestions for further research. I also consider some possible pedagogical implications.

5.1 Concluding notes

The aim of this study was to investigate whether familiarity with tasks would affect participants' L2 speech production. Thus, three research questions were addressed: (1) Is participants' L2 speech production affected by their degree of familiarity with the task?; (2) Is participants' L2 speech production affected by the topic of the task?; (3) Is participants' L2 speech production affected by task type? Concerning the second question, the results obtained in this study indicated that the topic of the task caused some impact on the participants' L2 oral performance. As to the third question, although the results were unstable, it is possible to state that the two task types had different impact on the two groups of participants.

Regarding the first question, whether familiarity with tasks would have some impact on participants' oral performance, it was expected that each group would have higher scores for the task they were familiar with. i.e., the task they had practiced during the three intervening meetings. However, this expectation was only partially fulfilled. Only the Dialogic Group achieved a better performance in meeting 5, and not only on the task type they were familiar with, but also on the one they were not familiar with.

This result suggests that familiarity with tasks by itself was not the reason for the better performance of the Dialogic Group, but maybe a combination of different conditions, for instance, type of task plus familiarity with task.

In Chapter 1 of this study I also stated that the present study was an attempt to examine if the assumption that task repetition can enhance learners' speech production is also true in the Brazilian context where exposure to L2 is limited. The results of this study indicate that task repetition enhanced fluency and complexity, at least for the Dialogic Group. Concerning accuracy, the participants' L2 speech production did not show gains, a result that suggests an effect of the limited exposure of the participants to the L2. However, two other explanations for the lack of gain in terms of accuracy should be taken into consideration: (1) the fact that there is a tradeoff effect within the context of the task, and (2) the fact that accuracy is a "more complex phenomenon", as stated by Bygate (2001, p.43), and thus needs to be dealt with differently, for instance, through some pedagogical intervention so that larger gains can be achieved with the participants. Next, I mention some limitations of this study.

5.2 Limitations

The main limitation I have to mention was the impossibility of giving a statistical treatment to the data. A statistical treatment would have allowed me to draw a broader comparison of the results of this study with Bygate's (2001). Giving a statistical treatment to the data was not possible due to time constraints as well as lack of funding. The second limitation was the means of measurement chosen for fluency, i.e., speech rate, which made difficult the analysis of the effects of task type on the participants' oral performance in terms of rapidity in the interview task-type. Maybe the data should have

been analyzed taking pauses into consideration, which is another feature of oral production that is considered relevant to measure fluency (Freed, 1995; Foster and Skehan, 1996; Mehnert, 1998; Fortkamp, 2001).

The third limitation concerns the lack of a control group. A control group would have given more reliability to the results, mainly to the effects of familiarity with tasks on participants' L2 speech production. Recruiting participants is difficult – people work all day long and study in the evening; thus, they avoid getting involved in projects which they believe could demand extra time. The fourth limitation of this study is the absence of a proficiency test in order to verify the participants' degree of proficiency.

Finally, a fifth limitation of this study is the absence of a questionnaire for the participants. Through the questionnaire I would have been able to draw a picture of their opinions and feelings concerning, for instance, the treatment period or the tasks they performed. A qualitative analysis of their opinions could shed some light on how much the participants were intrinsically motivated (Harmer, 1991) to perform the task, since motivation is considered a key condition to the learning process (Cook 1991; Brown, 1994; Nunan, 1999), and might influence the results, mainly in the case of the Monologic Group, who informally reported feeling bored by performing the same kind of task repeatedly.

5.3 Suggestions for further research

As this study was a replication of Bygate (2001), my first suggestion would be for the replication of other studies already carried out in the field of tasks and oral production (Riazantseva, 2001; Riggenbach, 1991; Mehnert, 1998; Hawkins and Bazergui, 1996; for instance, among others already cited in this study). Santos (1989),

Valdman (1993), and Polio and Gass (1997) have already cited the necessity of replication of studies in order to add more validity and importance to the studies in the field of Applied Linguistics and Second Language Acquisition.

It may be that difficulties will arise from replicating studies. Nevertheless, it is worth the effort, since I also believe that relevant findings may emerge from the difficulties that may arise. Besides, as Freed's (1995) and Towel, Hawkins and Bazergui's (1996) studies have shown, there might be differences in the development of foreign language oral production, considering that the linguistic environment does not provide the same input as when acquisition occurs in a context where the L2 is spoken. Thus, with the replication of studies, it might be possible to investigate whether acquisition in different contexts entails the same processes or not.

Turning to this study, the results suggest that repetition alone does not seem to have an impact on participants' oral performance. However, the results also suggest that the type of task plus familiarity with the task had an impact on participants' oral production. Thus, I believe that studies considering different experimental conditions (for instance, familiarity with tasks plus some pedagogical orientation) should be carried out. I think that if the participants of this study had received some pedagogical orientation as a means of raising their awareness about the difficulties they faced in Meeting 1 - in terms of grammar structure and suitable vocabulary - they could have performed better on the subsequent opportunities they were provided with. There are studies which report the efficacy of awareness raising and error correction for second language development (Leow, 1997; Lightbown and Spada, 1990; Roberts, 1995).

Indeed D'Ely (2004), for instance, deals with repetition of tasks and investigates the impact of planning on oral performance. In her study, D'Ely (2004) provides the

participants with the possibility of raising awareness of their difficulties, and the novelty of her work is that she does so from a metacognitive perspective. The preliminary results of D'Ely's (2004) study suggest that a combination of conditions (for instance, awareness raising with repetition and planning) leads to a better performance of the participants. Therefore, besides D'Ely's (2004) study, studies combining task repetition and some pedagogical instruction could be a suggestion for further research.

Another feature of oral production which was not investigated in this study and which could be examined in future research is pronunciation. It might be that task repetition, again with some sort of pedagogical orientation, would help learners to improve their pronunciation. Likewise, another possibility would be to examine the effects of task repetition on participants' oral production along with what Burns (1998, p.113) calls 'macroskills' instruction, i.e., integrating teaching and learning of oral abilities with written texts, for instance.

I would also put forward a last suggestion. I believe that an interesting field for research would be the investigation of means of measurement of spoken language in a foreign language context. Foster, Tonkyn and Wigglesworth (2000) attempted to suggest a unit, which they named AS-unit (Analysis of Speech Unit), for measuring spoken language, as an effort to standardize the kind of speech unit to be used in spoken language analysis. However, I believe that an investigation could be carried out in order to examine whether the criteria used abroad is equally suitable for measuring oral production development in a linguistic environment where input in the L2 is limited. This could be investigated through a project involving different universities from different Brazilian regions, and could set not only parameters for measuring oral production of Brazilians learners of a L2 , but also a comparison to what has been done abroad.

5.4 Pedagogical implications

One more point that arises from the results of this study concerns the impact of the task topic on participants' oral performance. As suggested in this study (and also reported in the literature by Bygate, 2001, and Skehan, 1996, for instance), the familiar topic led the participants to better oral performance than the new topic. Thus, following Wigglesworth (2001, p. 205) the preparation of tasks deserves special attention, especially when the purpose is for testing. Maybe learners should be provided with familiar topics, so that their attention could be focused on the language to be produced. This procedure would allow raters and teachers to obtain a more reliable picture of learners' abilities in terms of oral performance, and could also provide teachers with data on which they could find support for future decisions on pedagogical instruction.

Likewise, considering that different task types have different effects on participants' oral performance, as already described in the literature (Challoub-Deville, 1996; Doughty and Pica, 1986; Duff, 1986; Ejzenberg, 2000) and shown in this study, students should be provided with different types of task so that different aspects of their oral performance could be fostered.

As the results of this study suggest, familiarity with task by repetition per se did not seem to affect participant's oral performance. However, task repetition seems to have a relevant role when other conditions are brought to it. For instance, in this study, task repetition with the interview task type helped to foster L2 oral performance of the Dialogic Group. This suggests that this combination seems to be useful for learner's L2 oral performance enhancement. On the other hand, as the results of this study also indicate, the L2 oral production of the Monologic Group were not affected by the combination of familiarity with task with the narration task-type; i.e., this combination

may not be useful for learner's L2 oral performance enhancement. In other words, we run risks when choosing one or another condition, and sometimes teachers' effort to provide students with opportunities to develop their interlanguage can fail. Thus, it seems necessary to be open to the differences and motivation each group of learners brings to the classroom, as already stated by Nunan (1999) and Cook (1991).

One might think that the implementation of a class activity which offers learners the possibility of having five individual fifteen-minute meetings with their teacher in a semester is unfeasible. That is true. While teachers have to work twenty to forty hours per week (or more), dealing with big groups of about forty students in class, and with one hour of class per week, individual treatment as dealt with in this study is not possible. However, a possible lesson from this study is that language classes can be planned in more effective ways. Maybe we can count, for example, on voluntary work, in which volunteers would carry out the interviews while the teacher could implement the pedagogical orientation based on the data collected during the interviews.

Besides this, at schools or universities where the time for foreign language classes is longer, collaborative work between two teachers, for example, could be a possible solution. While one carries out the interviews, the other one could be dealing with the other students. Concerning Monologic tasks, such as the narration task type used in this study, the performance of the task could involve the use of different skills. For instance, learners could watch a video, and then retell the story through a written narration – this last activity could also be done in pairs or groups. Based on that written production, pedagogical orientation would be provided. Then students would be provided with a new opportunity to watch the video and record the story on a tape. Indeed, teachers' creativity seems to play a much more important role than all the good results from any

research. There is no ready recipe: dealing with people is always challenging. That is one of the reasons why a teacher chooses to be a teacher.

Another issue to be discussed which emerged from informal data and that I consider relevant for pedagogical instruction is that learners have to be aware and always reminded of the objectives to be achieved when performing a given task, mainly when it is part of a longer project. The Monologic Group reported informally that they found the narration task dull. They were not aware of the possible benefits they could have from participating in this study. As the task-type they performed did not provide them with any kind of feedback, the task might have appeared to them as a waste of time. This may have affected their performance, an effect already reported in the literature on language teaching and learning (Dawson, 2000).

Finally, I would like to state that my most relevant finding after carrying out this study is that the relationship we establish with our students plays a very important role on language teaching and learning. I understand that I have to keep myself constantly raising questions about whether the activities being carried out in the classroom are meeting the interests of both students and the teacher, so that language learning can take place more effectively and, why not, with pleasure.

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APPENDICES



Universidade Federal de Santa Catarina (UFSC)

Centro de Comunicação e Expressão (CEE)

Jaraguá do Sul, 5 de agosto de 2003.

Ao
Centro Universitário de Jaraguá do Sul (UNERJ)
Coordenação do Curso de Letras
Jaraguá do Sul - SC

Prezados Senhores,

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 autorização para que possamos compreender melhor alguns dos eventos que possam levar ao incremento da produção oral em L2, através da utilização do Laboratório de Línguas, de uma sala de aula, e convite aos alunos de Letras-Licenciatura e Secretariado para participarem desta pesquisa, sempre dentro das possibilidades de suas instituição.

Garantimos que os dados fornecidos e coletados serão absolutamente sigilosos e que não haverá identificação dos participantes.

Muito atentiosamente,

Maria Conceição Klober da Silveira
Mestranda (PGI)
E-mail: conce.forte@terra.com.br

Termo de Consentimento

Estou de acordo com o que me foi acima mencionado e expresso aqui meu consentimento para a realização em nossa instituição da pesquisa acima definida.

De acordo:

(NN)
Coordenadora



**Universidade Federal de Santa Catarina
(UFSC)**

Centro de Comunicação e Expressão (CCE)

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 atentamente,

Maria Conceição Klober da Silveira
Mestranda (PGI)
E-mail: conce.forte@terra.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)

(Nome completo)

Appendix C - Questionnaire addressed to Participants

Participante: _____

Questionário de Avaliação do Participante

No segundo semestre de 2003, você participou da coleta de dados para os estudos da minha dissertação de mestrado. Solicito, por favor, que você responda ao presente questionário para complementar os estudos. Muito obrigada, mais uma vez, por sua colaboração.

1. Qual sua ocupação no segundo semestre de 2003?

2. Você frequentou curso particular de Inglês no segundo semestre de 2003?

() Não

() Sim. Então, por favor, informe:

2.1. quantas horas por semana: _____

2.2. que nível você estava estudando: _____

3. Assinale (X) que outras oportunidades de contato com o Inglês você teve:

	Todos os dias	Todas as semanas	Todo os meses	Nenhuma vez
Contato com nativos				
Músicas				
Assistiu filmes / teatro / shows				
Fez alguma leitura				
Preparou aulas				
Outros. Especifique:				

4. Você deu aulas de Inglês no segundo semestre de 2003?

() Não

() Sim. Então, informe, por favor, a respeito de suas aulas:

4.1 - Nível de conhecimento dos alunos:

iniciante básico intermediário

4.2 - Quantas horas/aula por semana (total): _____

4.3 - Quanto tempo em média você leva para preparar as aulas (total): _____

4.4 - Durante as aulas, você fala Inglês e é entendido?:

100% 80% 50 % 25% Quase nada.

5. Você aprendeu / fala outra língua em casa? Se sim, informe qual.

Appendix D: Participant's total of words

Participant's total of words							
Monologic Group	Participants	M1I1	M1N1	M5I1	M5I6	M5N1	M5N6
	N1	451	558	630	559	581	495
	N2	322	141	241	241	210	178
	N3	242	317	235	256	375	278
	N4	302	150	292	282	317	256
	N5	310	213	278	314	359	379
	N6	307	139	291	249	145	67
	N7	285	251	329	294	430	397
	N8	109	153	189	220	154	145
	N9	119	152	185	157	261	94
	N10	181	178	217	272	283	240
Dialogic Group							
	I1	200	127	255	223	55	82
	I2	201	271	168	178	156	149
	I3	203	233	247	240	99	122
	I4	118	0	192	160	118	121
	I5	171	238	148	156	125	169
	I6	168	110	218	208	144	124
	I7	277	318	300	225	343	219
	I8	291	247	344	322	166	171
	I9	120	103	131	113	122	99
	I10	175	179	213	234	169	203

Appendix E: Participants' total of subordinate sentences

		Participants' total of subordinate sentences					
Monologic group	Participants	M1I1	M1N1	M5I1	M5I6	M5N1	M5N6
	N1	19	29	33	29	21	11
	N2	10	7	12	13	11	3
	N3	6	8	13	4	21	7
	N4	11	4	13	11	4	9
	N5	13	8	20	27	12	10
	N6	4	5	5	3	8	0
	N7	17	8	23	12	15	9
	N8	1	2	5	8	2	3
	N9	6	4	8	7	5	0
	N10	6	13	16	16	13	10
Dialogic group							
	I1	7	2	12	6	2	1
	I2	5	6	2	4	5	3
	I3	1	14	5	5	2	4
	I4	2	0	5	5	1	0
	I5	5	8	7	8	5	2
	I6	2	4	4	7	8	10
	I7	7	13	16	11	18	7
	I8	14	8	14	9	6	3
	I9	0	0	2	4	4	1
I10	0	1	2	3	0	1	

Appendix F: Participants' total of time (in minutes)

		Participant's total of time (in minutes)					
Monologic group	Participants	M1I1	M1N1	M5I1	M5I6	M5N1	M5N6
	N1	4.92	6.73	5.2	5.0	6.3	4.8
	N2	5.12	1.82	4.2	4.4	3.8	3.4
	N3	4.95	4.00	4.7	4.1	5.2	3.9
	N4	4.93	1.90	4.8	4.5	4.5	3.6
	N5	5.42	3.67	4.7	5.7	6.1	6.5
	N6	4.77	1.78	4.8	4.4	2.1	1.1
	N7	5.03	4.68	4.9	4.8	6.2	5.1
	N8	2.15	3.63	4.8	5.1	3.8	3.8
	N9	4.75	3.90	4.8	4.2	6.7	2.3
	N10	4.90	3.22	4.3	5.1	6.1	4.3
Dialogic Group							
	I1	5.00	2.63	4.8	4.6	0.9	1.8
	I2	4.95	7.32	4.8	5.0	4.2	4.2
	I3	4.88	7.07	4.5	5.0	2.0	3.1
	I4	5.02	0	5.1	4.3	2.7	3.3
	I5	4.65	4.42	4.5	4.6	2.3	3.2
	I6	4.88	2.37	4.8	4.7	3.0	2.6
	I7	5.33	5.20	4.6	4.4	4.5	2.9
	I8	4.75	4.38	5.3	5.5	2.5	2.6
	I9	4.93	2.62	4.3	4.9	2.5	3.0
I10	5.07	5.75	4.3	5.2	3.3	4.1	

Appendix G: Participants' total of errors

		Participants' total of errors					
		Participants	M1I1	M1N1	M5I1	M5I6	M5N1
Monologic group	N1	34	39	48	35	41	34
	N2	48	15	35	30	24	17
	N3	19	33	22	8	24	27
	N4	28	15	33	31	51	51
	N5	41	39	35	51	45	58
	N6	23	22	43	22	21	7
	N7	51	36	33	32	64	56
	N8	16	31	38	55	23	28
	N9	13	14	24	30	31	14
	N10	34	22	21	40	52	39
	Dialogic Group	I1	31	11	53	44	5
I2		33	52	40	41	26	30
I3		52	50	45	52	22	18
I4		40	0	58	50	36	46
I5		38	66	53	36	19	28
I6		49	29	56	46	34	31
I7		50	68	42	62	66	54
I8		35	32	39	45	22	22
I9		43	33	43	48	45	41
I10		53	59	83	87	77	89

Appendix H: Participants' scores on complexity

Participants' score on complexity (subordinate sentences per hundred words)							
Monologic group	Particip.	M1I1	M1N1	M5I1	M5I6	M5N1	M5N6
	N1	4.2	5.2	5.2	5.2	3.6	2.2
	N2	3.1	5.0	5.0	5.4	5.2	1.7
	N3	2.5	2.5	5.5	1.6	5.6	2.5
	N4	3.6	2.7	4.5	3.9	1.3	3.5
	N5	4.2	3.8	7.2	8.6	3.3	2.6
	N6	1.3	3.6	1.7	1.2	5.5	0.0
	N7	6.0	3.2	7.0	4.1	3.5	2.3
	N8	0.9	1.3	2.6	3.6	1.3	2.1
	N9	5.0	2.6	4.3	4.5	1.9	0.0
	N10	3.3	7.3	7.4	5.9	4.6	4.2
Average	3.4	3.7	5.0	4.4	3.6	2.1	
Dialogic group							
	I1	3.5	1.6	4.7	2.7	3.6	1.2
	I2	2.5	2.2	1.2	2.2	3.2	2.0
	I3	0.5	6.0	2.0	2.1	2.0	3.3
	I4	1.7	0.0	2.6	3.1	0.8	0.0
	I5	2.9	3.4	4.7	5.1	4.0	1.2
	I6	1.2	3.6	1.8	3.4	5.6	8.1
	I7	2.5	4.1	5.3	4.9	5.2	3.2
	I8	4.8	3.2	4.1	2.8	3.6	1.8
	I9	0.0	0.0	1.5	3.5	3.3	1.0
	I10	0.0	0.6	0.9	1.3	0.0	0.5
Average	2.0	2.7	2.9	3.1	3.1	2.2	

Appendix I: Participants' scores on fluency (Speech Rate)

Participants' scores on fluency (Speech Rate)							
Monologic group	Particip.	M1I1	M1N1	M5I1	M5I6	M5N1	M5N6
	N1	91.7	82.9	120.8	111.1	92.0	103.5
	N2	62.9	77.6	58.1	55.0	55.3	52.6
	N3	48.9	79.3	50.4	61.9	72.3	71.6
	N4	61.2	78.9	60.6	62.2	71.2	70.8
	N5	57.2	58.1	59.4	55.6	59.0	58.8
	N6	64.4	77.9	60.8	57.2	69.6	60.0
	N7	56.6	53.6	66.9	61.5	69.5	77.3
	N8	50.7	42.1	39.8	42.9	40.9	38.2
	N9	25.1	39.0	38.5	37.4	38.9	40.3
	N10	36.9	55.3	50.9	53.5	46.6	55.8
	Average	55.6	64.5	60.6	59.8	61.5	62.9
Dialogic Group	I1	40.0	48.2	53.1	48.8	60.0	44.7
	I2	40.6	37.0	35.4	35.4	37.1	35.3
	I3	41.6	33.0	54.9	48.3	49.1	39.4
	I4	23.5	0.0	38.0	36.9	44.3	37.0
	I5	36.8	53.9	32.8	34.3	53.6	52.3
	I6	34.4	46.5	45.4	43.9	48.5	47.7
	I7	51.9	61.2	64.7	50.8	76.5	76.8
	I8	61.3	56.3	65.3	58.7	67.3	67.1
	I9	24.3	39.4	30.6	22.9	49.8	33.2
	I10	34.5	31.1	49.5	44.9	50.7	50.1
	Average	38.9	45.2	47.0	42.5	53.7	48.4

Appendix J: Participants' scores on accuracy

		Participant's scores on accuracy (total of errors per hundred words)					
		M1I1	M1N1	M5I1	M5I6	M5N1	M5N6
Monologic group	N1	7.5	7.0	7.6	6.3	7.1	6.9
	N2	14.9	10.6	14.5	12.4	11.4	9.6
	N3	7.9	10.4	9.4	3.1	6.4	9.7
	N4	9.3	10.0	11.3	11.0	16.1	19.9
	N5	13.2	18.3	12.6	16.2	12.5	15.3
	N6	7.5	15.8	14.8	8.8	14.5	10.4
	N7	17.9	14.3	10.0	10.9	14.9	14.1
	N8	14.7	20.3	20.1	25.0	14.9	19.3
	N9	10.9	9.2	13.0	19.1	11.9	14.9
	N10	18.8	12.4	9.7	14.7	18.4	16.3
	Average	12.3	12.8	12.3	12.8	12.8	13.6
Dialogic group	I1	15.5	8.7	20.8	19.7	9.1	20.7
	I2	16.4	19.2	23.8	23.0	16.7	20.1
	I3	25.6	21.5	18.2	21.7	22.2	14.8
	I4	33.9	0.0	30.2	31.3	30.5	38.0
	I5	22.2	27.7	35.8	23.1	15.2	16.6
	I6	29.2	26.4	25.7	22.1	23.6	25.0
	I7	18.1	21.4	14.0	27.6	19.2	24.7
	I8	12.0	13.0	11.3	14.0	13.3	12.9
	I9	35.8	32.0	32.8	42.5	36.9	41.4
	I10	30.3	33.0	39.0	37.2	45.6	43.8
	Average	23.9	22.5	25.2	26.2	23.2	25.8

Appendix K: Participants' transcriptions of data

Meeting 1 - Narration 1

(XXX) cat . Jerry was a mouse . Tom loved his girlfriend and another cat loved the same girlfriend too . (.) so . they wanted the same girlfriend . (.) but (.) but Tom was a* poor . and another* cat was a* rich . Tom Tom Tom brought a lot of (.) a lot of (.) a lot of presents (.) for (.) for for his girlfriend . but the another* cat bought (.) a lot of presents (.) more beautiful* (.) for * girlfriend . Tom was very sad because (.) because the girlfriend married with* another cat (1) (.) Jerry loved the:* his girlfriend . but Jerry was very sad . because (.) his girlfriend married with* another mouse (2) . and and Tom and Jerry was* (.) very sad (.) very sad . they didn't have (.) they didn't have (.) his* girlfriend (.)

time: **2min38s**

Words: **127**

Errors: **11**

Subordinate sentences: **2**

Meeting 1 - Interview 1

[the subject today is about the Shopping Mall Breithaupt] yes [you know . you know ?] yes [okay where do you go there ?] uhm I (.) I go there* eh in* Big Bowling [uhum] uhm to buy a*clothes (1) . [uhum] uhm to drink a coffee (2) . [uhum] uhm (.) so [ah yeah and how often do you go ? how many times a/] ah [week or a month] now once a week [once a week ?] yes [yeah yeah mm do you like the cinema ?] yes I like * [uhum] but I (.) I don't go to the cinema eh every every month [uhum] I I go to the (.) to the movie* eh three month* [ah okay] eh three* month* "de três em três meses"* [ah okay okay good . you say every three months] every three months [yeah and eh ahm and what about the Big Bowling ? do do you like it ?] I like Big Bowling mm because I like Big Bowling because I like to dance(3) [ah okay dance and and ?] dance and to talk * my friends(4) [uhum] to to know another people(5) (.) [and eh the the stores . do you like the stores there ?] (.) the stores ? [yeah] yes I like * but it's* very expensive [ah yeah and the supermarket ?] supermarket ? uhm I like it* the supermarket Breithaupt* [yeah] yes I(.) I (.) always [uhum] "sempre né"* ? [uhum]I always (.) "compras"* I always do* do* buy [okay] do* buy in* Breithaupt [ah okay and eh which eh negati- negative points do you see in our Shopping Mall ?] uhm negative ? [uhum] (.) mm in the shopping eh should [uhum] should have* eh more restaurants [uhum] (.) mm (.) more stores [uhum] and (.) "só"* [yeah] yes [and positive ?] positive ? [uhum] mm the cinema [uhum why the cinema ?] (.) why the cinema ? [yes why do you think it's positive ?] uhm (.) because eh (.) after "não é antes"* before (.) before (.) there is a shopping [uhum] in Jaraguá do Sul (6) (.) eh here here didn't have* cinema [mm uhum] now have* [okay good . what else is positive ?] is positive mm (.) the "praça da alimentação"* [okay why ?] why ? because (.) there are: many people (.) and and and to drink a (.) a beer [uhum] to to eat a lunch [uhum okay . have you been in another Shopping Mall in another city ?] yes I I have been { "ma-" } but eh is (.) mm "é difícil como é" * is* difficult . [why ?] mm the

Transcription of data
Dialogic Group
Participant: I01

2 / 4

distance [ah okay . but could you compare the other Shopping Mall to our Breithaupt ?] (.) mm (.) I know the Shopping Neumarket [ah okay] I I think (7) the Shopping Neumarket is better [mm] than Breithaupt [in what sense ?] ahm there [uhum] eh {is} (.) it's a big shopping* [yeah] here * a small shopping .
[uhum]

Time: **5min**
Words: **200**
Errors: **31**
Subordinate sentences: **7**

(the following excerpt was not considered for the analysis)
[uhum anything else ?] "é" [yeah which which suggestions would you give to our Shopping Mall Breithaupt to our shopping be better to improve our shop our shopping ?] (.) there ? [no here Breithaupt] here here [yes] mm (.) "uma sugestão né" [yeah] (.) [more than one if you have] mm (.) mm (.) the sh- the shopping Breithaupt could have eh (XXX) "música ao vivo" [mm] in the "praça de alimentação" [okay] another restaurants [uhum] because eh every day eh day a week "dia de semana" there are many people to have lunch [mm] is difficult because eh we have "temos que enfrentar fila [ah okay] is our (.) our (.) our "hora" hour "né" ? our hour "é isso" our hour it's very (.) "curta" [okay . how do you say that ?] (XXX) slow "não" slow is "devagar" mm (.) small is very small [maybe] maybe (laugh) [okay that's good .]

Meeting 5 - Narration 1

Tom had a girlfriend but his girlfriend didn't like to* him because another cat had much* money (1) and he- and Tom's girlfriend liked money . Tom Tom was very sad because his girlfriend married with* another cat (2) and his his friend mouse had had a girlfriend too but his girlfriend too* married with* another mouse too .

Time: **46s**
Words: **55**
Errors: **5**
Subordinate sentences: **2**

Meeting 5 - Narration 6

Tom liked* to eat a duck and and he "pegou"* a duck (.) for the* dinner but the duck eh (.) but the duck was very (.) expert* and eh the duck "fugiu"* another* place and and met the mouse . the duck with* mouse was* "fugindo"* (.) * the cat . but (.) Tom want wanted to eat the duck . and (.) and they: (.) they: they was* "brigando"* but when when the duck the little duck eh met his mother (1) so his mother eh his mother "brigou"* with Tom and and "chamou"* his* husband and his* {bu-} husband eh (.) quit* the Tom.

Times: **1min50s**
Words: **82**
Errors: **17**
Subordinate Sentences: **1**

Meeting 5 - Interview 1

[so what can you tell me about the Shopping Mall Breithaupt ?] mm I think (1) the Shopping Breithaupt [uhum] eh is: (.) is: a good place [uhum] because there are many stores (2) eh a supermarket a "praça de alimentação"* [uhum] and (.) there are mm a lot of things [uhum] eh to do everyday (3) [uhum] and to to have dinner (4)[uhum] to have lunch (5) [uhum] very good . [okay and eh: what about the stores ? what can you tell me about the stores ?] mm the stores mm (.) some stores is* very (.) is* very (.) "caro"* [mm] (.) "não lembro"* [okay] is* very "caro"* but eh eh but some [uhum] is* eh po- is* possible to to to buy eh clothes and and {anythings} some things (6) [yeah and about the the cinema ?] ah the cinema is very good [yeah] yes . there are three cinemas [uhum] and in Jaraguá eh until* until* there are* the Shopping Breithaupt (7) eh {there aren't} eh there isn't* the* cinema . [mm] now now have* three cinemas [okay] and I like I like to go to the cinema [uhum] because I like to to see the* movie* (8) [uhum] and I think mm (.) ah * "atração"* [uhum] a "atração" for for the* people eh * every: age [mm okay] "todas as idades"* [uhum and eh eh ab- about the Big Bowling . what can you tell me ?] mm I like * Big Bowling [yeah] yes eh but eh * is very: small [mm] eh the place is small [uhum] and eh when when have * a sho- a show (9) eh a lot of people [uhum] eh there are* in the Big Bowling and eh this (.) begin* "se torna"* begin * eh (.) "desagradável"* [why ?] because eh there are a lot of people [uhum] eh in in * place "fechado"* [uhum] "lugar: apertado"* [ah okay . and supermarket] * supermarket is very good [yeah] uhmhum because there are eh a lot of things (10) and the price is is "compatível"* [uhum] another* supermarket [uhum okay . and in general eh what are the negative points of the... of our Shopping Mall ?]mm negative points [can you see ?] mm because the shopping* the shop* eh closed* at ten o'clock [uhum] and// ten o'clock* pm and I think (11) eh the shopping eh could couldn't [uhum] eh {co- will will could} "não"* could* eh could* to* close eh after after (.) after noon [uhum] and the "praça de alimentação"* eh eh only only (.) (c) only opened* [uhum] at ten [uhum] o'clock [uhum]in the morning [uhum] "né"* but eh if I can* (12) I want to to break* to * a* breakfast [uhum] I {I don't} I can't eh to* to go to the shopping* [ah] okay [okay good, very good, it's okay]

Time: **4min48s**

Words: **255**

Errors: **53**

Subordinate Sentences: **12**

Meeting 5 - Interview 6

[now about scar] mm the scar is very beautiful [uhum] a place* very beautiful and mm a place that actors and and famous* eh {can to} can can come here [uhum] to Jaraguá do Sul . [uhum] eh ah until* there are* Scar (1)eh they they didn't come here . [uhum] mm negative points eh I think (2) *Scar eh should sho- should * eh opportunities for eh for new [uhum] for new new actors [uhum]

Transcription of data

Dialogic Group

Participant: I01

4 / 4

eh actors eh from (.) from ci- eh from city* [uhum] "da região"* [okay] ah because eh last month [uhum] eh a group* of theater come here to Jaraguá do Sul eh they they was* they was* * São Bento [uhum]they they was* * São Bento and they they wanted to to do a presentation in Scar [uhum] but Scar eh wanted to (.) "cobrar"* [uhum] eh "uma fortuna"* [uhum] and eh they they didn't like [uhum] this [uhum] this situation [okay] and I I think (3) they they could eh to* help ano- another* peoples* [uhum] eh not famous [mm okay] okay ? [aham and positive ?] a positive [uhum] mm a big a big place [uhum] eh "com"* ah "ambiente climatizado"* [uhum] mm "camarim"* [uhum] eh there are mm a* beautiful eh decoration* [uhum] mm and eh good organization [uhum] organization mm so eh (.) " locali- localização"* localization ? no [yes it's possible] eh ? [yeah] eh it* localization is very very good [uhum do you have any sugestion to to give them ?] mm * only suggestion mm eh this this eh to do ah to do* more opportunity [uhum] eh for other people [uhum] that* "região"* [ah okay and ah I have another question . what about the place for parking the cars ?] ah okay but * not eh "seguro"* [ah yeah ?] yes I I I already I already listen* (4) [umhum] eh a lot of car* [uhum] eh that "roubado"* there [ah my gosh !] I I think (5) eh I think * should *eh one man [uhum] one man eh to to care* [uhum] a* parking lot (6) a (.) a car* of clients of customers "né"* [uhum okay . and the courses do you know the courses they offer ?] courses there ? [yes] I I don't know [no ?] no [dancing and singing and /] ah okay [theater] okay okay there are but I I don't know I I never eh in- interesting* interest* me "interessei-me"* [ah okay good . that's okay too .]

Time: **4min34s**

Words: **223**

Errors: **44**

Subordinate Sentences: **6**

Meeting 1 - Interview 1

[Today will be about eh the Shopping Mall Breithaupt . do you know it?] yes [yes] I know [how often do you go there ?] (.) uhm I don't like* [ah you don't] because I think that: (1) the shopping is very small [mm] don't* have many stores [umhum] and: one* local to have a drink and [and this new place Bierbude ?] I don't* go [ah you haven't gone there] no [yet] yet [umhum and a a but but you know the the the shopping yes ?] yes [you point some negative eh characteristics and what about the positive ? can you see some ?] uhm (.) as (.) one local with* have* many handsome boys [uhum . important] (laugh) is* very important and I see to* the movies [mm] * is good and the stores to* sell ah CDs [uhm are they good?] s- yes [uhum . and what about the others stores ?] uhm shoes ? [umhum] Paquetá ? [uuhm] because the* price... [is it good ?] yes [yeah] ahm have* many promotions . [uhm and the others stores ?] uhm ah: I like: I don't remember but the: book stores . [uhm] ah Grafipel buy to buy oh bought* [okay ah! okay okay] yes [mm and the Big Bowling . do you know Big Bowling] ah yes! I forgot the Big Bowling ! * is the best of the shopping ! (laugh) [yeah why?] because I to- I li- I like * a lot [uhm] I listen to music I dance a lot and I see {people} different people and I: ahm relax [uhm] because the week is very speedy and stress* (2) [uhm and eh how often do you go to Big Bowling ?] (.) Ah on the* (.) Thursdays yes [yeah] ah (.) /all/* week eh weekends [Ah okay . eh all weekends you go?] yes [is this is this you mean? Okay . and what about the supermarket ? Do you like the supermarket there ?] No [why not] I only: to* buy: in Angeloni [uhm why that ?] because: * next: to my house [uhm okay . and eh] * the same street [ah yeah ?] yeah [ah it's better . and eh some positive points you see in the shopping mall ?] * is one* (.) local [uhm] that's right ?¹ [yes go on] is* one* local that: * have* the group of the: people on the: weekends (3) [umhum] and for the children too [mm okay . why ?] because have* one (.) local that* have* many: toys (4) [uhm okay] to play (5) [mm good] of* the children [and what about the restaurants ?] I like* [umhum] but I: need to: ah (.) "ficar"* slim (laugh) [why that ?] I forgot the word .

Time: **4min57s**

Words: **201**

Errors: **33**

Subordinate Sentences: **5**

The following excerpt was not considered for the analysis:

[why that why that why why that ?] why why that ? [yes why slim ? don't you think you are slim enough?] Because I prefer [Ah okay but you're not fat you are slim] now. now (laugh) [ah okay . do you know any other shopping mall in Joinville Blumenau Florianópolis ?] yes ah Müller [umhum] and Shopping das Flores . [umhum] mm Havan but I don't know this is one shopping mall [Ah yeah I wouldn't consider . I don't think so and can you compare the other shopping with our shopping mall?] uhm different people [uuhm] because here [uuhm] have only people to the country only Jaraguá [uuhm] or Guaramirim or Joinville a little bi [umhum and then] um other stores [uhm okay before you talked about positive points in in in the shopping mal . and eh negative ? which negative points you see in shopping mall Breithaupt .] Negatives? [Yeah can you see any?] to attend [yeah?] yes. [why ?] because is the people is very nervous [Ah yeah] ah I think [mm] and the products and don't is the same quality that have in Angeloni [ah okay . this is about the supermarket] yes [and about the stores ?] the stores I like but mm but same stores have prices ahm (.)

good and the others [uuhm] shopping [uuhm] have other stores but prices (.) better [Ah yeah] yes [uhm okay . what about the bathrooms in the shopping mall Breithaupt] Is good [yeah] clean [uuhm] and have ah song [ah yeah] yes (laugh) and: uhm: is big (.) but don't have paper [for what?] ehm (.) our hands [ah okay . that's good yeah ? this is enough okay] bye bye.

Meeting 1 - Narration 1

Good evening . I speak with* one movie (.) which I: see* in the moment (1) (.) very good (.) about one* cat and {your friend } his friend . his friend is one* mouse and: (.) he (.) help* but eh (.) help {your fr-} his friend but don't* (.) could* (.) to* help the friend because the* friend cat . the* name Tom . ahm (.) was* a lot of loves (.) other* cat (2) (.) but this cat very beautiful* (.) have: * other boyfriend . but this boyfriend have * a lot of money and this returned* ah ah (.) because the:... (.) I don't remember the word . I forgot the word . well the cat loves the other cat and your* friend feel * (.) very very much (.) for to* to Tom because Tom cry* a lot for Sherry (3) and Sherry {"era"} was a* (.) very beautiful (.) and (.) and: Jerry ah (.) don't* (.) see future in the (.) m- marriage with* ah he and she . but Tom to* try {give} to give many presents for* the girl but the girl {forever} always always uhm (.) gived* ah better presents to * other boyfriend . because the: * (.) a lot of money if* he (.) has . (.) Tom to* try uhm for many times but don't* have success . because she was very radical (4) . she likes the persons* with (.) a lot of money and don't* have* chance for Tom . because Tom don't have nothing the money* to the money* . (5) but Tom always try* (.) to buy presents flowers perfumes but the other cat always to* buy* many things* better (.) and Tom (.) only feel* (.) bad (.) and has* very bad . he has* very bad . but Jerry think* (6) to* have one* girlfriend very special* but his girl too: also: exactly: equal (.) with* (.) the girlfriend* of of Tom . because * this the two friends crying* together . the finish* . bye bye.

Time: **7min19s**

Words: **271**

Errors: **52**

Subordinate Sentences: **6**

Meeting 5 - Interview 1

[So how often do you go to the shopping mall Breithaupt?] ah frequently [yeah] because today I go to ah give my shoes for the person* for * "consertar" * . [Ah yeah . okay] and other days for* eat [uhum]or to see movies [uuhm] and (.) all* days I go . [ah yeah] my sister have* a: (.) "locadora" * [mm] but I don't know in English. [okay and what are the positive points you see in our shopping mall ?] because have* many people[uhum] and * Big Bowlling [uhum] to dance and food* . [uhum] *very good . ahm toys for the children and uhm shoes [uhum] clothes [uhum] and ah sunglasses . [ah okay . and: what about the the the prices there?] ah I don't I don't like * . [yeah ? Why not ?] Ah hi-/high/ [umhum] very /high/ [ah yeah] because ahm out* to the shopping [uhum] * is less expensive ? [uhum]and * is better [ah okay] to buy clothes and ah on* the shopping [uhum] a t-shirt is very hi- /high/ the price* [mm] out* [uhum] isn't [okay and what about the supermarket?] * is good but [yeah] but I prefer Angeloni [why]*

Supermarket, because the people the attendants [umhum] is* more happy* (1) [oh yeah and and okay . yo- yo- you mentioned negative points do you see any others negative points in our Shopping Mall ?] Very small [yeah ?] Yes ahm you walk a little bit and finish* (laugh) and don't have* many shops [umhm] and: (.) one (.) mm mm shop eh eh have* ice-cream [umhm] small* [yeah] yes [so what are the suggestion you you would give ?] oh don't "cobrar"* ah eh cover* ? car ah "estacionamento"* [ah okay] park I don't remember [okay . why not?] because is /high/ the price ah you give your money [uuhm] eh into the shopping [uuhm] and ahm ah eh (.) (c) have to pay* the... because your car is "lá" (2) * [ah okay and any other suggestion?] uhm [uhum] I don't know (.) [no?] no [okay good]

Time: **4min45s**

Words: **168**

Errors: **40**

Subordinate Sentences: **2**

Meeting 5 - Interview 6

[now we're going to talk about Scar] uhm [okay] Scar have* many actors . I see* (.) the theater [umhum] very good "tanto trabalho por nada" [umhum] I like * a lot and the music(.) the* high quality [mm] mm (.) and * happy because * the ev- events [okay] events . uhm only the price is /high/ [ah yeah] but the culture ahm "compensa"* [ah yeah] (laugh) [okay . do you see any other positive point there ?] * is in the centre [umhum] of the city [uhum] uhm * is very beautiful [uhum] your* /construction/* ? [mm okay] eh eh give to of* to the city [umhum] ah money [umhum . how ?] because ah people work eh for the theater and the government [umhum] give* money [umhum] ahm get* money to the city [ah okay] * is good . [yes] ahm for to * development* of* the city . [ah okay do you think it helps?] what ? [do you think Scar helps?] yes [yeah ?] to to or of to * development * [umhum] the city [yeah okay and negative points you see there] ah the people that don't {has} have * money (1) [umhum] eh couldn't * the* theater the dance the music {Scar} because * is /high/ the price (2) [uhm okay] for this* people [and what about the courses they offer ?] dance ahm "de salão [uhum] dança de salão"* ahm guitar ahm play [uhm] a guitar [uhm] play a sax [uhm] ahm (.) theater. [do you know anybody who who attend these courses?] no only students. [ah yeah] I know [ah you know ?] yes [uhm do they like it ?] yes [yeah] very good [yeah] yes [wouldn't you like to to to attend these courses to know... to to learn how to to play the piano or the guitar?] Here * have eh one "professor" * [umhum] (c) teacher . "professor é espanhol"* ah teacher ah [uhm] ah that* has one... not// three children (3) [umhum] on* the Scar [yeah] to eh learn eh ahm sax [uhum] and "flauta"* [uhum] and dance [ah yeah ? do they do that well ?] very good* [yeah] beautiful [yeah how old are they? do you know?] ahm (.) /eleven/ [umhum] ahm (.) ten [umhum] and fifteen [ah yeah ?] yes. [and do you have any suggestion for Scar?] give classes [umhum] for the* children eh that {not} eh don't have money (4) [ah okay any other. This is a good suggestion but do you have any other suggestion?] ahm teachers ahm "chamar"* teachers for* the learn* to the children ah eh "voluntário" * . [ahm okay] voluntary? * [yes voluntary] voluntary? * [yes okay . finish .]

Time: **5min2s**

Words: **178**
Errors: **41**
Subordinate Sentences: **4**

Meeting 5 – Narration 1

In beginning has* two friends Tom and Jerry but the* life was good for us* (.) only: to play football have a drink {togethers} together and (.) when to* start the cat very very beautiful* into* the /heart/ {of Jerry} of Tom . she has (.) a beautiful (.) body and: Tom fall* in love immediately . but Tom had a: rival and: {he} his name {are} (.) {wa...} his name was a* Butch . Butch was very very rich . has a good car . has (.) money* a lot and "gived"* to the cat many pre... many (.) things and: Tom (.) don't* has* many many things to give (.) for* the cat (1) and she (.) don't * like* because this (.) to*: Tom . Jerry to* try* help your* friend but your* friend (.) isn't* ahm {forget} forgot the: cat and he cry* a lot because she {get married} got married with* his rival . (2) Tom give* all the money to: buy many things for the cat (3) and: don't* (.) ahm (.) give (4) all that she want* . (5)

Time: **4min12s**
Words: **156**
Errors: **26**
Subordinate Sentences: **5**

Meeting 6 - Narration 6

When a little duck live* {on the} in the egg (1) he was very protective* for* your* mother but (.) ahm in the in your (.) ahm local* ehm {live too one cat} . one* cat live* too . The: cat is Tom and Tom eh try* ahm (.) * take the egg and (.) eat the egg . but into* the egg (.) has* {the duck} a little duck . the duck (.) run* a lot (.) because (.) Tom want: * * eat: the duck . (2) duck ahm ah a (c) ahm ah choose* ah* house {to Jer-} of Jerry and into the ho- the house ahm (.) don't* wa- was dangerous but Jerry ahm (.) ahm (.) go* out and Tom w- was with ahm "arms"²* for (.) to take* the duck (3) and Jerry and {duck} a* little duck ahm run a lot (.) ahm (.) ah the mother of (.) the duck shows ah meet* you* and: take* the duck and your* hu- husband sss- "salv"* your to* Tom that that don't: * ahm take: {his friend} his son and: Tom (.) don't eat the duck . and Jerry and duck was* friend* forever.

Time: **4min13s**
Words: **149**
Errors: **30**
Subordinate Sentences: **3**

² the participant probably means 'gums'

Meeting 1 - Interview 1

[(XXX) is Shopping Mall Breithaupt okay . How often do you go there ?] ehm mm (.) I I go there I go there mm (.) a little a lit- eh a little* "poucas vezes"* [mm okay and eh what do you usually do there ?] I go there* the supermarket [umhum] eh on weekends [umhum] and * the: movie* [umhum] and the the the shops [ah okay and do you like the the supermarket there ?] yes eh the the supermarket is very: eh large [umhum] eh there are eh many (.) eh "opções"* teacher "opções"* [I can't tell you . I can not say anything . you can go on okay ?] yes [opções and ?] and so [yeah and what about the price] the price eh eh mm very very very spend* ah I a lot of* spend* [ah yeah ?] yes [mm and what about the shops there ?] shops [umhum] eh the Breithaupt [umhum] but very spend* [umhum] and (.) eh I go there a- I go there [umhum] eh only [umhum] eh: see* [umhum] but I don't buy [ah okay] a- a- only * supermarket I I buy eh "mercadorias"* [okay and what about the restaurants ?] I I never I never eat in the restaurants . [mm but what about your children ? don't they like to to have some /] my my children {my childrens} my children eh like eh the* ic- ice ice ice [cream] ice-cream [umhum] and eh (.) "como é que é o nome ainda"* (.) [I don't know what you mean .] the the name* the ice-cream I eh that* not ice (.) Mc Donald [ah okay] eh ah my children a- eh like McDonald's the * ice-cream [ah okay] but hav-* ah today* not not * more [ah] "mais"* [ah yeah] yes [they closed] closed they closed* and eh today* eh we are * the sho- the shopping Breithaupt only * supermarket and movie* [ah yeah . how often do you go to the movies ?] well once a once for* month [ah yeah] yes [and ...] only * children eh eh * movie only * children [ah okay and eh but don't you like movies ?] I and {I don't} I like movies but I I never eh * time [ah okay and eh which eh positive points you see in our shopping mall ?] positive points ? [yeah positive points] I think that (1)* progress . progress ? [umhum] for * city [ah] because "es"* mm (.) eh * big "empr- "empreendimento"* [okay] and the supermarket eh {are} is (.) "sempre"* ? [okay] "sempre"* (.) "aberto"* [okay] and eh (.) eh (.) one op-"opção"* for * on a date* on a date* "passar né "* ? [ah okay] * go out go out [ah okay] in* in the weekends [ah good . and negative points you see] all of the thing* * very spend* .*

Time: **4min53s**

Words: **203**

Errors: **52**

Subordinate sentences: **1**

The following excerpt was not analysed:

[ahm for example the structure eh ?] structure ? [structures the bathrooms for example . are they good ? the bathrooms] s- yes eh the clean [umhum] and beautiful . [ah okay and have you been to Big Bowling ?] one once [umhum] only [ah yeah] I like [what do you like did you like ?] eh play eh bowl- bowling [yeah] play bowling and the music [mm don't you want to go back there ?] mm no [why not ?] eh in the weekend I prefer eh stay home with my children and my husband [mm does your husband like to go to Big Bowling ?] Excuse me I don't understand . [does you husband like to /] yeah [go to Big Bowling too ?] yes he is too like [he likes too ?] yes he likes too [ah ok] [then you should say "he does"] he does yes [ok eh let's see . have you been to another shopping mall ? in Joinville or in Blumenau ?] yes [umhum] I I go out [umhum] eh several several ? [umhum] shopping malls in Curitiba in Blumenau in Joinville [umhum] in São Paulo [ah okay . can you compare them to our Shopping Mall Breithaupt ?] compare ? [yeah] "comparativo" ?] [yeah yeah] mm eh (.) yes eh the the shop the movie [umhum] the (.) the persons [umhum] the escada rolante [okay . you've talked about the people yes ? what kind of people usually go to shopping malls ?] mm usually the the "ai" not old persons [umhum] oh I I I s- I forget eh "pessoas novas" [okay] eh usually [umhum] in the shopping I see [mm ok and eh do you think your children do they like to go there ?] yes eh eh eh for for for for they ? [no for there] por eles [umhum] we are we are go the shopping go to the shopping eh all days [ah yeah] (laugh) [can you control them there ?] control ? [yeah yeah] eh [in the shopping] I control ? [yeah] me me [no no the the children] yes I control (laugh) eh because eh the shop we are "gastar muito" [umhum] I ahm "algumas vezes [umhum] I don't have money (laugh) [ah ok it's it's only that Carnes . It's finished only that]

Meeting 1 - Narration 1

Hello teacher . I * watching the tape eh of the story (.) * the cat and the dog . eh (.)
the* both (.) {was:} were very friends* but eh: for one: love eh the dog and the cat eh
"brigaram"* . (.) they we- they were very very * friends and perhaps they: (.) weren't .
eh the the story (.) was very sad (.) I: (.) I think (1) that eh the* love * not
"correspondido"* {really} really eh (.) the end *sad . "e então"* one fri- friendly* eh
not not can* resist eh for (.) long* "tempo"* when (.) when it* not true mm (.) teacher
I think (2) that story * very: difficult eh (.) to: * the students speaking* about (3) (.)
because the... there are terms (4) eh we are* not understand (5) . not eh: remember (6).
(.) eh (.) about the story eh I think/ (7) I speak* that (.) I love (.) this* (.) "desenho"*
but * very sad eh the the the* Tom (.) always (.) "trapaceia"* (.) your* friend . eh I
think (8) that eh he is not (.) too* (.) friend (.) and: the mouse eh (.) "parece"* eh more
"indefeso"* (.) because eh he is small (9) (.) and (.) he can't (.) he can't (.) he (.) he
need* the* friends (.) to: help (10) (.) eh (.) the the story (.) that I watch* (11) I (.)
always watch in my: in my home my home . my childrens* love eh (.) this* (.)
stories . and I... my husband and I (.) watch (.) too (.) for* stay (.) with with there*(12)
. my husband eh like* (.) very very* like* eh the (.) this* stories . (.) ehm (.) ehm (.)
the (.) the end * the story st- eh stay the both* friend* in (.) in "depressão"* and I think
that (.) "que" * (.) I think that (13) (.) "na"* life for* you (.) this (.) too (.) happen*
when (.) the love (.) when the love (.) not "correspondido no amor" (14) . well teacher
ehm today ss- I speak* so so . bye bye and a happy weekend . bye .

Time: **7min 4s**

Words: **233**

Errors: **50**

Subordinate Sentences: **14**

Meeting 5 - Interview 1

[so what can you tell me about the Shopping Mall Breithaupt ?] I think that the
Shopping Mall Breithaupt* very very beautiful [umhum] eh I like * go out there I... but
I don't buy* in the shopping Breithaupt in* the shops [umhum] because eh I think
(1)* very very spent*(2) [umhum] I prefer eh (.) to buy in the shop* eh * center of *
city [mm] eh * more* cheaper [mm] eh in the supermarket eh always* I I buy I to*
buy in shopping Breithaupt . because eh the the time is very well*(3) [mm] and my
childrens* eh like * go out in the shopping * in the cine in the: in the: (.) lun- eh lunch
[umhum] in the restaurants [yeah] and see the objects (4) [umhum eh (.) you told me
about the the prices okay ? eh do you see any other negative point in the Shopping Mall
Breithaupt besides the prices ?] no . I think eh "que"* in the city eh city * Jaraguá do
Sul eh (.) eh "estava na hora"* [umhum] eh to have one one (.) one eh building eh this*
(5) [ah okay] and eh negative points ah * so expensive [ah . only that ?] only that [do
you know the Big Bowling] yes one one time* [ah yeah ? you /] * very /expensive/
[ah] too [yeah did you like that ?] yes I like* that [mm] eh in* the dancing [umhum]
there [there was something else or only you went there only to dance ?] I dance [ah] {I
dan- me... } eh my my husband and me my sister and my sister-in-law [ah] went there
[ah okay and eh positive points] positive eh (.) one one place for* go out [umhum].
the cine is very important of* city . [umhum] and (.) the the supermarket [mm] eh

stay... stay not eh open * [umhum] open * ? [umhum] in* Sunday [ah okay . you said the cine is important . why do you think it is important ?] my childrens * like {the city} the cine e eh cu- "cultura"* [umhum] of* person [ah:] eh the the films [umhum and the restaurants ?] restaurant [m] eh (.) I th- I like [umhum] all the restaurants [umhum] but I I (.) "poucas"* [umhum] time* I lunch in the shopping Breithaupt [why ?] I prefer in* Guaramirim [umhum] I live in Guaramirim [umhum] or eh in the restaurant* Tio Patinhas eh * is more* cheaper [umhum] and "diver-" eh* several foods [ah okay . would you have some suggestion to improve ehm the Shopping Mall Breithaupt ?] improve ? [improve to make it better] eh (.) mm more* cheaper eh more shops [umhum] the McDonalds (laugh) my childrens* ah like McDonalds and (.) so . [only that ?] only that . [yeah ? what about the the the parking eh at/] shopping Breithaupt ? [yeah in the shopping Breithaupt] more* expensive but my children like* [ah yeah umhum ok good that's okay .]

time: **4 min30s**

words: **233**

Errors: **45**

Subordinate sentences: **5**

Meeting 5 - Interview 6

[the next subject is about the about SCAR okay ? what can you tell me about SCAR ?]
I wen- I went in* the SCAR only one month no one (.) one time* I (.) I went eh* see one* "palestra"* [umhum] but I (.) I don't like this [mm] no I dont' like no* (XXX) I don't* speak * this [what] this subject because I I don't know [mm] very well* [mm] the the SCAR . (1) [and what do you know about that ? eh but what do you know ?] because I I (.) I (.) I don't have time [mm] I study I work [umhum] I * vacation with my family [umhum] I /travel/ [umhum] and * not have time eh I (.) {I like} I will* like watching* the eh "teatro"* [umhum] but (.) I don't [mm] {time} have time [ah okay and what else you know about SCAR ? what others things you know about SCAR ?]
The: I think (2) the: the price [umhum] * very {spend} expensive* [yeah ?] yes the* watching the /theater/* [umhum] and eh my childrens* eh wan- will want *[umhum] eh in* the watch [umhum] a /theater/ but me my husband and me never (laugh) never eh have time "pra"* "ai"* teacher "que"* subject difficult* [ah yeah] I I * go in the SCAR [umhum] next Friday . Friday ? [yeah] Friday "né"* ? [Friday] eh the... with... uhm at* UNERJ [aham . what will you /] the CAMBRA [ah ok . what's that CAMBRA ?] CAMBRA "é comércio"* (.) "comércio" mm "internacional" * [ah okay now I knew I knew something about this .] UNERJ, Chile and USA . several: country* . [ah okay . are you going to do something special there ?] yes the the SCAR I think (3) the (.) the (.) "orgulho"* [umhum] eh f- for* Jaraguá do Sul [yeah] because other* city [mm]not have ah n- eh no haven't* the* / building / * this this (.) uhm "estilo"* (4) [ah okay and eh you you told me your children {like} eh would like to come and and watch some play some...] yes [yes] two eh my two ch- my two children [umhum] like the* watch eh /theater/* [mm okay do they do theater ah at school ?]yes [ah yeah] yes at school eh they watch* [where where do they study ?] study ? in Guaramirim . [ah yeah ?] umhum Guaramirim [okay] next year perhaps "talvez" * ? [umhum] perhaps eh they'll study in Jaraguá do Sul [why ?] because I think (5) eh the s- the s-

study* in Jaraguá do Sul eh* the best* [mm] of* Guaramirim [ah okay which gra-
grade will they study ?] my my son is will* "né" [umhum] sixth "fa- fase" * [umhum]
and my eh my daughter were* eh * first year [ah first] first [she's very young] yes
(laugh) eh she she ha- she [she] she has "meu Deus"* {she has eh six years old }[ahm]
she is "né?"* she is [yes](laugh) six years old .[okay it's over] okay ?[okay . umhum]

Time: **4min58s**

Words: **240**

Errors: **52**

Subordinate Sentences: **5**

Meeting 5 - Narration 1

Okay eh the cat and the dog {was} were (.) very very* friends . but eh today the cat
fall* in love (.) eh for* one* cat and the (.) and the rela- relation* eh the cat and the
dog stay * (.) eh (.) a long time s- separated because the cat eh... he {stays ...} was
sad (1) mm eh (.) because your* love * not want (.)* eh fall in love {with him} with it*
(2) eh the s- the /story/ is very very sad . and the cats too* fall in love (.) eh for one*
(.) cat (.) and and * love (.)* not eh "correspondent"* the love . * the end the* /both/
friends were (.) very sad ehm (.) I prefer /stories/ the* love* eh with the* end more*
happy* .

Time: **2min01s**

Words: **99**

Errors: **22**

Subordinate Sentences: **2**

Meeting 5 - Narration 6

Okay eh (.) the duck eh was very very happy because eh (.) eh the.. because (.)* had
one eggs* (1) and eh (.) near was* mummy . but {he dog} the cat stole her eggs and
the mummies* was very very sad . eh (.) the cat want* eh* have a eat * { your }eh her
eggs (.) but the mouse (.) help* (.) the (.) the (.) "pequeno"* duck and /both/ eh (.) start
(.) mm "fugir"* "fugir" * the cat . the / story/ is very funny (.) and (.) * the end eh (.)
{the cat} the mouse and {a little duck }eh s- the the little duck and the (.) and the
mouse were in the house eh when when (.) * duck and the mouse go out (2) and start
(.) "fugir"* "fugir"* the (.) the cat . I think that (3) this /story/* my childrens* eh (.)
{wan-} like (.) because eh this story is for the children not for (.) the young (4) and and
so teacher the * difficult story.

time: **3min06s**

Words: **122**

Errors: **18**

Subordinate Sentences: **4**

Meeting 1 – Interview 1

[... about the Shopping Mall Breitaup okay . . so how often do you go there?] mm (.) I go about eh /twice/ a week [mm every week you go yeah ?] yes [ah . what do you usually do there ?] (.) ahm [what do you usually do ?] ahm mm I usually go ahm (.) to: "passar como é que é ?" * [okay . I don't know . go on] (laugh) I usually go to* a run ahm (.) and "ai não sei"* [okay . eh do you go to the cinema there ?] (.) [cinema?] (.) yes ! . So so [why why why you said 'so so' ? why don't you go more ?] (.) mm I go (.) I go at* eh at* [umhum] at* the the movies [umhum] eh (.) "semana passada como é que é" ? * past eh "não é não não não não . ah semana passa não lembro"* [okay and then?] "como" ? * [umhum] "fazer pergunta?" * [no no no . yes . what did you do there last week] at the movies? [okay] "tá"* [umhum] I go I go to wash* eh the* movies* about mm "não lembro o nome"* [mm and what about the the restaurants ? do you usually go to the restaurants there ?] no [why not ?] Ah because I have lunch eh next * my work: [umhum] and * the weekend I usually have lunch and have dinner eh at home (1) [ah okay . and what about eh the Big Bowling ? do you usually go to the Big Bowling ? have you been to the Big Bowling ?] mm I (.) I "eu já fui"* I "não não posso usar"* go . we "né"* ? [as you want . I don't know](laugh) mm (.) "deixa eu ver"* [okay . say another thing] mm I: (.) I usually: eh freq- eh freq- "é frequent né"* ? [okay] ehm in eh "em tempos atrás" * (.) mm (.) [okay . then] and now: I don't go [why not ?] because eh: ah "já enjoou"* [ah yeah] "e também tô namorando"* [mm okay . c-can you say that in English ?] eh eh because... "enjoar como é que é ?" * "não enjoy é... tô confundindo já" * [umhum] [umhum] and I "namorar como é que é ?" eh tô confundindo com casar"* . [mm] "como é que é" * (.) [can you say in another way ?] (.) "Como ?" * [in another way using o-other words] eh eh for people? [yeah eh] b-boy "não" [yeah] "no caso isso"* boyfriend [mm] "namorar é"* [I don't know . now I don't know .] (laughs) [okay and what about the Supermarket ?] I like [umhum] I usu- I usually go [umhum] once a week [once a week . what about the prices there ?] (.) Ah I think eh I think * are prices eh "de mercado" * of ahm "mercado é preço normal"* [can you say that in English ? another way] eh (.) {"Eu"} I think (2) he prices eh pract- practi- * practiced [umhum] are price* of mm market* market "é"* market .

Time: **5min01s**

Words: **118**

Errors: **40**

Subordinate Sentences: **2**

The following excerpt was not analyzed:

[okay good good that's okay and what about yhe stores?] (.) stores? Yes the shops] mm I usually eh see [mm] see the stores [umhum] "vitrines" . "so que eu n-..." [okay don't you buy there ?] No [why not ?] (.) mm because assim é so so mas ah but difi- dificilmente como é que é difficult [okay and have you been to another shopping mall in Joinville Blumenau or another city another shopping mall ?] Tem ido lá? [umhum] ah I have ah "não tenho ido não" I have "não" I have go "não posso usar não né ? " [yeah you could maybe maybe] I go I going to Joinville [umhum] and eh in Shopping Müller [ah okay can you compare Shopping Müller to Shopping Breithaupt?] hum depend [yeah depend on what] in (.) mm things I think I think eh yes bu- but don't eh any anything tudo não éh éh but no all não tudo [okay and eh which eh positive points you see in our Shopping Breithaupt] [[positive]] yeah (.) mm (?) positive (.) I think eh (.) for me eh I like the eh the Shopping because I like to have ah break/ (recording was interrupted at this point)

Meeting 5 - Interview 1

[So do you like the Shopping Mall Breithaupt ? why ?] I like it eh: because I: I can eh: I can to see: the people (1) and eh to: {break} eh "não"* to have a coffee(2) [oh yeah] and the (XXX) [ah okay] [And the cinema do you like to go to the cinema /] I like * [yeah how often do you go?] I usually go: once a week [ah yeah and eh what about the films ? are they good films ?] about the films eh today eh "existentes"?* [no the ones you you... in general .] mm I usually to* wash* the eh "comédias"* [ah yeah you like this...] and eh * depend* . [ah yeah] eh I I like very much* to wash the* the* film [ah okay and what about the restaurants ?] (.) [positive points you see in the restaurants for example .] (.) mm positives mm (.) and eh different of* the others* restaurants are the: eh time eh "atendment"* time [mm] because eh in Jaraguá: [umhum] eh (.) the: "ai"* lot* "muito não"* [okay go] serv- eh closed* eh: "tipo"* mm (.) * three eh {"dua-"} eh two [umhum] hours eh ah possibly* of * eh to have lunch eh in* Sunday more* more* /later/ [ahm okay and eh: the Big Bowling do you like it ?] (.) I like it [umhum . yes . have have you already gone there?] (.) [have you ever been at Big Bowling ?] mm now ah: ehm now have ah: now have time ? * [umhum] eh "que:" * I don't I don't have* to go [umhum] but I: I * already: [umhum] to go* eh very [and] very much* [and did you like it ?] I like it [umhum . what do you usually do there ?] mm I go I go for* to: meet the* friends and: listen * music . [mm okay and what about the the supermarket ?] eh the supermarket eh: Breithaupt eh: * changed eh: very much because* the Angeloni [ah yeah] and now: I think (3) the... have good*.. eh have a "attendment"* good * [yeah] but I listen * very* peoples* eh talking and eh* * bad attend- attend- "atendment"* bad [ah yeah] about* Breithaupt Supermarket . but I like * . [yeah did you have any problem there with this attendance?] no no [no] I don't* have [mm and eh... this is one negative point . do you see any other negative point in the Shopping Mall in general ?] mm I like it and I think (4) the: eh the* important for Jaraguá do Sul [umhum] and eh: * is small . [umhum] and eh some "é poucas ?" * eh ahm [go on] eh small (XXX) "não lembro...* lojas"* [umhum] eh "poucas lojas"* but I think (5) the possibly* Jaraguá do Sul [umhum] eh* meeting the peoples* .*

Time: **5min03s**

Words: **182**

Errors: **58**

Subordinate Sentences: **5**

The next excerpt was not analysed:

[ah okay and eh positive this is a positive too yes/] umhum yes [when you said it was short okay . do you have any suggestions to improve the Shopping Mall ?] uhm I think interesting [umhum]eh the ai circ eh circulação ehm in the case eh "que" can eh to go eh fina- restaurant final and eh return [umhum] "não voltar" [ah okay] "ter uma passagem assim na estrutura dele" [ah this is your suggestion yes?] yes and the possibility the is more no is more more ahm more "lojas" stores stores . [ah okay good. this is okay . this is the first part .]

Meeting 5 - Interview 6

[Scar . do you know that?] (.) I I know [yes ? what do you know about Scar?] (.) [What do you know about Scar ?] "o que eu conheço"* [yes] mm I go eh at* the theater [umhum] and eh no eh no* the theater [only the theater?] eh any any more* [okay . do you think Scar is important for Jaraguá do Sul ?] I think*(1) important . [umhum . why ?] because the peoples* eh and eh need to eh: (.) "apreciar"* eh the culture (2) [umhum] the "cultura" and the peoples* need eh: "distração"* [mm] but I think (3) the: mm "poucas é"* some ? "não . poucas"* eh people [umhum] eh have the "privilégio"* [umhum] "de"* wash* the "apresentations"* [why ?] because eh mm very* very* eh very* times is* the the {"pre-"} prices is* "ai caro como é que é"* /expensive/ and I think (4) the peoples* in Jaraguá do Sul don't have* eh "costume"* [umhum] and: don't eh don't have* eh "valor"* eh f- for /culture/ [ah okay . and eh do you... what would it be your suggestion so to to change these these points ? do you have any suggestion?] mm (.) {I think is the} eh I think it is eh it is the mm {"proces-"} eh process (5) [umhum] and: and: {"ti-"} eh: maybe price* more eh "ai meu Deus"* /expensive / "nao sei o que que é barato" ... não lembro.." * chair ? * more chair ?* [no no but go on] eh "mais barato" * and eh: (.) and "divulgação"* . [do you know the courses they offer?] (.) the courses eh in the Scar ? [yeah] I don't know . [ah you don't okay . have you been there for... to to watch some show some play ?] I have I have go* * [yes] (.) mm I go: * twi- twice [yeah] but: now I don't have... I don't have* to go . [and what did you see there ?] (.) [do you remember ?] about eh eh about what ? * the wash ? [yeah] mm (.) the first I liked very much but the second is* a: eh: (.) mm "ópera ópera lírica"* [mm] and I I don't have: * "costume" * [mm] and I don't "aprecio"* very* [and what was the first one ? what about was the first one ?] (.) eh (.)* was * the: "ai"* com- come- comedy "comédia"* (.) but I but ah about mens* and womans* . [yeah ? do you remember the actors ?] mm (.) so so [yeah] mm mm name no . [no ? are they from Jaraguá ?] yes [yeah] yes [mm okay . so the task is over . good ?].

Time: **4min20s**

Words: **160**

Errors: **50**

Subordinate Sentences: **5**

Meeting 5 – Narration 1

The history* talking* about Tom and Jerry . Tom and Jerry eh was* friend* and eh (.) they liked* very much eh one* one and the other* (.) Jerry Jerry... eh Tom eh know* the woman and eh {love the} loved her and Tom eh spe- spend* very* money for* to give eh give "presentes" for* * woman . (1) and * don't don't "adiantou"* . eh but ano- another another man (.) eh {have} eh {wa-} eh (.) had more money "que"* Tom and Butch eh spend very* eh very money* "com"* eh "conquistando"* the woman . and Tom spend* all * money (.) all money his* . and don't* "conquistou" the woman . Jerry eh have* a: Jerry have* a: a woman in a photograph and Jerry eh believe* and "exist-" mm love existent* . but Jerry eh see* the woman eh of* photograph with another another man . and Tom and Jerry staying * mm "chorando"* in the "ponte"* (.) eh: (.) "ass-" eh "assim" * the end * eh history. (.)

Transcriptions of the collected data
Dialogic Group
Participant: I04

4 / 4

Time: **2min40s**
Words: **118**
Errors: **36**
Subordinate sentences: **1**

Meeting 5 – Narration 7 (new one)

Tom and Jerry eh don't* eh wasn't* friends . mm the eh "pato"* have* one one son and the* e- (.) the egg eh eh . (.) and the* Tom eh the* Tom eh meet: * the egg and eh and go* for* /home/ . Tom wanted to to have eh to have * lunch the the "pato"* and the patinho* eh: go* out eh: and eh meet* Jerry . Jerry help* the "patinho"* and eh two* mm "fugiram"* eh for eh eh "fugiram" until* a: eh park . and Jerry and the "patinho"* "procuraram"* the mother of "patinho"* . (.) and Tom always always eh "perseguido"* . Jerry and the "patinho"* meeting* the mother "pata"* . and the mother and the father of "patinho"* eh "protegeram" * the "patinho"* . (.) the mother and the fa- ... the mother eh the mother "enfrentou"* eh the* Tom and the father of "patinho"* /run/* /run/* eh for* "pegar"* Tom . and the father of "patinho"* eh (.) "passou"* the: (.) the :garden "máquinas"* eh garden "máquina"* . and the: "patinho"* mother father and Jerry eh stay* stay heavy* eh "feliz felizes"* and they go to the "lago"*.

Time: **3min16s**
Word: **121**
Errors: **46**
Subordinate sentences: **zero**

Note: Participant I04's first Narration (M1N1) was missed.

Meeting 1 – Interview 1

[Do you know the shopping mall ?] I know so so [so so] mm [how often do you go there ?] mm once a week [oh yeah] yes [mm] mm I think that * is (XXX) [then] I think (1) that is beautiful [umhum] but I think (2) that eh had* [umhum] more "atrações"* [ah okay] ehn different things . events . [umhum] ci- eh cine . [okay do you go to the cine] sometimes [yes mm] two: weeks a "não duas vezes"* [okay how do you say that] in* the month [okay okay and eh about what about the restaurants] in the shopping? [yeah] mm *is good [yeah] ah the food is good [umhum] I think (3) * is good [yeah] umhum [and the shops and the stores] mm little* eh (.) "como é que eu vou dizer"* (.) eh "diferentes"* different* mm (.) ah teacher "fugiu"* [yeah no...] eh (.) "variedades poucas variedades"* [okay . can you say that in English ?] little... I don't know [okay and what about the supermarket ?] the supermarket is eh "monopólio"* (laugh) just one [ah okay] eh the price* is* "alto" /high/ [okay] eh is eh the supermarket has quality [umhum] but the price I think (4) * is (.) eh (.) high [ah okay] okay? [umhum] [and eh the Big Bowling ?] the Big Bowling is good [ah é?] I: go: two wee- eh two (.) "vezes"* [okay] in the month [ah yeah] yes [do you go alone?] *My friends [yep] yes. [mm what do you do there ?] I dance I listen * music I date "namorar"* [ah okay] yes drink somes* "refrigerante"* beer (5) [okay] yes [eh uhmm no- nothing else ? would you like to talk something else?] No. No [No? okay] [What about the bathrooms] the bathrooms ? [yeah] is good [yeah ?] yes (.) [uhum . Nothing else . and eh which store do you prefer there?] mm Paquetá [why?] because I love to buy eh shoes (laugh) I love shoes [ah okay] the* shoes are very different* exotics* [okay] and beautiful [Oh good and eh the place you: you like the least] (.)¹ [This one is your favorite okay ? and the opposite you like the least] mm tss ss ss (.) "deixe me ver"* (.) eh the store* of Breithaupt (ah yeah?) yes [why ?] the "atendimento"* is not is* good [mm] okay [okay okay] and the clothes to* /know/ don't* you are very good [mm how do you think people should eh... do you see people in these stores?] do you see.. [Yes attend the person ... how do you think the salesperson should attend the other people when they go to buy in these stores ?] mm somes* eh stores [umhum] had* a good "attendment"* [okay] but "outras"* [umhum] in the Shopping Brreithaupt for example the "attendment"* don't* is good .

time: **4min39s.**

Words: **171**

Errors: **38**

Subordinate sentences: **5**

The next excerpt was not analyzed

[and now . say eh positive things you see in our shopping mall] positives [yeah] I don't know [you you can't say?] positives? [yeah] "positivo" ? [yeah yeah positive things positive characteristics characteristics of the shopping mall] uhmm! the place the (.) the new "choperia" in the shopping is good . the Big Bowling [uhum] is very "atra- atra- atrativo" (.) mm "praça de alimentação" [okay] is good . [umhum] [negative] Negative (.) mm the place should be "maior" [mm] is [only that?] yes [do you know other shoppings in Joinville or Blumenau?] In Joinville [uhum] yes I'm from Joinville [Ah

¹ She could not understand the question.

are you from Joinville?] Yes [yeah yeah I remember and how how could you compare both Shopping Malls?] how . Müller is very no more beautiful [umhum] more eh [umhum] bigger more mm atración² [umhum] variedades [umhum] yes [yeah] clothes more clothes [ah] very very clothes [umhum] differents clothes [yeah] yes [yeah and what do you think eh eh Shopping Mall Breithaupt should do to be better?] humm (.) [your suggestions] (.) organize more events differents things eh (.) "aumentar" the place [umhum] "deixa eu ver" different eh different thing eh different lojas eh stores [umhum] "com mais variedades" mm "preços" prices "baixos" "isto" [okay that's enough]

Meeting 1 - Narration 1

mm a* day Tony was very very sad because your* girlfriend (.) "traiu"* (.) Tony . (1) then Jerry was helping your* friend eh to be more* happy (2) but Tony didn't like to know about other thing* . he want* your* boyfriend* . (.) then a day Tony was in a (.) park or (.) mm (.) "jardim botânico"* (.) drinking a /juice/ with * friend (3) and she* sell* a girl . {sh-} he "apaixonou-se"* for the girl . she was very beautiful (.) Tony {"ficou"} was very very "apaixonado" . * mm then she* buy* very* very* thing* but (.) she doesn't to* know* mm Tony . because because {she} he is poor (4) he isn't* have money . then {she} he mm Tony (.) try* to buy anythings* for* give* your* (.) your* girl (5) but she like* the* Tom because she's she she know* she know* "conheceu"* another boy . (6) the another* boy is very very /rich/ . she* had very very* money . she* had a beautiful car . she* had a beautiful house and {she} he give* much* gifts for* (.) the cat . (.) Tony and Jerry was* very very* friend . then Jerry try* to up* your* friend Tony but the* Tony was very very (.) very very: sad because your* (.) your* girl (.) eh married another another boy . (7) then she* sell* a car . in the car was write* "just married" . she* was very very (.) she* was very very sad because she* loved the she* loved the girl . (8) then the* Jerry (.) eh sell* your* girl too* "passando"* with* another car and the* another boy too . in the car was write* "just married" too . then Tom and Jerry (.) was* very very sad.

Time: **4min25s**

Words: **238**

Errors: **66**

Subordinate Sentences: **8**

Meeting 5 - Interview 1

[eh what do you know about the Shopping Mall Breithaupt ?] "o que eu sei" hanhan (.) *is beautiful but I think that (1) *have should* be more /options/ [umhum] of stores [umhum] and (.) "diversão"* [umhum what kind of "diversão"?] (.) my God (.) [Just a moment please] okay (.) "diversão como é que é" * teacher ? [fun] fun uhum [entertainment] entertainment [umhum] "deixa eu ver (.) ai" * teacher [why... what should be better about the stores ?] eh *different kinds of stores [for example ?] eh clot- shoes [umhum] clothes too [umhum] (XXX) (.) "brinquedo"* toys [okay] (.) Just this teacher [just this? What about the cinema?] uhm *is: good but I think (2) eh *should*

² Spanish interference

be (.) "maior"* (.) [mm] large* [umhum] (.) eh more (.) films [mm what kind of films?] eh "não mais filmes* eh(.) tipo assim* (.) o que eles lançam em outras cidades vir pra cá" * [how can you say that?] ah meu Deus* I don't know teacher (.) mm [the Big Bowling do you like the Big Bowling?] Yes [yeah] I go there [why ?] because I like *dance [umhum] I like *music [hummm] meet* another* persons* (3) [mm hum do you see any negative point in the Big Bowling?] mm (.) eh I think that: (4) they have "promo promover"* [umhum] another* /parties/ [ah yeah ?] "festas"* [umhum] another* /kind/* of /parties/ [umhum for example] eh shows [umhum]more /options/ . [umhum] mm (.) in* the "Sábado"* Friday. Sometimes eh they closed* [yeah] yes some* "fechado"* [umhum] yes [umhum mm so this is a negative point] yes last "Sábado" [umhum] *was closed [hum my gosh] yes [another another negative point . can you remember any?] eh (.) should be "maior"* [umhum] too [okay] I think I think (5) *is (.) small . (mm) okay? [okay what about the restaurants] *is good [yeah] very good [mm] eh "massas acho que é"* pasta "né"* [umhum] pastas eh (.) Japanese food [umhum] is good too [umhum] Italian food [okay] yeah I think (6) *is good [what about the prices] price . [of restaurants and stores] *is (.) heavy* – "é alto né"* [okay] heavy* [umhum] so so any* restaurant* is* expensive another* cheap [ah] okay? [okay] [and eh and the supermarket what can you say about the supermarket ?]mm (.) "deixe me ver"* (.) I think (7) the supermarket Breithaupt [umhum] is a "monopólio"* in Jaragua do Sul [umhum] the prices are "alto"* [okay] anything* anythings* are cheap[uhum] but "a maioria"* is expensive .

Time: **4min31s**

Words: **148**

Errors: **53**

Subordinate Sentences:**7**

The following excerpt was not analyzed:

[ah yeah?] yes [mm] [and what about the the the the goods mercadorias?] (.) "melhores mercadorias?" [No what about this . do they have good good goods or bad goods?] I (.) [goods means mercadorias] Ah é? [yes] "merc-" ah okay [umhum] "Quais mercadorias são ruins?" [if they have good or bad goods] (.)the supermarket "se as mercadorias são boas?" [yeah yeah] yes (mm) I think is good [yeah] yes [okay] [another subject . which was the last film you saw there?] mm Todo Poderoso [Ah yeah did you like it?] yes [yeah] is very funny [umhum] [what what what is the story about?] ah my God (.) ahmm about a man [umhum] that mm (.) she liked to be God [ah yeah] yes and he she he "se tornou" [umhum] God for a day God for a day [ah yeah] yes [and then?] (.) Ah teacher (.) ah (.) she (.) he get [umhum] the power [umhum] of God and he can make made eh all things [mm] in the world [ah yeah] okay [umhum] okay [was it funny] yes with Jim Carrey [ah do you like him] yes [yeah?] very funny. [okay that's okay]

Meeting 5 - Interview 6

*[what do you know about SCAR?] I think (1) * is a beautiful /building/ [umhum] * is a good /option/ [umhum] for "Jaraguá do Sul" because it: (.) is good for "cultura"* (2) [umhum] I don't know "cultura" eh more options for the "pop-" the (.) "população de Jaraguá"* [okay] "Jaraguá" /population/ [okay] mm I think yes teacher [yeah] yes [which are more things you see ? more more things you see be- be- besides these ones ones you told me . you said it's good for the population is good for culture what else ?]*

mm (.) "ai como é que eu posso dizer ?" * (.) the people that live (.) "fora [umhum] de"* Jaraguá do Sul (3) eh come back [umhum] here [umhum] for* see [umhum] eh shows [umhum] "peças"* [umhum] "teatrais"* [umhum yeah ?] "isso" * yes (4) [and negative things what do you see as {negatives} negative?] negative ? [yeah] sometimes the price [umhum] that we have to pay (5) is expensive* . [umhum] okay ? and I think (6) the people don't have: money for this [mm okay and what about the place for parking the cars ?] (.) [there okay ?] "estacionamento"* ? [yes] I think *is good [umhum] big but I think I think that (7) *should be eh {"fechado"} closed [ah why?] because mm "roubos"* [mm okay . and eh do you know any course they give there?] (.) "Teatro"* [umhum] dance [umhum] (.) play *piano [okay] piano eh song* [oh yeah] yes okay (.) "acho que é isso" * yes this/ [do /] I know [Do you know somebody who does these courses there?] yes [umhum] my friend eh Sinara (.) she sing* [mm] mm she sing* she "cantar"* [yes it's okay] eh ? [yeah] she sing* in the (.) "do coral"* [ah: okay] "coral da"* Scar (XXX) [oh okay . wouldn't you like to attend any of these courses (.) they offer ?] (.) "Se eu"* [yeah] "gostaria"* [umhum] mm piano maybe [ah yeah why?] yes . I think (8) the music of the... "som"* [umhum] is very beautiful. [mm didn't you play when you were a child the piano?] No [no?]No . [mm] I never "eu nunca tive incentivo"* (laugh) I never had [umhum] "incentivo eu não sei"* [mm okay] okay [do you play any other instrument] I tried to (laugh) "violão"* [oh yeah] "violão" guitar yes ?[yes] I tried but I {"eu não"} I didn't know [mm okay] "Eu nao conseguia aprender"* [oh yeah . and why don't you take a don't have or don't attend a course now to play the piano to learn how to play the piano ?] "Como"* ? [Why don't you attend a course/] ah// [to//] okay I don't have time [yeah] now [mm] maybe after (.) I find* my colleague* (8) (.) eh faculdade* [oh okay] maybe [oh yeah]

time: **4min33s**

Words: **156**

Errors: **36**

Subordinate Sentences: **8**

The following excerpt was not analysed/considered.:

yes [mm] [okay do you have any suggestions to improve the the shows or the the the anything at Scar?] (.) mm ai teacher . maybe more options [uhum] any options [for example] Rock (laugh) Rock music yes [yeah okay this is over].

Meeting 5 - Narration 1

Well a* day Tony met: a new friend a new girl and she* stayed* in love . because the girl {is} was very beautiful . (1) but she eh she didn't like Tom because Tom is very poor (2) and the the another* cat was very rich and (.) he {he has} he had a lot of money. then (.) Tony was very sad because she* loved a lot the girl* (3) . (.) mm (.) Tony and Jerry was* very sad because his* girl (.) your* girl eh married with* another* cat (4) and your* friend: Tony (.) eh was very sad too because {she liked to see your} she* wanted to see your* friend eh unhappily* (5) mm but Tom eh Jerry sp- "pensava"

Transcription of data
Dialogic Group
Participant: I05

5 / 5

* (.) that (.) has* a (.) a girl but your* girl married another: (.) another man too and Tony and Jerry was* very sad .

Time: **2min20s.**
Words: **125**
Errors: **19**
Subordinate Sentences: **5**

Meeting 5 - Narration 6

The little /quacker/* . Well . a* day a mamma a mamma was eh (.) "cuidando"* your* egg . then (.) she went to: (.) she went to: swimm* in the (.) "lagoa"* and a cat eh "roubou"* your* little egg . eh (.) the the /quacker/* was very sad and (.) Tom eh {liked} wanted to eat the little /quacker/* . then he he wanted to to to cook the the little the little / quacker /* . then she* put the the egg in a "frigideira"* and sss- she...* because she* wanted to to eat a* (.) a egg (1) . (.) after that the: the little /duck/ left the the egg and: met a a friend {your} his friend eh was a mouse a little mouse too . then she believe* a* friend . eh Tony wanted to to take the the duck but: the: the mouse eh help* the the little the little /duck/ . mm (.) when the when the little duck (.) met your* mother (2) eh she was very happy then eh the mamma eh "telled"* a (.) {"cha-"} (.) eh then the mamma call* a big /duck/ and the big /duck/ take* the* Tom the* Tom and the* Tony eh (.) and the* Tony "apanhou"* the big duck.

Time: **3min14s**
Words: **169**
Errors: **28**
Subordinate Sentences: **2**

Meeting 1 – Interview 1

[We'll talk about the supermarket sorry the Shopping Mall Breithaupt okay how often do you go there?] How often [yes] ahm sometimes on Sundays [mm] at* the movies [oh okay] sometimes [okay how often a month for example?] a month ? eh three times . [mm only for the cinema ?] No . eh sometimes the supermarket but eh on the* Sunday . [on Sunday ah okay] always Sunday [always Sunday and and do you eh use to... you only go there to the for the cinema] no in* the supermarket too [ah okay . and why do you go there in the supermarket in that supermarket ?] (.) What ? [why do you go to that supermarket] but eh eh the supermarket only eh open* [umhum] "aberto"* ? [yeah] on Sunday . is* ah (.) * is more (c) eh best* [umhum] to buy [ah] on Sunday (1) [ah okay] m- more time [ah you have... ah okay good and eh eh you said you go to the cinema . eh which are other positive things you see in that Shopping Mall] Positive? [umhum] mm (.) no* much eh positive . [umhum] ahm because *is ah: "único"* [umhum] place [umhum] ah: to go *Sunday (2) [ah okay] not: eh others* place [umhum] in Jaraguá do Sul . [ah okay for this reason . then this is a positive thing yes ?] yes positive . Negative ? I don't know teacher. [You don't ? what about the restaurants ? do you like the restaurants ?] mm I eat* two times* on* the Samuara . [umhum] I like* . [ah yeah] but ah the food eh "parece"* (c) eh a little "reesquentada"* on Sunday . [ah: okay . and and the other restaurants? You haven't gone?] Eh only "Calzoni" [ah] others not . [why not?] mm pizza* I don't like very much . eh "comida Japonesa"* [umhum] eh too . the:... there are* the: "lanchonete"* [umhum] eh * the two two* "piso"* [okay] at the Shopping * mm but I don't like * very much "x-salada"* too* . [ah okay] eh "então* [umhum] Calzoni and Samuara [ah okay] ah * the Shopping Breithaupt Supermarket too eh I buy (.) ss- "alguma coisa pra comer"* [okay] [how can you say that] ahm [you know] eh bread "cuca"* [okay umhum] {"pã-"} ahm (c) eh there are mm bread* wi- with with ah "salsicha"* [ah okay] "pão americano"* [mm and what about the cinema ? do you go to the cinema ?]¹ [you said you go ?] what about ? [the cinema ?] the cinema one* is very (c) eh very (.) "ai"* humpf... "esqueci"* forget * (laugh) is very (c) eh (.) "como é que se diz assim . que"* technology* [ah okay] but the others is* very simple [ah yeah there is a difference?] yes the / sound / [umhum] eh comfort [ah: there is a difference . I haven't noticed that mm] I I "eu já fui"* [okay go on] the one* and the three* [mm] is very different [ah:] and the s- "espaço"* [ah okay] the one is... "maior é..."* I don't remember .

Time: **4min53s**

Words: **163**

Errors: **49**

Subordinate Sentences: **2**

The following excerpt was not analysed:

[okay and Big Bowling? have you been to Big Bowling?] Ah one one once [okay] "uma vez" [f- for what ?] eh "festa dos calouros da" UNERJ – "primeira fase" [yeah was it good?] was ? [was it good?] yes I to I going to my friends "né" [umhum] is very "legal" cool [ah okay]² [No its that . okay and what about the stores in the Shopping Mall ?] stores ? [stores yes for buying clothes and shoes] ah I don't I don't buy . I don't never [umhum] buy [umhum] I at shops eh shoes [umhum] no . I never buy at the shopping the s-

¹ She probably nodded her head positively.

² she probably made some gesture asking for confirmation.

shops [umhum] lojas [yeah why not ?] I think very expensive [mm] but "o aluguel" is very expensive [umhum] that "salas" [ah okay good] include the price [ah okay I understand I understand umhum and the supermarket don't you think it's expensive?] No eh the same prices supermarket Angeloni "ou" or other Breithaupt Reinoldo Rau or W. Marquardt . [ah] the same prices [the same prices you think . ah okay I think it's enough].

Meeting 1 - Narration 1

This history is about Tom and Jerry . Tom knows* a a girl . and eh fall* in love for* her for* her . mm when Tom eh “percebeu” (1) * that girl eh “estava” * with another cat .(2) Tom eh fall* in “depressão” * . is... eh humpf (.) after Tom eh starting* eh (.) starting* a beer alcohol* ahm after* “caiu na sarjeta” * . your* colleague eh and your* friend Jerry a a mouse eh “tentou” * help* help you* and (.) nothing* “conseguiu” * . Jerry eh have* a girl too . but eh *don't * know that s- that {her} that his girl (.) eh {tinha} eh had another boy or mouse .(3) when Jerry see* your girl with another boy (4) Jerry “juntou-se” * (.) a Tom . and eh “entrou em depressão” * with {with her} with hi- his friend . ehmm (.) the cat girl and the cat mouse married with* others* mouse and other* cat . bye teacher kisses for you .

Time: **2min22s**

Words: **110**

Errors: **29**

Subordinate Sentences: **4**

Meeting 5 - Interview 1

[(XXX Yes] Hello. [hello] teacher I'm going to Shopping Breithaupt* this week-weekend . *is very beautiful decoration* [ah okay] eh of* Christmas . [umhum] mm well* beautiful [okay I went there I also think it was very beautiful] yes very very beautiful and the (.) tree tree of Christmas* [umhum] tree "árvore"?* [yes] of Christmas [umhum] beautiful beautiful and the...* eh big big . [okay] points positive? [yeah] eh eh attraction* point* [umhum] eh we (.) we "encontrar"* I don't remember we "encontramos"* [umhum] at* shopping eh my friends my parents sometimes . * is very eh cool [umhum] it's {"lu-"} eh place "agradable"³* [umhum] and points negative* [umhum] ah (.) "falta"* [umhum] eh mm "falta" ? ahm attractions eh "de fora"* [uhmm] ahm some with shopping Muller [umhum] eh more shops "lojas"* [umhum] more eh "variedade"* . [umhum] I I think . [ah okay . eh y-you mentioned about the Shopping] supermarket [yes] No [no no you you mentioned positive points but I want you to talk about the supermarket] oh yes [okay] ah I (.) eh I always eh to* buy eh to* buy [umhum] at *supermarket at * eh weekend [umhum] I I think (1) *very very eh good [umhum] ahm because in* my week is very eh fast (2) [umhum] I don't don't have time sometimes to go to buy [umhum] at sho- at supermarkets (3) others* [umhum] eh "então"* [umhum] that [then] then then I buy [umhum] eh *weekend [ah] and "unico"* to open* [umhum] open *? [umhum] eh a- at* weekend is *shopping until*

³ Spanish interference

ten [ah:] p.m. [ah: okay] [and what about the restaurants ?] (.) I I meat * [umhum] I meat ? * [no] I food* [no] "comer"* I don't remember "comer" not meat "refeição"* [no... eat] ah eat Ah eat and meat "carne"* [yes] I eat at Samuara [mm] I like* [ah yeah] yes but eh I dinner* *Samuara don't like* [mm] but "reesquent"* [ah okay] but ah ah I like very much calzoni *. [mm] and pizza is very good too. [ah okay] three places eh t-that (.) "que" [umhum] that I me- eat eat [okay and what about the cinema?] cinema? I: going* to the {/cinema/} cinema ah six [umhum] times [umhum] I think but the Shopping Müller is eh very good that (c) "como é que se diz"* ? is better [umhum] than Shopping Breithaupt [ah] because the space or song* sang* song* "som"* [no go on go on] (c) audio ? * [yes yes] is better (4) [ãhn] but eh "pra quem"* don't [umhum] don't had * [umhum] is beautiful [okay]

Time: **4min48s**

Words: **218**

Errors: **56**

Subordinate Sentences: **4**

Meeting 5 - Interview 6

[(...) about Scar: What do you have to tell me?] I'm going* to to* theater [umhum] Scar eh Scar theater eh three times . [umhum] one eh {at} eh with UNERJ [umhum] eh "fórum" . [umhum] eh I think (1) * very beautiful . [mm] eh mm the events [umhum] ehm stay* "ficam"* [umhum] more beautiful there [ah okay] because the place eh help (2) * . [okay] ãh but is* very* "degraus"* (laugh) to to go to up [umhum] to* up and the other I going* to see the "peça"* [ah yeah] show [yes] ahm (.) is... "que que eu posso dizer"* mm I think (3) the place* beautiful teacher . I don't know what to say (4) mm [okay but do you see any negative point there?] ah ! yes ! negative one [what?] the price [yeah] yes ah until* the people to* São Bento do Sul [umhum] eh eh "apresentation" * to show* at UNERJ [umhum] eh "cobraram" * three reais eh and the the "organiza... (.) organizator"* [umhum] to say* with* me there* Scar "custaria" * to* cost [okay] eh eh with* fifteen {to people} to* person [ah:]: because the "aluguel" *... [umhum] I don't remember... [umhum] is very very expensive (5) [ah okay . and having this in mind positive and negative points . don't you have some suggestion to give to people at Scar?] Suggestion? [umhum] I I don't know [umhum] why is very expensive I don't know [umhum] eh maybe eh the investment* [umhum] to "construir"* to "construir"* [umhum] eh was (.) expensive [umhum] . I don't know and not possi- not possibilities* [umhum] eh people* ah poor [mmm] to to go [umhum] at* theater [umhum] eh possibilities* eh people with / financial/ very *good [umhum] I I think . [umhum okay . then so what do you think they should do?] eh should... mm the price [umhum] is very [umhum] is very (.) good to (.) to people [ah okay] to *kind of people because ahm in Jaraguá so Sul there are poor and rich . (6) [umhum] eh with* *other {cou- countries} cities [ah yeah like in every place yes?] yes [okay . eh did you go to Scar to watch any play ? eh or or...] yes [yes ? which one ?] ahm I don't remember that eh name [umhum] but the the Scar mm "encene" * people *Scar "encene"* . eh "comedia"* [ah yeah?] yes * ten ten "reais" . [ah okay] I think (7) expensive [mm] but I don't know "né"* [umhum eh what what was this eh play about the one you watched?] about the (.) the times* ago [yeah] old [umhum] old times . [yeah]

Time: **4min44s**
Words: **195**
Errors: **46**
Subordinate Sentences: **7**

The following excerpt was not analyzed:

mm the "comédia" about the president the [the what?] ahm government the ah the "dona" the house [umhum] ahm "mistura" all [ãhm] is very eh funny.

Meeting 5 - Narration 1

This history* is about Tom and Jerry . Tom is a cat Jerry is a mouse . Tom knows* a girl and fall* in love for her . (1) but eh but (.) this girl is very very eh beautiful and want* a* money (2) . but {John} eh Tom {don't have money} doesn't have money . Ah "então"* th- eh Tom eh buy* several {pre-} eh {gifts} gifts for her but her* don't *don't see * for Tom . ehm (.) "então" the girl knows Buddy . Buddy is very rich . ah have* a car (3) have* a* rings (4) have* a money (5) money eh "então" Tom eh start* to drink* ah and (.) finish* at "sarjeta"* . eh his friend Jerry eh do all* (.) to: (.) tirar"* Tom *this eh life .(6) but Tom don't* he- don't* want help . ahm *the finish* Jerry eh "descobre"* ahm that (7) yo- that your* girl ahm that your* girl have another boy and * "junta-se"* together with Tom . mm(.) *two friends ah are engaged* "enganados"*... I don't remember that. . ."enganados" for* girls but... eh because these girls eh want a money (8) money money money is more important .

Time: **2min58s**
Words: **144**
Errors: **34**
Subordinate Sentences: **8**

Meeting 5 - Narration 6

Thi- in* this /story/ is about Tom and Jerry and the duck a little duck and {he} his mother . ah * this story eh Tom is very bad bad bad because Tom eh "rouba"* the egg (.) of eh the mother's* duck (1) and eh open* the egg (2) when eh "aparece"* a duck a little duck .(3) eh when Tom see* a little duck (4) Tom eh "tenta"* eh all all several "formas"* kinds to died* this duck (5) . ah because Tom eh want* eh *have eh dinner (6) or have a breakfast with this duck . (7) ah (c) mm (.) ah Jerry eh helps {duck} the little duck eh and eh do* a a /lesson/* the /lesson/ eh in* Tom .(8) ah *the finish* eh the mother's* -ther's duck eh "encontrar encontra"* ah her his*son and help* you* (9). ah (.) there are* the (.) husband duck (laugh) ahm *is a* very strong and eh do* a /lesson/ in* Tom too (10) . and the finish* eh all* happy eh le- less* the* Tom . bye-bye .

Time: **2min36s**
Words: **124**
Errors: **31**
Subordinate Sentences: **10**

Meeting 1 – Interview 1

[So the theme is shopping eh our shopping mall Breithaupt . do you know ?/] I know/
[the shopping mall ?] yes [how often do you go there ?] {two} twice of* month . [ah
yeah ?] yes . [and what do you do there ?] what ? [what do you do there ?] only: go to
the cinema . [ah yeah ?] yes to *movie uhm [ah yeah ?] only that or look *that stores
there are (.) [mm] in the shopping* . [ah okay . and eh why don't you for for example
to the restaurants ?] mm because I think that (1) ah there are* not have* a
"diversificated"* [mm] and: I like more ahm pizza place* [ah okay . and what about
the Big Bowling ? have you been to the Big Bowling ?] ahm . I went [umhum] at*
Big Bowling twice three times only [mm] but I like * very much but I don't have money
[mm] (laugh) to go there . (2) [why do you like to go to Big Bowling ?] ah because * is
a: I... a place who* have* ah not many people (3) [mm] and the music is very good
there [mm okay .] and the the: (.) "banda"* [umhum] are* very "diversificated" [mm
good . and eh what about the stores ? what do you think about the stores ?] in the
shopping ? [yeah] ah * is very beautiful but very... eh cheap "é barato é"* (laugh)
"muito caro"* [okay and eh if... have you been to another shopping mall or only
Breithaupt ?] No in in Joinville the shopping Muller [mm] and Cidade das Flores [mm]
eh yes [if you could if you could compare what could you say about them comparing
Muller and Breithaupt for example ?] Breithaupt is very small [mm] and shopping
Muller have* a very* very others* [umhum] stores ahm many many "diversificated"
ah cinemas stores restaurants [mm] * very big [mm and if you could point out some eh
positive eh characteristics of Shopping Mall Breithaupt . what could you say ?] Positive
? [yeah] mm the stores [umhum] ah and the supermarket [umhum] the cinema [umhum]
because *is the only* in Jaraguá [umhum] and: and the restaurant Samuara* is good
[ah okay] and the Bierbud [umhum] in "choperia"* [umhum] eh is a point [umhum]
of* a* on* a* on* the people {"se-"} meet "né"* [ah okay . y-y- you talked about the
supermarket . do you like to go there ? what do you think about the supermarket there ?
] yes *is very "diversificated" big [umhum] and have* always what we: need (4) [mm
do you usually go there ?] yes [yeah] yes ah all* all* month mm ah * one time* of*
month [ah okay good . and eh I I think there is a drugstore there too . drugstore . you
understand ?] drugstore ? [umhum] in* the door ? [yeah] yes [umhum] I: I: never go
there [ah okay and the book shop ? there was a bookshop there . I think there was] ah
I: never go there [umhum] but I have* curious [umhum] to go there (5)[ah okay] but I:
don't have time ah to go (6) [mm and what about the bier- Bierbud ?] I don't go
[umhum] but I: I want to go [umhum] with my boyfriend one day . [ah okay and have
you been eh to the other bar they had there ? remember ?] bar ? [yes] no [in the same
place in the same place of Bierbude ?] ah (.) yes the Bierkruge [umhum] mm that
closed [umhum] and now ahm * open* there: Bierbude [yes and you have been to/] to
go [to Bierkruge ?] no [no ?] no [mm] never [ah okay and eh we s- talked about
positive points .] yes [and negative points you see there ?] negatives [umhum] mm I I
think (7) don't have* negative points [yeah] in the shopping . only: only: mo- more
stores "diversificate"* . no only only clothes or shoes [mm] mm "bom"* that have*
library* and [umhum] but m- many many other* stores mm ah for "concorrência"* .

Time: **5min20s**

Words: **277**

Errors: **50**

Subordinate Sentences: **7**

The following excerpt was not analysed:

[ah okay this is one eh eh how can I say ? one idea . you/] yeah [you could give] yes [other ideas would have other ideas ?] for shopping ? [yeah] mm one place one place for the children [mm] because eh they have but is not so interesting [umhum] other other toys [umhum] and Big Bowling can more more big and library ahm no only not only one [umhum] other [umhum] and the Breithaupt Magazine [umhum] can close because (laugh) because the o- others stores don't have so don't have so many peoples because only they buy in Magazine Breithaupt [oh yeah ?] yes [you think so ?] yes [and what about the the eh the sales person there ? do you think they work well ?] ah our shopping ? [yes] yes [umhum] yes ahm they are very mm happy [umhum] for attend ? us [mm okay and eh when you go there you usually go alone ?] no with my friends or my boyfriend or my father mother [mm and what do they like there ? what do they like eh to to see there or yes what do they prefer no// what's the most interesting thing they] in the shopping / [in the shopping they in their opinion .] the movies [the movies ?] the movies yes [mm so when you go to the shopping mall you usually go to the the movies] yes yes [okay let's see eh eh what can I ask you . I think that's okay . would you like to tell me anything else ? when you go to Muller eh at imp- impress you most when you go to Muller ?] ah it's so big [mm] and and we went there ah five years ago [ah] then never I go and I went because I I would see Titanic [ah okay] and don't have shopping Breithaupt here [ah okay I remember that] yes the only the "unica vez" I went there [ah okay] but is very very big [ah okay that okay it's enough okay ?] okay [thank you]

Meeting 1 - Narration 1

In this film Jerry talk* about of* moment of Tom's life . ahm they were a* friends . but Tom (.) know* a beautiful cat and fall* in love for* her . (.) then: (.) then he: (.) make* all* for her . but: (.) eh her* have* a other* cat Butch who: love* her too .(1) but Tom was* fall in love for* her then he make* all {was}(.) {he was} he can* (.) was* he can . he buy* a flower but Butch buy* a very much* other flowers . then Tom buy* a perfume but Butch ahm buy* a car (.) a ca: a car (.) full of perfume . then Tom spend* all his money ah for* buy a ri- a ring for her . (2) but Butch buy* a ring more beautiful* because Butch was very rich (3) and Tom very poor because... but he: love* her very much . then: s- she* buy* a* used car (.) but: *was a very: very simple car . but: she: know* that her* was (.) was they* happy with her . but when he: was go* (.) was go* to * house of the beautiful cat (4) (.) Butch came with a limousine then Tom ah to* stay* very sad and: to* go* alone (5). and {they//} he cry* very much because the beautiful cat don't* love Tom (6) . then {sh-} he seat* in* a (.) in a street and: and the beautiful cat mm (.) married with* Butch . and: Tom don't* have nothing* for her* life . because they* spend* (7) all: * all he had with with presents for the beautiful cat (8) . but Jerry (.) can't (.) make* nothing* for: for Tom . because he know (9)* he: had: a love (10) but: then {she see} ah {he see} he saw (.) his love to* go with other* other /"ra-"/ "rato"* . then she: was married with the other "rato" . then Jerry stay* very sad too and then they* go* and sit* {with Jerry} with Tom to cry (11) because they don't had* (.) because he don't had more* his* love . (12) then then: ah: Jerry and Tom (.) was* crying because they don't* have (.) the: love: of: his* life . (13)

Time: **5min12s**

Words: **318**

Errors: **68**

Subordinate Sentences: **13**

Meeting 5 - Interview 1

*[... so Shopping Muller no Shopping Breithaupt Shopping Mall Breithaupt .]
Breithaupt [yes yes] uhm [do you /] about ? [positive points and negative points you*

*see there] in shopping ? [umhum] positive points I think the supermarket [umhum why ?] because *is very big and: have* a lot of mm "variados"* [umhum] eh ahm "eletrônicos"* [umhum] te- television radios and "móveis"* [umhum] and eh and oh// I forgot [umhum] "comida"* and other* positive point is the: movie [why?] because all people like to see movies in the cine- in the cinema [umhum do you go there usually ?] yes [umhum] yes and other positive point is the humpf¹ mm "lanchonetes"* [umhum] because* is* very fast for the people (1) who work (2) and have a* little time (3) [umhum] to to to eat and there *is very fast [umhum] and: other* point// positive point are the stores various* eh eh mm clothes and shoes and mm "livraria" [okay] and negative points I think (c) mm (.) I don't (.) I think (4) don't have* ne- negative points in the shopping [umhum] . I like* because Jaraguá is a is not a big city (5) [umhum] and shopping Breithaupt is is good for the: for the city . [umhum] I I like * [ah yes ?] so so [eh eh: what about the prices ? in the stores ?] mm I think (6) *is similar that* other stores in the center [ah yeah] yes [the quality ?] because// mm too [yeah] yes because I many many stores who* are in the shopping (7) [umhum] are in the center too (8) [ah okay okay] and I think (9) is: similar [yes ?] yes [Big Bowling have you been there ?] only three three times [ah yeah] yes because I don't like eh to: go: in: * (.) "discoteca"* (10) [ah yeah] (laugh) I don't like* very much I I went only for the Cidade Negra show [ah yeah] and (.) and ah in the "chopada"* only . [okay] because I don't like * . [and why don't why you don't like ?] mm I don't know because mm "não tem a ver comigo"* (laugh) [ah yeah] yes [and eh would you have some suggestion to improve the Shopping Mall] to improve ? [yeah] mm [umhum] I think (11) *Big Bowling is very small [umhum] for the the shows [umhum] because ah (.) *is very: (.) "lotado"* (12) [mm] bec- I think I think (13) eh* "deveria"* s- ah are* more* big . [mm] and: the supermarket I think: I think (14) * is good so [umhum] only the prices of "Ma-" Supermarket Breithaupt* is is: "caro"* . [okay] eh in the in the other supermarket is more* cheap [ah yeah ?] the prices . and the stores (.) I I think: (15) * is good so {"por-"} because the center is very mm near [umhum] to the shopping (16) and then an "não tem por quê"* have* very* more stores in the shopping [ah okay in this sense . do you know any other shopping mall ?] I went only in* shopping Muller [umhum] and shopping Cidade das Flores [umhum] only that [ah yeah] yes [okay this is good so for the first subjects it's okay .]*

Time: **4min 38s**

Words: **300**

Errors: **42**

Subordinate Sentences: **16**

Meeting 5 - Interview 6

[okay/] okay [so/] about Scar [umhum] positive points I think (1) * is very good for the "imagem"* for* Jaraguá do Sul [umhum] and ehm "traz"* [umhum] "cultura"* [umhum] and: negative points I think (2) * is for... *is only for rich people [why?] because I I think (3) ah the shows: and the: (.) "peças de teatro"* are very expensive for... mm not ehm all people can to: * pay [umhum] this* price is very expensive* but *is very (.) "cultural"* [mm] and very big [umhum . do do you know it ?] (.) [do you know eh Scar?] yes {I go} I went there for a "teatro"* [umhum] and: for the: (.)

¹ Sound produced to clean the throat

Proinpes². I think that [ah okay] *because there we- there was a a teacher [umhum] who talk* about: eh: ahm: "como"* speak in "público"* (4) [ah okay] and: I think (5) *is very good the: "estrutura"* [umhum] eh *is very beautiful [umhum] and *is very good for Jaraguá do Sul because: here don't hav-* "não tinha"* [umhum] don't had* [umhum] ah nothing* for for this eh "concertos"* or: "teatros"* (6) [umhum] shows [umhum] but I think (7) *is very expensive the price* [okay . would you have some suggestion so that they could put this prices lower ?] I don't know because ehm Scar: "traz" ehm shows mm "de padrão (.) elevado"* (8) [umhum] and then they: (.) they: they are expensive . only... eh maybe * Scar "trouxesse"* [umhum] other other "tipos de: eventos"* more for the poor [umhum] people but don't* have "haver"* with with Scar [ah yeah] with eh "a imagem"* [ah:] "que ela dá pra gente "* [mm ah okay and eh when y... could you describe Scar to me . how it is ... you say it's big it's beautiful then more details .] "estrutura"* [yes structure] mm I don't* knew* very very good* . I went only twice [umhum] and I went to the: big [umhum] "teatro"* [umhum] who *where eh: where have* [umhum] ahm one thousand [umhum] one thousand of* chairs* . (9) [umhum] and then have* mor- ah one "teatro"* (.) [umhum] now I forgot "pequeno"* . little ? [could be small you want ? yes] small yes and: I don't knew* *very very good* [umhum] because I don't went* only for the big "teatro" * (10) [ah okay] and I don't... then: I see: eh pictures [umhum] in *other room [umhum] who *have* ahm the history for* the "cons- cons- construção"* [umhum] *building the "teatro"* (11) [ah okay and eh that's okay about Scar it's okay our task is over] yes ? [yes]

Time: **4min26s**

Words: **225**

Errors: **62**

Subordinate Sentences: **11**

Meeting 5 - Narration 1

Tom and Jerry was* a* good friends . but one day Tom knew* a: beautiful cat . and: he fall* in love for* for her . then Tom forgot Jerry and to* live* only for the beautiful cat (1). Tom (.) {make} made* all was he can* for the beautiful cat .(2) but: *was another cat who: fall* in love for* the beautiful cat too .(3) and: Tom {want} wanted to do (.) all* different for the other cat for: * to "conquistar"* the beautiful cat .(4) Tom bought a flower but then the other cat bought a: lot of flowers for the beautiful cat . then Tom Tom bought a: perfume . but then the other cat buy* a car {a lot} full of perfume for the beautiful cat . then Tom ah to* spend* {all you-} all his money ah for* to buy for* to bought* a ring for the beautiful cat (5) but the other cat ah the* name was Butch... too* bought a: a ring very very very * beautiful and: much more: ah: much more: expensive . then* Tom: Tom {bu-} bought a car . they* pay* a lot of money for for this car . they* give* her* her* leg and: and made: a lot of "prestações"* (.) only: for: * "agradar"* the beautiful cat .(6) but then Butch appear* with a: big car and expensive* and very very rich* car . then: the beautiful cat get* married with* Butch and Tom stayed* very very sad . then Tom start* to drink to drunk* and: he: don't* had* ah "vontade"* to lived* . then they go at* the: the: the "ferrovia"* and to wait* the train to go (7) for* he died* (8) . and Jerry {/was/} was very sad because her* friend {/was/}

² An event organized by UNERJ aimed at fostering scientific research in the undergraduate courses.

was so so sad .(9) but: he (.) he had or he (.) "achava"* had a a love . but: when he take* the picture of: of his (.) girlfriend (10) he say* the: the mouse who he love*(11) to go with * other mouse (12) eh in a car who* have* "writed"* (13) get married and then he stayed very sad s- and to go* {with Jerry} with Tom sorry (14) and to wait* a tr- a train (15) to: to came* (16) for they* died* (17) because (.) they don't* was very happy in love. (18)

Time: **4min29s**

Words: **343**

Errors: **66**

Subordinate Sentences: **18**

Meeting 5 - Narration 6

One day eh the duck* mother eh wake* up and: {they go to} they* went to: the lagoon and: and "deixou"* her: her egg in the: the "ninho"* . then: Tom became* and to take* the: the egg (1) and to: to leave* in: the kitchen .(2) then they*{want to} wanted to: to fry the the the egg . when he broke the egg (3) ah: (.) ahm "saiu"* a: duck a little duck . then Tom ah: wanted to: to eat the duck . then they they* start* to: to run ehm "atrás"* the: the little duck . then: the little duck: ah go:* go: * in the: in the house for for* Jerry eh for: * "fugir"* of * Tom . then Jerry and the little duck ahm became* to: to escape for* for* Tom . then they run* run* run* run* and Tom was always: beh-: behind "atrás atrás deles"* because Tom want* to eat the duck (4) and the duck: was: "procurando"* her* mother duck . then: when Tom was was with a: "cortador de grama"* . ah run* behind ah the: * Jerry and {the duck} little duck . they: they meeting* the: mother duck . and then the mother take* her son . then the little duck : ahm talk* all* was* Tom make* for for for his* for* he* and for* Jerry (5) . then the mother mother duck (.) ah "chamou"* her husband . then the: * the* husband the father duck ah: to take* {Je-} Tom and: and "encostou-o"* in* a tree and to take* the: "roçador de grama"* (6) and (.) and give* a lesson in* in* Tom. (7)

Time: **2min51s**

Words: **219**

Errors: **54**

Subordinate Sentences: **7**

Meeting 1- Narration 1

The story is Tom and Jerry . Tom is a cat . Jerry is a mouse . Tom was (.) dating (.) for* a: girl cat . and (.) and after a long story Tom was very sad . and Jerry told the story for* us . {is a...}* was a beautiful day and the two was* very * friend* . when Tom saw the: the girl (.) cat (1) eh walking {for the street} on the street (2) and (.) stayed* (.) dating* for her (3) . (.) and after this Tom: Tom made* a* everything to "conquist"* her (4) . eh {she} he he took flower* and {gree-} (.) ring sorry and: she: * spend* a lot of money for* her eh for* to "conquist" her* gir- her* girl cat (5) . but he he had a /rival/ and (.) this /rival/ had a lot of money . so {all the cat} all* the* Tom made* . the another* cat made* more . because he had money (6) . and: finally all* the* To-Tom bought a car to impress her* girl cat (7) . but his /riv-/ /rival/ (.) uhm came (.) with a (.) beautiful car and (.) longer car and (.) girl cat was (.) was go* away with (.) this (.) another* cat and: { they get} they got married . and Tom is... and Tom got sad alone and (.) and he: didn't have money more* . the* Jerry told all st- story (.) for* us and he: said that (8) he had a beautiful girl . and the girl loved him . but... mm and finally . her* girlfriend (.) her* girlfriend: (.) was * another (.) mouse and they (.) got married too . {and} or so the to- the Tom and Jerry {was} were alone and very very sad. the end.

Time: **4min23s**

Words: **247**

Errors: **32**

Subordinate Sentences: **8**

Meeting 1 - Interview 1

[(...)It's about the Shopping Mall Breithaup . do you... how often do you go there?] mm a few and (.) once once a month [mm] last month* [yes] {don't like} I don't like * much [mm why not?] hum (.) because: eh: sometimes *is a lot * of full [umhum] and: I don't like the: some people's person- personality [mm] and: and the: the: place food* [umhum] eh: is is good but eh: when I: I: I go out there: (1) eh smell smell ? [yeah] smell: food . [ah] I (laugh) I don't like this (laugh) [okay . and what about the cinemas ?] cinemas ? [umhum] yes I like * but (.) eh * a long time I don't * I don't go* there . two three months . [yeah] yes [mm] because the the films [umhum] too*(2) . [aham] but mm the * last {week} [umhum] eh weekend on Saturday {I} my boyfriend and I eh went there [mm] to eat . [ah yes] (laugh) [ah okay . and do you do you like the Big Bowling ?] yes I like * but I don't go [no] no no [why not ?] because I don't like mm the s-/style/* music (3) [mm] some some music yes but: eh: (.) we my boyfriend and I (.) eh usually stay home [umhum] because we like this (4) [umhum] to watch TV: eh to go out with my mother (5) [mm] because generally generally mm his her* eh: stay* alone with us . (6) [ah okay] because my father travel* a lot (7) [ah okay] and this [okay and eh the supermarket?] uhm (.) this I like . [yeah] eh but eh the supermarket on in the shopping [umhum] I don't go * . eh we go * the

Supermarket Breithaupt* [umhum] at Barra do Rio Cerro¹ [ah yeah] w- {when} where I live.(8) [ah okay good . and ah the shopping mall- shops the stores in the the the Shopping Mall ?] (.) I think that (9) I never bought that* [yeah ? why not ?] humpf (.) (XXX) well eh: I usually bought* in the same place . [umhum] at Marisol because I work there . (10) [umhum] eh: at* store at the Barra do Rio Cerro . [umhum] mm and the shopping... (.) eh that I never [yeah] because I don't like *mm and * attention [umhum] never attention (.) "chamou atenção"* [umhum] with* me . [ah okay . ah good . if you could eh eh mm point out some negative characteristics of the the Shopping Mall ?] negative ? [yeah] humpf (.) small [umhum] I think . [umhum] because eh we: walk [mm] in fif- five minutes (laugh) I know I know all * . eh small: humpf humpf (c) the store: I think (11) mm * a little impolite [ah yeah ?] yes and I think that (12) they eh look for appearance . [mm]I think . because I I obs- observe it (13) [umhum] they made or they did* with* *another* people .(14)

Time: **4min45s**

Words: **291**

Errors: **35**

Subordinate Sentences: **14**

The following excerpt was not analysed:

[ah okay] im- impolite [umhum] small humph (.) a li- eh little (.) mm "opções" [umhum] of [] food (.) (XXX) could be more humph cinemas . [umhum] (.) good? [positive?] Positive [positive] positive hum positive aham (.) they it offered offer offer offer ? eh options [umhum] for the different peoples . [umhum] eh people eh that I like a lot [umhum] eh this the "choperia" [yes] "choperia" [okay] eh the stay and very very good well well the different place to to Jaraguá do Sul option to go out [yes have you been to another shopping mall in Joinville or Blumenau or another city?] yes I like a lot of shopping in in Blumenau [umhum] Neumarket [umhum] and shopping Müller . [umhum] but short shop- shopping Müller I don't go a lot [mm] one a while [yes good] and my sister live at Ponta Grossa PR [aham] and there there are there is there are eh two shopping mall [umhum] and one a new a new and very very good [umhum] is twice twice time two time [umhum] in that Jaraguá do Sul. [okay you see . that's the point (...)] many thanks

Meeting 5 - Interview 1

[so what can you tell me about the Shopping Mall Breithaupt ?] Shopping Mall Breithaupt [yes] well eh I like the Shopping Mall but I I don't go: so [umhum] there . eh: sometimes I I go to eat [umhum] because I like the: the local of food (1) [umhum] and the "chopp"- "choperia"* [okay yes .] eh the "choperia"* I like* very much [mm] and the local* is very good is: eh: funny and eh the "chopp" is very good (laugh) and so . the: stores stores? [umhum] I I think that *(2) beautiful but I I think that (3) I I never I never bought* there [no] no I don't like eh * bought * in the shopping [umhum] shopping mall [umhum] I like to: to{to bought} to to buy yeah ah eh * stores on the streets [umhum] but the shopping* I don't like. [why not] I don't know I don't like * I... maybe I think*

¹ a neighborhood in Jaraguá do Sul

that (4) it is very expensive [umhum] I think but I didn't go there to: * to ask how much (5) but I I don't like* [okay . and what about the the cinemas ?] ah cinemas . ehm (.) c- I I I I went eh a lot of a lot of time* [umhum] but mm a* two two three months *that I I didn't go* . [umhum] but I think (6) that's good because * the cu- cult- culture [umhum] because the culture and eh: and * very very good (7) [umhum eh the Big Bowling do you like it ?] Big Bowling ? [umhum] I like* but I: I don't go eh a lot [umhum] because the: (.) eh my boyfriend and me eh usually stay at home (8) [mm] at home {"ou"} or to* go: to* go out eh to eat [umhum] and: snack * bar [umhum] and this .(9) [okay . and the the restaurants] the restaurants the: Sam- Samuara [umhum] I think (10) * is very good and the: "mini-calzoni" [umhum] and the: Chinese food [umhum] is very good [umhum] and the: "choperia" [ah okay . and wha- what about the negative points you see in the shopping mall . do you see any negative point?] negative? [umhum] uhm the (.) smell [okay] smell eh when eh we go we go out shopping . because when when we we are eh eating [umhum] and the smell of place* of food [mm] yes in the clothes and the air [ah yeah ?] yes [ah gosh] every* [mm . what else?] humpf (.) [and positive?] positive [umhum] I think that (11) the place... eh (.)* eh family to to walk [umhum] and eh "agradável"* the place "agradável" [umhum] and: (.) oh my God (.) so [only that] only that [and and the new bar?] new bar ? [yes there is a new bar there] (.) I don't understand [the new bar there is there . there's a new bar there yeah?] yes the "choperia" [yes yes] yes [have you gone there?] yes I: I went ahm last Friday [mm] [How/] I [How was it ?] I think that (12) *very good [yeah] very very good . [mm] I like this this eh place and eh that eh have* music and: and "aperitivos"* (13) [umhum] and "chopp" [okay] so [and do you have any suggestion to improve the shopping mall Breithaupt?] Suggestion? [umhum] I:I think that (14) eh: to * be (.) or to* have {another} (.) another* place* ... eh I don't know the the word (.) mm place to: "divertir"* [ah okay] "atrativos"* [okay] other "atrativos" * [okay . that's good]

Time: **5min16s**

Words: **344**

Errors: **39**

Subordinate Sentences: **14**

Meeting 5 - Interview 6

[What can you tell me about Scar then] okay eh I think (1)that * eh a good place eh (.) because* the cu- culture [umhum] and: the family: {visited} visit eh: this and:... but I: I think (2) that the price of the: (.) "entrada"* [okay] I forgot the the word eh: sometimes * very expensive* [mm . okay] and eh last last eh: week [umhum] I: I and my cousin eh went to: see: the: (.) (c) "casal aberto mas nem tanto" [okay] and I like it very much . [umhum] eh the price is very good because the... * was eight but eh: s- eh "estudante"* [umhum] eh: paid four four four yes [only four ?] only four yes . but sometimes the: (.) the: (.) the "peça" * [umhum] eh wa- was eh: fi- fifty fifty I'm sorry twenty five twenty seven . I think (3) that eh: some people in Jaraguá do Sul eh: don't have money to pay [mm] for for this .

(4) [umhum] I think ten eh twelve [umhum] until* fifteen . [uhum] but I know that (5) eh they [umhum] they need the money too [umhum] but sometimes * very expensive [m] I think * the* negative point . [ah okay . positive ?] positive [umhum] eh (.) the local [umhum] to: (.) to to product* [umhum] a* ev- ev- event [okay] and: the: "formatura"* [umhum] (c) and the theater [umhum] yes is positive to* culture in Jaraguá do Sul . [do you know that they offer courses for the the community ? courses dancing and /] no [no ?] no [okay . and what about the the the place for parking the cars ?] oh this * eh not very good because {the} (c) and {when} eh where eh: do* you have eh * put your car eh {there are} there is a: "subida"* [umhum] and... (.) {I know I I have} I think (6) that * not good . [umhum okay . do you have any suggestion to improve the the Scar ?] eh I think (7) that eh: the: (.) "prefeitura"* [umhum] I don't... I forget* the "prefeitura"* eh: to* help sometimes eh [uhum] {her her} eh them* . because the: * our "prefeitura" eh seem- sometimes don't* help the cu- culture [umhum] in our city [umhum] I think I see . [umhum] then the: parking lot will* be better . [umhum] but the place [umhum] I think (8) that *very good . [okay umhum] *is very comfor- comfortable [umhum] and: the: "ambiente"* [umhum] is good. [ah okay . can you can you you tell about the last play you watched you watched there ?]ah [can you tell me something ?] yes the "Casal aberto mas nem tanto? [yes hum] eh the: the "peça"* [umhum] eh was very good because eh: * talking* about a couple and eh the man {want} wanted eh: to go out with another wo-women [umhum] and eh to to have another: girlfriend (9) but eh: {he} the wife eh didn't {didn't can} eh: can't oh the wife can't [umhum] because he he can but {he} eh she can't . (laugh) when eh she eh thought [umhum] eh * another boyfriend [umhum] and he {don't like} didn't like * and died no eh died* your* eh her* "heself"* "heself"*? [himself?] "suicídio"* [ah eh] yes [ah okay] because didn't* eh "aguentou" * . [okay that's good]

Time: **5min29s**

Words: **322**

Errors: **45**

Subordinate Sentences: **9**

Meeting 5 - Narration 1

The sad /story/ of Tom . Tom was very sad because eh because eh {she} he fall* in love for* ehm a cat (.) female* (1) and: he suffered a lot because * her . Tom lo- eh: Tom loved her very much . {but she} {but he} eh mm not... but she wasn't* love his* . she liked eh the the rich cat * name is Butch . Tom made* a lot of things to "conquist"* the cat (2) . and Tom: taked* the flowers eh spend* eh eh spend* his money all his money (3) to buy a ring (4) and to buy a car: (5) but she (.) she d- she didn't like his . and finally she: she married with* the* {But} Butch that * the cat * had a lot of money and: she: went* go out eh: with the Butch . and Tom s- {"e" Tom} and Tom got very very sad . Jerry tried eh: to do* the cat happy but: he: didn't (.) didn't mm didn't get* . and finally Tom* lost {her her gir-} eh his girl- girlfriend because eh she eh: went (.) {go out} eh

Transcriptions data
Dialogic Group
Participant: I08

5 / 5

went out with another eh: mouse too . (6) and Tom and Jerry {is} eh got together* sad.*

Time: **2min28s**
Words: **166**
Errors: **22**
Subordinate Sentences:**6**

Meeting 6 - Narration 6

The second /story/ Tom and Jerry and a little duck . eh once upon a time a duck... eh: she was (.) taked* of her little baby duck and Tom robbed* the duck and: he left oh sorry he: {he take} he took eh the the little duck to: * house for* house and he: eh wanted to eat {the duck} the little duck . he tried a lot of thing* to: to kill to ki- to killer* (.) the duck .(1) but the... but Jerry helped the little duck to... (.) help the little duck eh for* the ca- for* the* Tom . eh: then (.) they: "fugiram"* a lot of things and they t-they {/tried/} tried eh: to: (.) "esconder-se"* of* Tom but Tom not (.) not: "desistiu"* . and Tom tried ehm all the* things to: to eat the: duck (2) but finally eh: the mother of * duck (.) eh: eh: "fighted"* eh with the* Tom and: she: {call} called the* her husband to fight with Tom . (3) her husband to "aplic"* eh: a lesson in* Tom and: and finally the mother with the* her little duck and with the: the* Jerry was swimming on: the lake . the end bye bye .

Time: **2min33s**
Words: **171**
Errors: **22**
Subordinate Sentences: **3**

Meeting 1 – Interview 1

[...today is about the Shopping Mall Breithaupt. do- I think you know it yeah?] *sim*
[yeah but in English okay? How often-] yes [how often do you go there/] (laugh) mm (.)
“frequência”* [umhum] (.) ah “ainda não sei pouco” * [mm okay umhum and what do
you like the most there ? which is your favourite place there?] (.)* "cinema" [ah yeah]
mm [uhm and what eh about he supermarket do you like it?] {"sim"} yes yes [umhum
why?] why* is* necessary [mm] I buy [umhum] * there [umhum] now [umhum okay
and the stores ? do you like the stores there ?] (.) yes [yeah] (.) I: (.) I no* go very
much [umhum why not] eh * expensive ? [umhum mm and eh the restaurants ?] ye-
ahm (.) I: I go [umhum] ahm (.) "quando"* (.) eh "quando"* "quando"* I (.) no want
eh* do* lunch [ah yeah (laugh) okay. when when does it happen ? which day of the
week ?] mm (.) "não"¹* [ah when you go there ?] ah last week- last weekend [ah yeah]
umhum [mm and eh: do you like to go to the cinema ?] very very* [ah yeah] umhum
[what about your children ? do they like? I think... do you have children ?] no [ah no]
no no [are you married?] no [ah you're not married . I thought you were married !] I *
married but not * children [ah no you don't have children .] no I don't have children
[would you like to have ?] yes [ah yeah] eh before* eh * course [ah okay . you're
waiting . that's good . and eh do you know other shopping malls ?] "Si-" yes [where]
Joinville [umhum] uhm I first * shopping I: “conheci” * [umhum] is* * São Paulo [ah:
] and eh after I go* * Jaraguá do Sul city eh: here don't have* shopping [umhum okay
good and now we have yes?] yes [uhm and what are the positive points you see in our
shopping mall ?] (.) I I positive? [umhum] in my opinion [umhum] eh only * cinema
[ah yeah?] mm [why do you think that ?] eh (.) eh * store [umhum] * expens- eh
expensive? [yes] eh oh/ no eh* restaurants is* [umhum] is* very eh:... I like: eh
"passear"* [okay] eh: * my husband [umhum] eh because Jaraguá do Sul no* have
very* place* [umhum] for* "passeio"* [okay good . and eh positive points ? I-I/]
positive? [neg-negative] negative? [in the shopping mall .] (.) I don't see negative
points [no] no . eh (.) I think (.) negative [yes] (.) only eh (.) peoples* eh (.)
"consumista"* [umhum okay] "ma-" but * not my life [ah okay] understand* ?

Time: **4min56s**

Words: **120**

Errors: **43**

Subordinate Sentences: **zero**

The following excerpt was not analysed

[yes I understand you] (laugh) [okay course course . eh do you know Big Bowling?] no [ah you don't
no eh (.) not (.) not made make [umhum] my "tipo" (laugh) [ah okay and eh let me see if you could give
suggestion to improve- to make the shopping better what would you say?] mm more exposition [mm]
draw [umhum] eh eh "artes"/ [umhum] how do you say artes? [arts] arts e: more cultura cultura? [okay]
cultura [anything else?] (.) oh no [no anything else do you want to to... do you have any other
suggestion] for shopping? [yeah] "só essa" [okay] (laugh) [that's good].

¹ The participant signfaced that she was not able to understand the question.

Meeting 1 – Narration 1

Tom and Jerry i- was* very *friends . and today Tom Tom found one* girl . but she eh don't* want* know about Tom . she want* eh (.) /*rich/ man eh /rich/ cat /rich/ cat and: Tom (.) Tom eh: Tom have* (.) Tom (.) "faz"* eh all* things for* (.) "conquistar"* your* girl . but: /*rich/ cat have:* more con- condi- conditions ? conditions eh: for: * wi- win ? for* for* win . and today eh the: girl girls eh married with* ri- /rich/ mous- eh cat . and so Tom eh start* drink* . Tom think* in *in died* but: {he- her-} his friend eh: Jerry help* . and so (.) eh (.) so eh: Jerry love* eh: one: me- mouse mouse eh: but: eh: she *too *not want Jerry . so Jerry and Tom finish* "caem"* eh "consolando"* *other . finish* .

Time: **2min37s**

Words:**103**

Errors: **33**

Subordinate Sentences: **zero**

Meeting 5 – Interview 1

[okay . so you can start . so d- do you know Shopping Mall Breithaupt yes ?] yes [how often do you go there ?] mm "ra- rary rara-"*... [okay] aham I like * go to shopping* I I like very much * see movie* . [ah okay] but I I don't have time . [ah yeah (laugh) okay]eh I [what else do you like there?] movie [umhum] cinema [umhum] I I have lunch [umhum] {for} eh with my husband my friend [umhum] "prace aliment"* "né"* [yes yes] umhum place* food* [okay and what about the Big Bowling, do you know it?] ah I don't eh I don't go to* "lá"* [to there] umhum [okay and what about the prices they they have at the shopping mall ? do you think it is good ?] mm yes [yeah] umhum [the stores ? what can you tell me about the stores ?] ah eh: expensive [yeah?] yes eh: I I no* buy [umhum] "lá" eh that [ah okay why not?] * expen- expensive [umhum okay . but the quality ? do you think they have good products ?] good [yeah?] umhum [mm and eh: eh: eh what positive points do you see there ?] (.) ah I think (1)* is * point* [umhum] for: * meet* [umhum] eh: peoples* [umhum] eh because here in* Jaraguá [umhum] don't* have pointing meet* (2) [umhum] eh only *shopping* . [ah okay . and do you see any negative point in the sopping mall ?] no {I no see} I don't see* [no?] no [what about the supermarket?] ah I like [umhum] * time eh (.) eh mm (.) eh they work more* eh time [mm] "facilite"²* [ah okay] I like * [do you usually buy there ?] ye- yes [yes] yes [and eh do you have any suggestion to to improve... to make the the shopping mall better ?] I suggestion ? * [yeah] eh I like * see [umhum] movies eh and "como é que"* don't have here [umhum for example] for example eh John English . I: ... * Joinville [umhum] eh: "já tinha há bem mais tempo demorou"* [ah okay which which film?] John English others too [ah yeah ?] umhum [which was the last film you saw there ?] mm eh Procurando eh Nemo [did you like it ?] * very good [what was the story about ?] eh fish ?[umhum] "peixe"* [umhum] fish ? [umhum] eh father fish [umhum] eh look* for eh: * son fish [ah yeah] * is is very good

[yeah?] mm [isn't it for children] eh children? *is yes (laugh) I like [ah yes] cartoon*
yes I like* very* .

Time: **4min17s**
Words: **131**
Errors: **43**
Subordinate Sentences: **2**

*The next excerpt was not analysed:
[ah yeah?] mm [okay so this is the first part of our talking...]*

Meeting 5 – Interview 6

[so what do you know about SCAR?] I... about SCAR... (.) I (.) I think (1) * is very important [umhum] eh "valoriza"* [umhum] ah "cultura"* [umhum] I: I believe (2)eh: people [umhum] eh had* look* eh had* look* for more eh play* "teatro"* [umhum] I like* . [mm okay eh have you ever been there?] have ? * [did you go there any time?] uh eh * play [ah] Divina Providência [ah okay okay . for the theater for the play . oh okay eh whi-... you said it was important okay for culture] culture [for the city] yes [yes] aham [these are positive points . do you see any other positive point ?] other* [umhum] (.) eh mm "o"* place [umhum] eh (.)* meeting eh "reuniões formaturas"* [mmm okay . what else ?] mm (.) I don't [you don't know] I don't know [and negative points you see there] ah I don't see negative points [yeah?] no [mm w- what about the the the the places for parking the cars there ? do you think it's okay?] Ah no* no okay (laugh) [why not] ah *is (.) mm small and [ah yeah] no eh "mal organizado"* [mm why you say that ?] start * {"acho que ele"} eh I think (3) they no: * work in: * placing [mm] placing [for parking] eh [the the cars] aham [ah okay this is a negative point okay?] yes [what about the prices they charge?] prices ? [umhum they charge . that you have to pay for the theater or for a show]ah "trocar?" * [no no "que eles cobram" . the prices they charge .] ah *expen- eh expensive [yeah do you think?/] yes [yeah] yes [umhum] ahm more* people no* "não tem condições"* . [mm] they eh they have eh: "promover"* [umhum] eh "pra que"* for "mai-" more people [umhum] "pudessem ir"* [mm eh and what could they do for more people to go ? Just eh low prices ? or what else ?](.) [you don't understand?] mm mm [okay . another question] mm [okay so what are your suggestions for promoting eh that more people can go to the theater?] mm "promo promov"* ah *advertise yes [umhum] eh mm (.) in: * company [umhum] * school [mm] and eh "bilhetes* mai-" more eh ex- eh "mais baratos"* [umhum okay . eh: can you eh tell me about the the story you saw the play the children did there at SCAR ? the story ?] " bom sim"* eh little merm mermed*? [mermaid] mermaid [okay] mm Ariel [umhum] I- was eh little mermaid m[umhum mermaid] * daughter eh * queen Tristão [umhum] and life* in the {"ma-"} in the sea [umhum] and she have* eh legs[umhum] because she love* one man (4) [umhum] e: Ariel eh changed [umhum] your* voice [umhum] eh "por" * for * "por" * eh one* eh legs [mm was that the story ?] yes .

Time: **4min56s**
Words: **113**
Errors: **48**
Subordinate Sentences: **4**

Meeting 5 - Narration 1

It is a story * one* cat . his name is Tom . Tom have* one {"bom"} one good friend . his name is Jerry . one day Tom * love* one* girl . and his* eh make* eh all* for * girl love you* (1) . but * girl want* eh want* money . Tom buy* for her* one beautiful ring but one man* mi- millionaire buy* for you* one* ring* more more expensive . Tom buy* for her one car* . but one man* /rich/ buy* for her one limousine* . Tom was eh very sad because * girl don't* want eh: he*(2) . Tom start* drink* . Tom ah think* (3) in: * died* . ahm * girl married with* *man *millionaire . Jerry think* (4) eh it* not happening with * him . but one day her* girl ahm married * other mouse . It is a story* the* one cat and one mouse. the end.

Time: **2min27s**

Words: **122**

Errors: **45**

Subordinate Sentences: **4**

Meeting 5 – Narration 6

mother /duck/ eh (.) "esperava" one* son . but one day ahm (.) one cat (.) "roubou"* eh: her son . ahm the cat put ahm * son eh in one... (.) he he want: * * eat: * duck but * duck run* in: * (.) * meet* ah a house: * mouse: . * mouse help* eh * duck . they run ahm for* all * house in ahm they break* all *house . eh *mouse and the duck ahm look for ahm* mother duck and in * cat run* ahm "atrás"* they* . ahm {mama} * mother duck eh: see* *cat run in mother duck (1) eh (.) the duck (.) mother duck eh: be* eh: "furiosa"* . mother duck eh: say* * ahm * father duck . father duck is strong . father duck ahm run* eh: "atrás de" cat and ahm mother duck * duck son swim in the /lake/ . and *mouse ahm be* ehm * friend * the family . the end.

Time: **2min59s**

Words: **99**

Errors: **41**

Subordinate Sentences: **1**

Meeting 1 – Interview 1

*[Today the subject is about shopping okay ? mainly shopping Breithaupt . Shopping Mall Breithaupt .] speak mm [yes do you know Shopping Mall Breithaupt ?] yes [how often do you go there ?] ahm: mon- two weeks * two mm "no caso mm como é que eu vou dizer" * (.) I go [umhum] two two "duas vezes por semana"* [yes] two weeks* "às vezes..."* (.) tá ." * [okay . no problem . and ehm w-what do you do there?] (.) * the shopping *? [yeah in the shopping mall .] I meet ahm I I go I went* eh* "cinema"* [umhum] and: (.) ice-cream* [ah] I eat ice cream [ah okay] I love it ! (laugh) and (.) "compras"* [umhum how do you say that ?] yes mm [just just that ?]¹ just that [okay and eh which positive points do you see in our Shopping Mall ?] mm (.) {diversion² } no * is a* (.) /entertainment/ [ah okay] * is very very... mm the point is* (.) positive . [umhum what else ?] mm (.) the* talk of* friends [uhm:] and a (.) dancing [ah !] Big Bowling [do you know the Big Bowling ?] yes [do you like it ?] ah mm yes very much [yeah] ahãm and a (c) mm and walk [ah yeah] yes [and what about the the the stores ?] stores [yes] uhm (.) what's the meaning of... ? [where they eh sell clothes shoes...] oh yes . I: I like* [umhum] *is: that [umhum] and (.) [yeah ?] ahm "comprar"* [umhum] ah: the clothes in shopping Breithaupt [umhum] or ahm * Nagushi Alber- Al-Albert [umhum] and Status [do you buy there ?] yes [yeah] yes [mm] but eh * month ago I don't* is* mm mean* "dinheiro"* [ah okay] I don't have money (laugh) *is very expensive [ah:] *is very expensive . [What is expensive ?] ehm the shoes and uhm a * clothes [yeah] for* uhm the clothes by* night [umhum] is* very very expensive [ah okay] and but mm *is very "si sien"³ * {"cem reais"} [umhum] one hundred reals . [umhum] ahm *is very very expensive . [ah okay and what about the supermarket ?] * Supermarket is very cheap [yeah?] is cheap umh because I and my mother ahm we ago* * Amigão Supermarket [umhum] but Breithaupt and Amigão is* very: "parecidos"* [okay] mm *is a: price [okay good . and eh (.) I I asked you about negative points yes ? or positive ?] positive [okay . so and negative ? what do you see there as negative ?] A negative point * the * Shopping Breithaupt ahm is a* localization [umhum] eh they* [umhum] eh big big shopping [umhum] mm but * price * "de terreno"* [umhum] is not cheap [ah okay] because eh* three three "andars"* [umhum] "andares"* .*

Time: **5min04 s**

Words: **175**

Errors: **53**

Subordinate Sentences: **zero**

The following excerpt was not analysed:

I and I I see [umhum] "eu vi" mm and the "crescimento" [umhum okay] the shopping Breithaupt [ah okay] because eh I I believe [umhum] is a four five the "andars" [mm] I believe [okay] "podia ser maior" [ah: this is your idea] "isto" [good . great . Have you been to another shopping mall as mm in Joinville or in Florianópolis ?] No [no?] No [you] I don't walk [no] no [you you only know] I never [you only know eh Breithaupt] Yes [oh okay okay] I is I listen [umhum] mm I listen I listen talking the Shopping Muller [umhum] Beira Mar [umhum] shopping das Flores [umhum] [What you listen about that?] the very good [oh] "Muito bom" [ah] "muito bem" [mm great . that's good .]

Meeting 1 – Narration 1

¹ Here I noticed she seemed uncomfortable so I decided to cut the sub-issue and go on talking about the main subject.

² Spanish word

³ Spanish word

a love story. the mouse and the cat is * very* friend* . and one day the cat and* loved* (.) so (.) the cat is very very * love . he is... (.) ãhm (.) fo- forget* the mouse (.) your* friend (.) because * is a cat . but a love* cat (.) th- the* Tom is* another* loved* . {his} she ahm love* is* Butch . and Tom I* don't* accept (.) that . Tom (.) did buy* (.) brings* clothes perfumes and: flowers (.) by* * loved* (.) ignored this . she ãhm remember* only Butch * is very very rich (1) . and Jerry your* friend Tom I forget I don't I don't talk* by* Tom (.) uh: the the cat love* is* a no* really* (.) loved* by Tom mm (.) and Tom * tired . eh he ahm (.) a* cry* * the cat . (.) and Jerry are* not (.) /lived/* Tom . (.) Jerry though (.) li- likes* his* eh story* by* Tom . because * is * very very wonderful story (.) of the loves "amours"* ahan a love stories* . (.) Jerry though discovery* by* (.) her* (.) girlfriend and * not {love is} loved* it* . {e:} and and he (.) saw (.) your* (.) her* girlfriend married (.) or (.) or * other {house} mouse . {and two} and Tom and Jerry is* very very melancholic (c) . because this* girlfriends (.) * nothing (.) and (.) the end.

Time: **5min45s**

Words: **179**

Errors: **59**

Subordinate Sentences: **1**

Meeting 5 – Interview 1

*[Remember that Shopping Mall Breithaupt was our last... our first eh: subject ?] Yes [What do you see as positive in our Shopping Mall?] * is a positive * is a: a: a* time [umhum] * is a closed* the: the shop* [umhum] ahm I * because ahm "quando"* [umhum] ahm we a* buy [umhum] in the shopping mall in* [umhum] I: * only* ahm very ti- very* times [umhum] "muitos horários"* [umhum] but... to ahm buy an* clothes and the shoes and the ahm food [umhum] really* . [umhum] and I * very good [yes] * is a... * [okay . so you said... you talked about a positive point that is the time yes ?]Yes [can you remember of another one another point another positive point?] I I think that (1) * is I* the first cinema * ah [mm] * is* I like cinema [umhum] and I: (.) so . [yeah and negative points ? what do you see there as negative ?] (.) negative point [umhum] (.) mm I don't remember a negative point [no] No I:... [umhum . what about the stores for example ?] stores? [yes] is* a* shops? [umhum] I* stores ! * yes ! I* * is a very good . * I* stores is... * * I buy [umhum] is* the clothes [umhum] and shoes . [umhum] I'd* like [umhum] but a negative point is a* price [mm] * is a very: a /high/ price* . I: I* negative point is a... [mm the price . okay and in the... the restaurant ? what about the restaurants they have there ?] the restaurants is* a* very good [umhum] I today I I I eat [umhum] in a restaurant in * shopping * . [umhum] I liked it* a* restaurant is a* Samuara [umhum] mini-calzone [umhum] eh "e:" * anothers* . [why do you like it ?] mm (.) because * is I* very fast [umhum] a:* food* [mm] but and* you eh "chega"* [umhum] and a* food is (.) "lá"* . [mm] * is a very fast * eat* in the: in the... * after a: * work [ah okay . and what about eh what about the cinema ?] (.) ah "cinema" [umhum] is a I* very interesting* [umhum] because * is I: I: I think (2) that * is a: "diversão"* [umhum] * is a: (.) "descontração" * [umhum] and I: (.) "encontrar"* the friends [ah okay . and what about the price of the cinema ?*

do you think it is fair ?] * is a very :high the price* [umhum] but I: * the price* "acessível"* [ah yeah?] because * is I eh: * "carteirinha de estudante" * [umhum] * is a (.) "metade do preço"* [ah okay] my* I like it* the /price/ in cinema [okay . that's okay . it's enough for today .]

Time: **4min.18s**
Words: **213**
Errors: **83**
Subordinate Sentences: **2**

Meeting 5 – Interview 6

A Scar [umhum] is a: very* patrimony* cultural* "patrimônio cultural"* [umhum] because is* I: I think (1) that a: mm (.) theaters [umhum] and: shows [umhum] and I* {grou-} ahm folkloric group [umhum] * is* a: * very: interesting [umhum] I... she* is a: (.) monument [umhum] to a: * Jaraguá city [mm]my: I like* very* Scar [umhum] mm I: I like * a: a: a: see an* the- theat- {"teatros"} [umhum] theaters and ahm shows and I: * uhm a very* things * a: ahm a Scar * . [ah: okay . and you said it was very important for the city okay ?] yes [in in sum . and eh do you see any negative point at Scar ?] Scar? [yes] Negative point at Scar as* a: * a time * and a "construcción"* [yeah] "constru constrution"* [umhum] a ahm a building* [umhum] I ahm (.) * "levou"* [umhum] ten years [ah okay] {"para"} to a* build in a* towers (2) [umhum] I ve- I* negative points I* Scar [umhum] some* . [no ? do you know they have courses eh: for dancing for eh: who wants to learn how to sing . how to dance . how to act in a: play . do you know that?] Yes [yeah] anham [umhum] I: I think that (3) * is a: a eh a very multi [umhum] cult- eh * mistake [umhum] "cultura"* . I * very important [umhum] I* to* Jaraguá do Sul [umhum] I: I dancing* [umhum] in a Scar jazz "contemporâneo"* [ah yeah ?!] yes but I: I: now* [umhum] is* not [umhum] ahm because I * one problem is: * and I: "não podia mais"* [ah okay . and do you have any suggestion to improve Scar ?] (.) the Scar [umhum] is* a: very interesting mm (.) "grade (.) de apresentações" * [umhum] but I don't mm I do* nothing* suggesting * a: mm a* Scar: now [ah okay . what about the prices ? do you think they charge a: a good price for the shows ? for the plays ?] yes a good price [yeah] and mm * depends* [umhum] I * shows [umhum] * it's * here [umhum] e: but I /variable/* a price* [mm] and* a * three "real" the* three "reais" [umhum] "aos até"* [umhum] to ahm twenty [mm] "re- reais" or twenty-five "rea-" [umhum] twenty five "reais"[umhum] . I I * * a goo- good price[umhum] I think that . [umhum] [and the place for parking the cars . do you think it is good?] yes . [yeah] I * parking the car is {a plac-} the price is the* good because I* one hour one hour/ [no no no . parking the car there at Scar] there there ah yes . ah Scar * I: * very short parking [mm] I:* I:* "quando"⁴* (.) "quando"* [umhum] I:* "o: show"* [umhum] is a* big [umhum] * is a not * eh: * is "es-" parking [umhum] by* a: * "estacionar"* [umhum] * car . [umhum] I like* is a (.) "como: eh também"* [umhum] "um"* the point negative* [ah yeah] I remember . [umhum okay . so about Scar is that.]

⁴ the participant asked me how to say “quando” (she whispered the question)

Time: **5min13s**
Words: **234**
Errors: **87**
Subordinate Sentences: **3**

Meeting 5 - Narration 1

Poor Tom . Tom is a cat a* love* . (.) * cat* love* is* the: girl: cat . she is* a* liked Butch . I* don't* like {is a cat} is* a* Tom . (.) Tom is a: (.) cat* very: (.) dedicated . but a* dedicated* is a* another (.) difference* {for} to* a woman cat (.) mm Tom is a:... * they a: * (.) /live/* to * ah a (.) stay in* the woman cat . but she* woman cat I* don't * like is* a Tom . and (.) and he is* a* very* (.) ss- (.) very* like* a* woman {girl} (.) cat . * is the love* love a cat* . but she I* don't* not* a* love Tom . and your: * friend Jerry is a... no no is a... hanham lovely* the woman cat . but Tom I* don't* listening* * a: * Jerry . (.) the woman cat is* the* marriage* with: * Butch . and and Tom is* stay* a* very: "triste"* . (.) but Jerry I* don't*: (.) "pensava"* is* the girl (.) mouse the girl mouse is* the* lovely* only only he* . but I* don't* is* really * . (.) she: is a* married is* with* a /rival/ . (c) * is a* two friend* is* a* very very "tristes".*

Time: **3min.20s**
Words: **169**
Errors: **77**
Subordinate Sentences: **zero**

Meeting 5 – Narration 6

The champion of tennis . Ahm (.) the* Tom is a rival and the /champion/ of tennis . * is the finally* of * "campeonato"* . and Jerry is the (.) ahm friend of ahm Tom . (.) but Jerry I * don't* like is* a* ... but Tom is* a* don't* like Jerry . is* the* Tom is* ah (.) "obrigar"* is* Jerry ah a (.) bri- a "carregar"* the sales* (.) ah racket (.) and full* (.) balls* is* of tennis . but Jerry is* a good idea . Tom and the /rival/ is* a* play tennis* . is* a* start play tennis . and Jerry * is* a* "ahoo" (.) good idea is* Tom and the: ball of the "bomba"* . is* a* (.) Tom (.) and* play* to * rival on* to* "boom" * . but Jerry is* (.) I* * /rival/* friend . too . and as the ball ah fell* {to Jer-} to* Tom . and yes I* play* to: * Tom and I* (.) and* mm "bateu"* in* Tom . * very (.) down* (.) "cair"* . (.) so and Tom and /rival/ is* a* "punir"* is* Jerry . because* is a toy to: Tom and rivals* .(1) Jerry is* a* (.) "engoliu"* one ball and Tom and /rival/ is* a* play with Jerry . and go: * to: right and go to left and: left and (.) very* (.) very* sometimes* . (.) and (.) and (.) when then* with* Jerry (.) and* "fazer"* two cats the* "brigar"* . the cats with* "brigar" and ah "esqueceram"* a* forgot {"isto"} is* Jerry and Jerry as* a: * (.) champion of the: "campeonato"* of Tennis (c) . * is* the applause* of* Jerry.

Time: **4min03s**
Words: **203**
Errors: **89**
Subordinate Sentences: **1**

Meeting 1 – Narration 1

This is a story about a cat and mouse . they are friends . they are all together . they're (.) always (.) doing (.) things (.) one (.) with * other . they they are drinking (.) a: juice (.) in a club (.) besides the swimming pool when suddenly the cat {see} sees a: very beautiful female cat .(1) and then he* heart he heart breaks for for she* . and all the friendship between the cat and the mouse (.) has turned into: a love (.) a passion (.) from the male cat to the female (.) cat (.) . the mouse tried to: show him that: (.) that kind of feeling (.) will not (.) will not be good from* from him . (2) but he: don't* mind * . every (.) thing that the mouse told him every (.) everything {that mouse} that the mouse try to do (.) try to show to the cat (.) he doesn't matter* . and: (.) he started to: (.) to try to be: the boyfriend: of the (.) the female cat (3) but he* was just using him to: to have (.) pleasure (4) and: always his friend the mouse try to persuade him to: leave the ca- the that girl, that cat girl . (5) and:... but he he wouldn't see . he was blind because he was * love (6) he was... (.) {he'll-} he can't believe that the (.) the so beautiful * cat (.) wouldn't love (7) . but he (.) is not alone . there is another a rich man a rich male cat that start* to: try to date {him} her too .(8) and then all all that rests for the poor cat (9) is a: nightmare . he tried to give hi- to to his to his girl (.) some presents perfumes but (.) she don- don't* mind* because the rich cat gives her more much more . (10) and of course she'll (.) stay with the rich cat . but he can't believe* and then he try* to to buy her a ring . and he: expend* all his economies* to buy that ring . (.) with a {little} small diamond (11) and then she show* {her} him the present from the rich cat . a* enormous diamond in a ring . and then {his hat shot} his last shot he he need* to buy a car to impress her . (12) and then he goes to a (.) to a garage and expend... * expend* no // because he don't* have more money to expend* . (13) he sell* his leg he sell* his life for* buy* car . a very old car . (14) and then he tried goes* to to catch the girl to (.) to show... (15) to impress her (16) . but when he wa- he was arriving in front of her house . (17) the rich cat came with a enormous limousine and then (.) what what rests for him {just drunk} just drink and drink (18) and his life is empty of of sense . he don't* care about anything anymore . and his his friend mouse is always beside him . is always {tryin-} taking care of him . (19) and:... but now * is * late . the beautiful female cat is married now with* the rich cat and then what rests to* the the poor cat (20) is just to to remember (21) * is just to be sad (22) thinking about his love his love affair with {a} the beautiful cat (23). and then (.) the little mouse just say* that he's very happy (24) because he has a (.) a girlfriend (25) that loves him (26) . that really lo-likes him .(27) and then when he look* to the road (28) he see* his his little mouse his female mouse going alone* just married with another (.) rich mouse . (29) (.) And that's all.

Time: **6min44s**

Words: **558**

Errors: **39**

Subordinate Sentences: **29**

Meeting 1 – Interview 1

[... I'd like to to come back to to the the the same subject.] mm [If you If you think of eh our shopping mall maybe I think you have seen other shoppings too] yes [yes] [could you compare ? could you point out some negative eh aspects or some positive aspects you you you see ?] mm some positive aspects I see (.) I think that (.) mm eh the people are... (.) a negative aspect that I'm thinking is (1) (.) Big Bowling there . (.) they say that (.) maybe * can ruin... eh can can be a problem in the future because they they dance there (2) and the: sound so:... a lot of sound and a lot of noise there because * can can can can "preju- pejudicate"* the structure of Big Bowling [yeah you've heard about that ?] yeah but * not dangerous they say (3) that* normal (.) this is normal . [umhum] a structure has to to has* a balance [umhum] when there is a show (4) there are things like this they say (5) that the the the ground (.) shake* [mm]* kind of: * afraid of... * but I don't know ...[umhum] another point that is negative (.) the supermarket the prices aren't so... (.) are bigger* [umhum] than other places . almost every shop every model there is very expensive than * the others for example Paqueta . the shoes there are completely the same the same model the same quality but almost fifty percent less [ah yeah] and then... I don't know I don't I don't think (6) that you have to pay so much for the same thing [umhum] and: just because it is it's in the shopping * (7) [umhum usually shopping has this kind of prices yeah?] yeah but sometimes they have: different products [umhum] different (.) ehm things . that in that case they are the same thing * the same factory [umhum] * same model color and the prices are enormous . why pay* more if you can pay the real price for (XXX)(8) [you see there eh the differences to stores there or the stores in the shopping or the stores outs-/] outside the shopping [mm] because for example (.) food they don't have the two the two kinds of food . the same thing for example . if you has* a: a: a Chinese restaurant there that's only one [umhum] there is a: a* Italian food pizza for example that's only a* place that you you can buy it . (9) but (.) it's strange . [umhum and positive aspects what what can you, say?] mm I think (10) that's good *is good and: some positive point that I can see another (11) (.) positive points* for example the the bathrooms .[umhum] eh they're good . [umhum] always clean and (.) * easy access* . [umhum] and: sometimes the: movies aren't so... for example you see in Joinville there are more options and things like this . for sure it's ah smaller small* than Joinville (12) but sometimes has* a long time* to came* a film* or a movie (13) that you can see (14) and . (XXX) a lot of things times or options to go (15)[umhum] sometimes there's one two I think (16) that five just five five four times each day they pass* [umhum] the film and: it isn't easy you you can go... ah now I'm going to the cinema because you have to leave . you work (17) for that reason * isn't possible . [umhum] what more . now there is a: (.) another another restaurant there . I don't know [a new/] yes yes a new one [umhum] I don't know the name yet . just today I see* * bigger than the other (18) [umhum] * have changed the the structure [mm] that's [one more option]one more option* to go. (19) [that's ok. For me it's enough...]

Time: **4min55s**

Words: **451**

Errors: **34**

Subordinate Sentences: **19**

Meeting 5 – Interview 1

[so what can you tell me about shopping mall Breithaupt ?) Breithaupt okay . ah: there they* always has* a lot of promotions . and for example now they change then they are offering a house and a car [umhum] for* the: for hi- his* customers and: I don't know exactly {the amount} the amount that you have to spend to [umhum] win* a "cupom"* (1) but... and: how mm can I say now . at* the summer for example you felt* comfortable buying things there . (2) it's eh air-conditioned and: (.) you have the option to: leave your car on on* their park* (3) . [umhum] and sometimes eh eh when you spend more than twenty more than twenty "reais" (4) you win a* two-hours * time to: leave your car there (5) [umhum] and you don't need {to spend } to pay the: the: park . [umhum] what more can I tell you about their* [the cinemas what do you think of the cinemas] mm the cinema {are always...} (.) always has* a lot of movies of titles* . the only problem is that {ma-} sometimes they... we have to wait a bit to: to see the new ones because...(6) it's about a month or less I think (7) [mm] when you have something passing on* Joinville or mm the other capitals [umhum] and: and then after you can watch the movies on on* our on our cinemas there [umhum] but: [umhum and and the prices] the prices I don't know I think (8) that was a a... it* the same yet . they haven't [umhum] changed the prices * until now [umhum] for for the cinema . ah as students you receive a fifty per cent: yes fifty per cent [umhum] discount on on it . you just have to: show your: your identity as a student [umhum] and:... but this "isn't it"* "isn't it"* accepted {on} at* weekends [m] and then you have to go {in a...} during the week then it's a* very hard to go during the week (9) because you're working (10) and studying (11) and things like this and then [umhum] you can't go [okay] it's almost a... ahmm I don't know how to tell* what...* they do this because they know (12) that almost everybody can't go (13) and [laughs] because...[do you think it's fair ?] mm fair ? I can't... [justo ?] mm no I* think that (14) no* because... I think that (15) maybe * the the weekends maybe eh: * has to be that kind of: promotion . but.. and: I don't know why this... they decide like this [umhum] maybe they think (16) that who is studying (17) {don't} doesn't work but.. just the the the child* the* people from sixteen or less things like this "né"* [umhum] maybe aren't working yet . (18) [okay] all the others I think that.. (19) [umhum] to* start working or are studying other subjects during high school during school (20) and then you can't go . [umhum] to watch a movie during your your week . (21) [umhum] you work in * week things like this . [umhum the the the restaurants what do you think of the restaurants ?] there are good ones but: they: don't have a kind of fast food . you almost * every time you have to wait a bit or there is a queue or there is a.. or or you have to wait by* the* time* eh until they prepare it for you . (22) things like this . [umhum] and the: the only thing that I think that (23) it's on on the right time are the ice-creams and: [laughs] and the some Italian foods like a... (.) there is someone...* another one... a kind of pasta that {it... eh we...} you can eat really fast food you just take it and go . all the others they* have to fry* they have to cook they have to... [mm] and you have to wait a bit [mm] longer than * and the other queues like the the the buffet [umhum] sometimes you have a... to wait on the queue to then to* take your plate (24) to* dish (25) to pay (26) and then go (27) [umhum] and then this "isn't it"* "isn't it"* a really fast food you [eh] just go (28) take (29) and [ah] go (30) and run away (31) . [umhum] and sometimes for example I don't have time to wait (32) until they prepare .(33) then

sometimes I go to the supermarket and take some mm some cheeps and some: some beverage like this* just to catch on* to pay and [umhum] and go .

Time: **5min13s**
Words: **630**
Errors: **48**
Subordinate Sentences: **33**

The following excerpt was not analysed:

[umhum] and: but for for who wants to spend a little more time if you have the opportunity it's good [yeah] more been well well attended . the the food is good . [umhum] and the price isn't so so so expensive [umhum] I think it's almost normal [and what about big bowling?] I-I've never gone to [umhum] I I don't know exactly . I never played ball and [umhum] normal . it's another thing that you have to have time to go and to practice a bit [ah okay]

Meeting 5 - Interview 6

[... I'd like to to hear your opinion okay negative points positive points about SCAR]
(.) mm positive points [do you know it ?] yes I know it I have gone (.) just one * or maybe two times* [umhum] I've gone there and (.) sometimes almost every (.) every presentation that they (1) have or* are on Saturdays or on Sundays or... and there is a lot of things during the week [umhum] like Fridays Wednesdays and days like this and then we we can't go . [umhum] the prices {aren't a:} aren't cheap . I think (2) it's expensive because to... I don't know (3) why it has to be so expensive (4) . maybe because ah the public is... just some people go to watch or maybe they have a lot of expenses to: to produce the theater (5) I don't know because I know that(6) movies are expensive (7) to produce nowadays (8) [umhum] and: because they are for * all the wo- all around the world (9) I think that(10) the... this kind of expensive* will will be paid easily* than like * SCAR but . and except for the price the days tha- the dates {they have} they offer the theaters (11) and things like this eh sometimes aren't (.) aren't: aren't good {to me } to go* for me* . another thing for example ah: (.) sometimes {they offer} they start to offering* on Monday and then on Friday they'll have something *are so so fast so quickly they just say that (12) oh oh this Friday we'll have some-somebody here [umhum] and then it's Monday you have t- to take* the the tickets you have to go and then you can't you don't have a: a: kind of time to to prepare yourself (13) to to see (14) if you really can go and things like this . (15) [mm] and then thi- this is is a hard thing to* me . [umhum] I don't know (16) why to ... they sometimes appears* on th- for me I think that (17) they they just... (.) the things aren't aren't organized too* eh for a long time before . they just * on the right time okay now this week we will do t-this and things like this . [umhum] there are some projects there too for students [like what ?] ah like theater, like musics* I think [yeah ?] like studying some subject about {musi-} music (18) [umhum] maybe something about singing [umhum] too I don't know exactly mm and it's interesting I have some(.) some students from from a college that* I I'm a teacher (19) there I'm* teaching* there and they go to study theater there [mm okay] and I don't know exactly (20) how many times per week they go but I think that (21) they offer a lot of projects and opportunities to

people who [umhum] who has* interest* on* arts in general (22) [umhum] and: that's good . [yeah] interesting for our city for the town . sometimes the young people don't have opportunities at school and "isn'tit"* a kind of subject really studied at school . [umhum] and then if you if they don't have a: project {liked } like SCAR (23) it'll* be so hard to try something on* this [umhum] on* this way like arts in general . [yeah . would you have some suggestion to SCAR ? to be more close to people] I think (24) that one of the things * is the gre- the grea- the greatest point I think (25) it's the price [umhum] it's expensive because about twenty reais per: per: per person is... you to* go to watch something you will expend* forty re- reais [umhum] and there * some some people who has* eh child* (26) or or will (.) go with another person (27) things like this and then you expend* about a hundred or or a hundred "reais" and things like this [umhum] then it it it's very expensive to go to (28) and I know that (29) by* this a lot of people don't go .

Time: **5min02s**
Words: **559**
Errors: **35**
Subordinate Sentences: **29**

The following excerpt was not analysed:

[umhum] maybe they can offer things less expensive because sometimes theater y- you don't heed to have a famous person [umhum] pre- presenting I think that a good story a good a good presentation a a interesting a interesting story or I don't know eh maybe a comedy or things like this are are good [umhum] you don't have to you don't need to have some famous person presenting and then I I think that will has to be cheaper than with famous one. [ok, that's the task ,thank you very much] you're welcome.

Meeting 5 – Narration 1

Now I will tell the story about a cat and a mouse . they are friends very good friends they: do: a lot of things together (.) and have a kind of friendship (1) that that nothing can be...(2) that never can be destroyed by anyone or anything .(3) and then suddenly mm somebody enter* in* Tom's life . she was a very beautiful cat and: (.) and she (.) she don't* she don't* care about Tom . but * cares a lot about her and he (.) is always trying to be as better* as he can to her . (4) (.) he: (.) lost her* head because of of her . (5) he: need* to be always with her . he he like* to (.) to pass the day beside her . and {she just use} she was just using (.) him . she don't* care about him . and then after all this his friend Jerry before and during this* wants* always told* him (6) that she "isn'tit"* the right girl for for him for him but he (.) don't* mind about this . he: don't*... he: can't be without her . he need* to be in touch with his (.) his love . and then (.) after (.) a while . they are (.) together they're they're playing and suddenly another cat a very rich cat see* her . and then he started to (.) to kiss to kiss she* . and then {Tom's} Tom knows (7) that {he has} now he has another another guy who loves her cat. (8) After this Tom try* to do his best . he bought some some flowers to send her (9) and {we ar-} he arrived at her house to to gave* her the flowers . (10) she has received a lot of much* mor- much* flower flowers from Butch . Butch was the name of the the rich cat . And then he tried to give her some perfume . but also he had sent for* her a truck carrying a lot of perfume . (11) and then he decided to catch* all his money a lot

of money to buy a diamond ring . (12) and then he goes* very happy thinking (13) oh now I have I have the right gift for her and for sure (.) she'll love it . and then he gave her the: the diamond ring with a so* small diamond on the ring . and she show* him w- wa- the the ring from Butch a* enormous diamond a very beautiful ring . and then he had no choice . he had to impress her . he go* to a used used cars* shop to buy a car . (14) and then he had to spend all the rest the rest of his money (.) {a: lot of pa-} a lot of time to pay . a* enormous value to pay and also a leg and an arm and an arm . and then he had* catch* a very old and:... very old car . and he tried to do his best . he go* to (.) to catch* her to (.) to go with him in his car .(15) and then Butch passed from* him with a enormous limousine and a very beautiful car a new one and “caught”* her (16) to go . (17) and then Tom was very sad thinking about* (18) what can I do? (19) and then he started to drink . he: don't* have any money he can't do anything to to impress her . (20) he had no choice . he had to drink . he had to to kill his life maybe because he {her- } eh his heart was broken . (21) and then (.) after sometime (.) Butch and his cat passed in his car and and on the back of the car was written this* . just married . and then Tom (.) was (.) very sad.

Time: **6min19s**

Words: **581**

Errors: **41**

Subordinate Sentences: **21**

Meeting 5 – Narration 7

Now Jerry is going {to a:} (.) to help Tom in a tennis championship . * was the final and Tom is going to play with another cat . and then the game started . Tom (.) start * playing and then he received a very a very strong ball from the other cat and * so strong that his racket burned (1) and now he changed his: racket and he tried again . but the other cat was very very strong and then Tom (XXX) Tom tried using three balls at the same time but the other cat has a special racket that transformed into to* three (2) and then he just take* the balls and send* * again to Tom (3) . for sure Tom { can't cat- } can't catch all the balls and then he he start* seeing* that the game will be very hard . (4) and then he tried again . * a stronger ball and the other cat send* him another ball very very strong* . and then Jerry (.) tried to help him and gave him a special ball . (5) a ball like a bomb a bomb ball . and then Tom just (.) just catch* this special ball and send* {for} to the other cat . and then the other cat exploded with this bomb ball . but Jerry was helping the other cat too and then he “caught”* a round white ball from the (.) from the (.) the net from the tennis net from the... and then he did... that was a metal ball and the other cat send* it for* Tom and Tom tried to catch it but it was so: so heavy that (.) that broke him in a lot of pieces .(6) and then they both know that (7) Jerry was helping each other* to to just to see h- er their suffering (8) and then they try* to catch Jerry . they tried a lot to catch him but {he can't} they can't catch him and then suddenly (.) Jerry swallow* a tennis ball and then* was was To- was Jerry now has* a round shape they start playing {with his} {with his all} with Jerry's body and the ball . and then they played a bit with with the mouse . and then the he he was* free he won- won't* swallow the the ball and then he was over the net and they're trying to waiting* to see (9) from what side he would fall fall on the floor . (10) and then (.) after this they started {played }playing {with Tom} with Jerry . (.) they both played a lot of* against*

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Jerry but Jerry was very smart {and play} and played very well .(11) and then after after some time {he:} they: decide* to go to catch to catch Jerry again . and then Jerry was escaping from him and then he turn* on a special machine a machine like a (.) like a machine* gun but we* using balls . and then this machine* gun started to (.) to: bit* on on the cats . and then they they go* outside the court . and after this Jerry was the winner of the championship and that's all.

Time: **4min47s**

Words: **495**

Errors: **34**

Subordinate Sentences: **11**

Meeting 1 - Narration 1

Jerry was look* to* Tom. . Tom was very sad because she* date (.) was * another car . (1) Jerry started to remember when: the two was* very * friends (2) and she* remember * eh (.) when *was started .(3) The girl cat was walking and Tom saw her . Tom was very crazy for her . Tom did everything to do: * the girl cat happy . (4) but there was another cat that liked her .(5) This cat was very rich . Everything that Tom eh (.) gave to her: . the other cat gave more . and so the girl cat preferred to be with the eh other cat and no * Tom . so Tom was very sad and Jerry ah: take* the picture ah: o-of his date and and he was very happy because ah: his date was was only him* . (6) so he saw a car and he saw his date enter* the car with his* husband .(7) so Jerry was sad too.

Time: **1min49s**

Words: **141**

Errors: **15**

Subordinate Sentences: **7**

Meeting 1 - Interview 1

[How often do you go to shopping Breithaupt ?] ahm (.) sometimes I go but... ah (.) one ti- once once time * ? [umhum] once time * a: month. [oh yeah] yes [what what do you usually do there ?] I go to the movie* . I like very much [umhum] to watch a film and I: I like to walk around [umhum] yes ? and: I like to buy but the prices are very expensive* there (laugh) and: I I like to eat [umhum] too . this [yeah ?] yes *is this* . [okay . which eh (.) positive points you see in that... in the shopping mall ?] in the shopping *? [umhum] ahm : eh: *is a place eh: where the people: eh: to* have fun (1) [umhum] and a: a: there is a: a park a kind of park to* children [umhum] and I think (2) this * very important because the children eh here in Jaraguá do Sul eh: {doesn't } eh (.) don't have ah: a place (3) eh: to play (4) and so: I think *(5) important this* [umhum] . and (.) uhm (.) what more* (.) positive ahm (.) the films too the cine-... movie . I think * (6)important because eh : the culture in here "né"* here in Jaraguá eh (.) it's too... (.) uhm (.) "como é que eu vou dizer* ?" (.) "pouca *?" "pouca"* ? [umhum] little* ? (7) [maybe] maybe (laugh) [yes] and it's this. [oh yeah . what about the restaurants ?] the restaurants ? ahm: the restaurants are very good eh: I like to eat (.) "ah meu Deus como eu falo isso em Inglês agora"* (.) I don't know (.) I like to eat (.) "eu não sei falar"* . [say say the word in Portuguese . don't worry] and pasta [umhum] too and: ice cream [umhum] too and (.) other eh: other: things eh: but eh these these things I prefer these foods "né"* I prefer. [okay have you told something about the stores ?] about the stores ? [umhum] uhm: there are some stores in * shopping *and: ahm: there are: ahm: ahm: clothes stores ? [umhum] clothes stores and electronic stores [umhum] ahm "perfume"* [okay] "perfume" stores and eh (.) what more* ? ah * supermarket too and (.) uhm (.) "eu acho que é isso" * [yeah] it's this { ah yeah ? } yes [do you like the supermarket there ?] yes yes there are something* that you can buy (8)and: you have ahm: (.) you have: ah "meu Deus"* ahm (.) ahm some some kinds of eh (.) of things (laughs) [ah yeah . what about the prices at the supermarket ?] the prices are very expensive* eh (.) every supermarkets* in here [umhum] are* very expensive* . the price* are the same too [ah yeah] yes [uhm: eh: and: eh: you told me

about some positive aspects] yes .[and negative what do you see as negative ?] I think (9)
the shopping (.) could be (.) {more big} bigger "né" *? [umhum] and: eh: (.) could be* (.)
s- other things to (.) eh (.) to eh (.) the eh (.) {to have eh} (.) to* people * have fun (10)
[umhum] (.) and... (.) what more... (.) the prices eh can be more* less* [umhum] "né" *
? [umhum] I think so . [yeah?] yes [what kind of place to have fun ?] ahm: place to have
fun ? [yes in the shopping .] ahm: I like to play games (laughs) [okay] and ah: (.) I like to
watch a film [umhum] it's this . [yes . have you been to Big Bowling ?] No I don't like *.
[yeah ? why not ?] because eh: the space * is small [umhum] and eh: there are some*
people [mm] so I don't like * and ahm (.) Big Bowling (.) is always "balançando"* .

Time: **5min07s**
Words: **322**
Errors: **48**
Subordinate Sentences: **10**

The following excerpt will not be analysed:

*(laughs) [umhum are you afraid pf that ?] yes [why are you afraid ?] ahm (.) because I have (.) I have matter
? "eu tenho medo que caia" (laughs) I don't how what to say this . [ok ok . have you been to the library there
?] library ? [I think there is a library or there isn't anymore ?] Library ? (.) oh yes yes ah meu Deus uma
livraria que tem aqui, como é o nome ? [GrafiPel] yes GrafiPel there is there [have you been there ?] (.) sim
yes (.) I think two two times two times . [what have you done there?] I was buy a (.) books [yeah (.) what
kinds of book ? ahm (.) come é o nome Pau Brasil and (.) qual era o outro (.) Pau Brasil, Macunaíma
[umhum] Literature [umhum] Brasileira . [and do you think for example you father and your mother do they
like the the shopping mall ?] no (.) no [no ? why not ?] My mother doesn't like this places and my father (.)
ahm (.) don't like to [umhum] do this places alone so... [have you been to another shopping mall in Joinville
or in Blumenau ?] yes in Joinville in Blumenau in (.) Floripa too [ok which one in Joinville ?] Muller [ok
can you compare both shoppings ?] It's more (.) it's biggest (laughs) eh (.) here in Jaraguá eh (.) small there
eh (.) there are more eh (.) more stores more things. [I think it's ok]*

Meeting 5 - Interview 1

*[what can you tell me about the shopping mall breithaupt ?] okay ahm: Shopping
Breithaupt ah: there are: some stores . there are restaurants . there are places that children
eh: can: can play . (1) [umhum] and: there are: video games games [umhum] {"também"}
so "aliás" too and (.) ah: (.) what more* (.) there are: * ahm: one* place that you can:
"acessar a Internet"* (2) [okay] ah: and (.) I think that [yeah] yes . [umhum what about the
cinemas ?] ah okay (laugh) ahm there are* ah* cinema . ahm: I think (3) there are two or
three... I don't remember ah (.) but (.) I like eh {to eat} eh to watch "né"* [umhum] the*
movies* [umhum] and I don't have time eh to do this eh (.) eh (.) sometimes (4) [umhum]
but when I can (5) I I like to go. [mmm okay . and what about the restaurants they have
there ?] uhm the- there are some restaurants and I like eh: to eat "panquecas"* [umhum]
and: what more ? ma-: pasta [umhum] and (.) uhm "pastel"* ? . [ah okay] I don't know [it's
a kind of pastry too .] okay yes [umhum . what about the Big Bowling ? do do you know
it?] Yes I know but a I don't like * very much [umhum] eh: because I think (6) that: eh:*

there is {an sp-} a space a* little* a* little* space (7) [umhum] and eh: many peoples* eh like to go there and: ah: there is a problem ah: "como é que eu vou dizer"* ahm: (.) "foi interditado"* [yeah ?] yes ahm last ahm: "deixa eu ver há quanto tempo atrás" *... one year ago or two years ago [why why that ?] why: ? (laughs) "tava balançando"* (laughs) ahm (.) ahm (.) "a estrutura"* [umhum] ah: isn't good [ah okay] okay [oh my gosh .] yes [it's dangerous]"é eu tenho medo"* [ah yeah?] yes [and what are the positive points you see in our shopping mall ?] oh eh (.) it's a place that you can: eh: have fun (8) eh: you can: to* walk eh: to* see: clothes [umhum] to* buy clothes too and: eh (.) it's a place that you: you can "como eu posso dizer"* eh: you can do: things* different (9) [mm] okay . and negative eh: I think that (10) * shopping * is eh small [ah yeah ?] yes I think that (11) eh: shopping * eh: should be: more more* big okay ? [umhum yeah what about the stores there ?] The stores are good . [yes] (.) ahm: there you can: buy: some clothes eh: gifts [umhum]okay ? and eh: what more (.) ahm shoes [umhum . do you usually buy there ?] Yes [umhum] I like* [yeah ?] umhum [what about the price ?] (laughs) there are some stores that* the price is cheap* (12) but other stores are very expensive .

Time: **4min09s**

Words: **241**

Errors: **35**

Subordinate Sentences: **12**

The following excerpt was not analysed:

(laughs) [ah yeah ?] yes [can you compare those stores there and the other ones downtown ?] ahm (.) ah "como é que é o nome da loja agora esqueci [try to speak in English I think you know you can] (laughs) yes uhm (.) esqueci o nome da loja (.) okay ahm (.) Nakiska [umhum] it's very expensive [umhum] and ahn (.) "deixa eu ver aqui outra loja " I don't remember names [umhum] uhm (.) I don't remember names [umhum] the other stores .

Meeting 5 - Interview 6

[What can you tell me about SCAR ?] SCAR eh is a theater a good theater "né" [umhum] ah: and there you can watch eh: eh : presentations [umhum] eh (.) you can watch (.) "palestras ?"* , [okay] " palestras" * theaters [umhum] and other things . [umhum . what do you think is most interesting about SCAR ?] SCAR [umhum] ahm (.) the place are* very very very good [umhum] and now that eh: they: they did: a new new theater okay {con- } build [umhum] build ah: the the space and eh: the construction are very: good and nice [mm and eh do you think this is important for Jaraguá do Sul ?] yes yes . because eh: people that live here (1) eh: don't have... don't usually eh (.) to* go (2) [umhum] " né"* to these these places . so I think (3) that this is important [umhum] "para cultura"* culture "né"* *culture that* people . [ah okay . eh how often do you go there ?] ahm: I don't have time to go there (4) [umhum] sometimes but ah (.) ah here ah with the the "como é que vou dizer..."* my: my my classroom* okay [umhum] ah: when we can go to watch theater* (5) eh: we we go . [umhum] and I think that (6) this year I went uhm a* seven eight (.) [mm]

times . [ah yes very often and do you see any negative point eh (.) in SCAR at SCAR] no [no ?] no [nothing ?] nothing . [yeah ? and eh (.) what about the place for parking the cars ?] It's good . eh: It's a place// it's a big place and you can: you can left ? * the cars ahm: very well (laughs). [ah yeah ?] I think so . [oh yeah and do you know that SCAR eh (.) offers courses for the community ?] (.) I don't* know [no ? as dancing and music ?] ah okay . yes there is eh (.) but I think (7) this* course* eh: are only eh * the children of the people: that work there .(8) [oh yeah ?] yes . I think so.[uhm do you know somebody who takes these courses there ? any of the courses ?] yes ah: there is a man that work*with me (9) [umhum] eh: his children [umhum] his daughter [umhum] "né"* eh: "sin-" eh: do *violin *violin course [uhm okay good . and eh if you could give some suggestion to SCAR would you have some idea ?]uhm (.) I think that (10) this course can: eh: could eh: could be eh: eh: "dados"* [umhum] could be "dados" eh to other people eh [mm] because eh: the community eh (.) would like [umhum] to do this . (11) [okay and what about the prices they charge when there is some show there ?] sometimes (laughs) eh the price is cheap but eh: "depende "* eh: of* the presentation . [ah yeah ?] yes [for example ?] ah: when the theater the- there is* actors importants*, (12) *there* is expensive [umhum] eh (.) when the actors eh (.) are here (13) so ticket is more cheap* .

Time: **4min23s**

Words: **241**

Errors: **30**

Subordinate Sentences: **13**

The following excerpt was not analyzed:

[ah the tickets are cheaper ?] yes [uhm ok and eh (.) eh (.) let me see if I can have other question to you (.) do you like that place ?] Yes I like I like [can you remember the last one you watched ?] uhm (.) "ai meu Deus foi com a faculdade ainda 'Esperand- Godot' [oh yeah ? was it nice ?] yes very nice (laughs) [what's that the what's the story about ?] ah (.) the story about eh (.) that you eh (.) pass eh (.) you pass "você passa" life eh (.) waiting ah (.) the things to come eh until you and you (.) don't eh go "você não corre atrás [umhum] não corre atrás" of the things . [ah now I understand . that's all Christiane] ok .

Meeting 5 - Narration 1

Jerry was observing Tom because Tom was very very very sad . (1) ah: Jerry was remember* eh: how everything started . (2) ahm one day eh (.) they were drinking juice and: a beautiful beautiful cat passed eh: for* there . eh: Tom fall fall* in love (.) and Jerry eh: try* to (.) "impedir"* Tom . but ah: Tom eh: didn't listen *Jerry . uhm: eh: Tom eh (.) oh: tried to do everything ahm: to: "impressionar"* ahm (.) the beautiful cat . ahm {she:} he// he: take* every* money that eh: he had (3) to buy a ring for her (4) . but when he was eh: he was giving a ring (5) eh: she showe- she showed * other* ring ah: more beautiful than that ring .(6) uhm (.) that that ring . ahm (.) so ah: (.) Tom was was very very very sad . ahm: Tom was a... was no// Tom had a /rival/ /rival/ and {this /rival/ were} this rival was

very very rich . ahm (.) eh: this /rival/ can buy everything that the beautiful cat wanted . (7)
so eh: she resolved to get married with* the /rival/ . ah: (.) for this (.) Tom started to- started
drinking (.) and: he was very unhappy . (.) while* Jerry remembered this (8) eh: she* take*
a picture of his ah beautiful girl . and she* was very happy because: eh: she was "fiel"* (9)
(.) but when she* looked (10) he saw eh: her and (.) one:* other one* other (.) mouse ?
one* other mouse ehm: {passing with a car} passing by a* car (11) and (.) *the car was
“writed” * uhm (.) get married and (.) Jerry was (.) very very sad too.

Time: **3min48s**
Words: **210**
Errors: **24**
Subordinate Sentences: **11**

Meeting 5 - Narration 6

The duck's mother was taking care (.) of her: little duck . eh: she was "chocando"* . so eh
she went to swimming* (.) . in a lake and Tom ahm: (.) taking: * her: egg taking* her
egg ahm so eh: he wanted to: "fritar"* the egg but ahm enter* the egg there is a little
little duck . so eh: he wanted to eat the duck the little duck . ahm but {the little buck } the
little duck eh "fugiu"* *him . ahm and he go* to the: * (.) Jerry's house . eh: so eh: the
little duck (.) "ju-" talking was talking ah: to Jerry about that: what happened . (1) so Jerry
was very angry and (.) eh: (.) ssh- and he wanted he wanted to help eh: the little duck .
Jerry and the little duck was* looking for: ahm the duck's mother . but eh Tom uhm "fez
de conta"* eh {that was} that he was eh the duck's mother (2) (.) to eat the duck the little
duck . (3) but ah discovered this and he gave a lesson: * to Tom . so eh: the little duck
eh: saw his mother and: Tom was behind the little duck . ahm he passed with the:
"máquina de roçar"* uhm: in the mo- duck's mother (.) and she: (.) she call* (.) her
husband eh she call* her husband and her husband (.) {give} gave a lesson* to Tom .

Time: **3min23s**
Words: **178**
Errors: **17**
Subordinate Sentences: **3**

Meeting 1 - Narration 1

The story starts with Tom and he i- he is very very very sad . and Jerry starts to tell us eh (.) why Tom is so sad .(1) Jerry starts to tell us how how was* their relationship . (2) Jerry tell* us that they was* great friends .(3) they (.) they had a: a beautiful friendship . but Tom fell in love for* a girl a beautiful a wonderful cat ! but she didn't didn't love him and Tom eh was very "pationate"* for her . but... (.) ah he was very "pationate"* for her but a: another cat another man also fall* in love for* her and (.) and Tom and this man start {start} started to compete for: her love . but eh the another* man was very rich and Tom was very poor . So Tom bought a a flower to give to her* cat (4) but ah the another* man the rich man bought a lot of flower* a big bouquet of flower* and Tom was sad . and he: bought {too} a: he also bought a: per- perfume but the other man bought a truck *per- perfume and Tom was sad {too} again sorry . another day Tom eh (.) Tom bought a: a bring* a little bring* to* to* her love but when he gave the bring* to her (5) ahm she: she showed him a big bring* that the another* cat gave her . (6) another day Tom {brought} bought a car a* old car but he didn't he didn't have much money and (.) he: (.) he promised to: to give her* her* life how* payment and he bought a*old car . but when when he arrived in* her house (7) the another* man arrived with a big wonderful and rich car . so ahm the beautiful cat decided to married with* the rich cat and To- and Tom was very sad . but in the end of the cartoon Jerry discovered that her* her* (.) girl also married with* another another mouse (8) and he he also* was very sad wi- and fi- and finished .

Time: **4min**

Words: **317**

Errors: **33**

Subordinate Sentences: **8**

Meeting 1 - Interview 1

[Do you know the shopping yeah?] yes [how often do you go there?] mm sometimes once a week [mm good] yes [yeah ? do you go alone ?] no with my: husband with friends [mm] eh (.) often to: to visit the: the cinema [ah okay and eh and do you like the restaurants?] Yes I like "panquecas" [umhum] and: "mini-calzones"* [ah very delicious yes] yes [and eh. The stores what do you think about the stores ?] I think (.) I think (1) ahm it's* very expensive [umhum] and I don't I don't buy: [mm] there [no ?] no [mm okay and the supermarket ?] very expensive too [yeah] yes [umhum . do you know any do you know any other shoppings ?] mm (.) Muller in Joinville but I don't I don't go: there a: a: much* time* ? I I don't know (laugh) yes ju- in (.) eh: the: the: shopping mall in Blumenau Neu- Neumarket no I don't know the the name [Neumarket I think Neumarket] yes just [can you compare eh these shoppings to/] Jaraguá [yes] Well in Joinville *is bigger ahm with eh a lot of: stores and and here there is there are eh (.) oh my god li- no (laugh) few "não"* few "não"* "poucas"* stores [okay go on] (laugh) okay mm (.) and a lot of restaurants there are in (.) in Joinville [umhum] and in Blumenau [mm] too there are a lot of stores and here no [no] no [okay and eh the Big Bowling. Do you know the Big Bowling ?] yes [Do you like it ?] I am afraid [why?] because: when: when there is show show of: of: (.) {"bandas"} (2) [umhum] bands I don't know ah (.) the Big Bowling (.) uhm shake* (3) [umhum]*

yes ? and I am afraid of thi- it {that} of that and (.) but it's it's good it's a a good place
eh (.) it's funny* and (.) good: good: (.) rock concerts [umhum] eh: play* [umhum] in
the Big Bowling but (.) I am afraid ah and I am afraid because it [umhum] it: shakes (4)
(laugh) [okay that's good and eh: eh: positive points that you see in our shopping mall]
It's a: place that the people eh meet [umhum] each other ? (5) [okay] and we can see
movies eat a* a* good food (6)[umhum] uhm it's beautiful [umhum] it's that . [ah yeah ?
] umhum [and the negative points you see] the stores are expensive it's small uhm (.)
mm yes expensive and and small [yeah?] umhum [umhum could you if you could give
eh (.) some opinions some suggestions to improve it what what would you say?] ahm (.)
could (.) could have* (.) more: more stores [umhum] eh: (.) {more} "cheapier" *
"cheapier" * [umhum] uhm (.) Big Bowling (.) couldn't* eh shake (laugh) just* .

Time: **4min57s**

Words: **242**

Errors: **19**

Subordinate Sentences: **6**

The following excerpt was not analyse:

*ust that? Do you think children like to go to shopping malls?] Excuse me? [do you think the children like
to go to the shopping mall?] uhm (.) yes because there is the park park for children it's good. [eh (.) I
asked about the stores in the shopping mall] what? [the stores eh (.) what's your opinion about the stores
there?] the stores? [yeah] are expensive [yeah/] yes but there are beautiful clothes (XXX) [and the
supermarket? It's big it's beautiful there are a lot of products eh (.) but I think the (.) the supermarket is
very expensive too. (okay) I prefer Angeloni [why that?] because are (.) because is cheapier and is big
too. [okay and eh eh is there any favorite stores store there? For you is there any favourite store?] in [the
shopping mall] Yes I like (.) I like Paquetá because sometimes there are some (.) oh my god (.) how can I
saw promoções I don't know off something with off [okay] uhm (.) and there are beautiful shoes shoes
[shoes] shoes [okay and eh the restaurants [restaurants? The "panquecas" [ah this is your favorite one?]
yes [do you know the bar?] Yes the (.) antigo how can I say antigo eh choperia now there is another
another bar I don't I didn't go there. [uhm okay that's good. I think it's enough Claudia you talked a lot
you talked very well] okay thanks.*

Meeting 5 - Narration 1

Well . ahm Tom was so sad . so sad because eh he loved a girl a beautiful girl (1) eh
but there was another cat a: very rich cat that also loved eh: this girl yes ? (2) so Tom
(.) eh: did a lot of things to: "conquist"* yes to conquered* (3) I don't know uhm this
this beautiful cat . but eh (.) the other cat did eh (.) eh (.) great things because (c) Tom
didn't have money to to buy big big eh gifts to* to* her . (4) ah some- someday Tom
bought a flower to give to her . (5) but when he: he: arrived in her house (6) they saw a
big ! a big bouquet of flowers in *form of eh: heart yes . eh: after he: he gave to her a
little a little perfume ah: yes a little perfume but the other the rich cat eh: bought a: a
truck of perfume to* the beautiful cat . after he (.) he got all the money he: eh: he had
(7) to buy a : a: ring ring (8) "anel" I think (9) it is (.) ring to a buy a ring to* her (10)
so {he buy} he bought a: a ring with a very very small ah: diamond yes an- and when
he: he: gave this ring to her (11) eh (.) she showed the the big ring the other rich cat
eh: gave to her . (12) so Tom to impression* this cat (13) eh (.) bought a* old car . he
sold sold his sa- /soul/ /soul/ "alma"* to to buy this car (14) yes? Eh (.) when he arrived
at he- her house (15) the other rich cat arrived with a big very big and beautiful and:

and: expensive car and: and: the: the cat entered in* (.) {in her} in his car . so Tom started to drunk* a lot and he: he: fell in the "sarjet"* "sarjeta"* okay and (.) decided to: to: ... (16) I don't know and he sit: * sit* down in *the: (.) in* the train in* the train way I don't know "trilho de trem"* yes ? because the the beautiful cat decided to...(17) ah because the beautiful cat married the rich mm rich cat .(18) and Jerry was eh (.) telling this story but: he: was saying that (19) his his girl his mouse was beautiful and she loved him a lot and was very "fiel"* I don't know how can I say "fiel"* in English . when the* his: his girl passed with another mouse (20) and he: saw that they was just married too (21) . so Jerry also got very sad {with Jerry}eh with* Tom . okay ?

Time: **5min11s**
Words: **375**
Errors: **24**
Subordinate Sentences: **21**

Meeting 5 - Narration 6

In the in the second cartoon there was a a duck yes ? a: a: female duck and: and: she was "chocando"* her: egg in her "ninho"* yes? ahm: and {he} she decided to: to swim a little in the in the lake yes? and when she was (.) swimming (1) eh... she went swim ahm: Tom eh: {got} catch* her her egg and: and: got* it {to her} to his {kitch} kitchen (2) no and: put the egg (.)(3) and broke the egg eh: in a fridge* "frigideira"* yes ?(4) but ah: a little a little quacker* fell in the fridge* not a: a* egg . eh: so { he: } Tom decided to prepare a roast a roast duck yes with the little quacker . but the the quacker eh: got to: to run eh: and entered in* the: * Jerry 's house . and Jerry de- ... and Jerry helped the little quacker to escape from: from Tom (5) yes ? ahm they they ran ran ran a lot of* the: * the: *the* the* Tom . eh: {he} they (.) they got to escape of* of* him a lot of times: . eh: Tom: eh: hurt {her} himself a lot of times . eh: he: he: got a gun: . he got a: "cortador de grama"* I don't know how can I* say this in English . he got a: (.) a big "martelo"* and:... but he: didn't he didn't eh: get eh: the the little quacker* yes . so: so: {Tom } Jerry and the little quacker* eh went to: to look for the: mother the: quacker's* mother (6) (.) and: and: the the mother eh:... when the mother: ahm met (.) his* son (7) the: (.) the* Tom appeared and {he} she was very angry with with him {and he:} and she: called her her husband and (.) oh my god I forgot (.) and: husb- her banded- her her husband fight* {with the} (.) with Tom yes ? and finished yes it finished .

Time: **3min53s**
Words: **278**
Errors: **27**
Subordinate Sentences: **7**

Meeting 5 - Interview 1

[you know the Shopping Mall Breithaupt yes? What can you tell me about that? Do you like it or you don't like it?] I like it in parts yes? [umhum] because I like eh (.) to go to the cinema [mm] yes in the:* alimentation* oh my god uhm square "não dá certo"* oh

my god the in the place {when} eh (.) where there are* food yes?(1) [okay these are the parts you like ?] yes [eh (.) and eh (.) do you see any negative points in our shopping mall?] Yes ahm I think (2) there there are few: few: uhm (.) stores [umhum] and I think (3) the products are very expensive [yeah] umhum these are these are the points (4) that I I think (5) it's* negative [What about the Big Bowling ? do you like it?] uhm (.) yes: but I I I am afraid ah because it (.) it (.) mix* mixes* a lot (6) when: when (.) there there are shows (7) yes. [okay yes ?] yes [I understand what you mean okay I understand I know it] yes [this is a problem] umhum [and (.) if you could give eh (.) some suggestions to improve the shopping mall .] Well . I think (8) ah it would* would* have more more stores [umhum] yes ? and the prices ah would* would* be: (.) uhm more more... no more... cheaper yes [umhum okay and do you do you think there is... no no no and eh.(.) let me see (.) do you know any other shopping mall?] yes Shopping Muller [umhum] Shopping uhm Neu- Neumarket I don't I think (9) it is Neumarket . [umhum . and can you compare our shopping mall with these ones you mentioned?] Yes Shopping Muller is bigger than Breithaupt (10) . N-Neumarket is bigger than Breithaupt too (11) [umhum] uhm: there are a lot of stores in in Muller and Neumarket [umhum] ah uhm the place ah: where there are* food (12) yes [umhum] are* bigger and (.) yes I think (13) it it is [yes when was the last time you went to the Shopping Mall Breithaupt ?] S-Saturday [what did you do there?] I went to to watch "Os Normais" [was it good?] yes very funny [yes?] yes [what is that about?] about the the start of the date eh between Vany and oh: (.) Rui yes [umhum] between Vany and Rui. Ahm they (.) they was* marring* marring* "estavam casando"* yes [umhum] eh (.) with another person yes? and it it (.) it was ah all wrong [ah yes ?] yes and they met each other [ah] Rui and Vany [mm] . It was very funny. [how long did it take?] ah (.) an hour and half [what did you do after the the cinema?] ah ah (.) My husband and me went to to eat [umhum] a* "panquecas"* [you like that?] yes I love * [is there any other favourite food you like to have there?] "Pizza mini-calzone"* and "pastel"* [okay that's okay good.]

Time: **4min40s**

Words: **235**

Errors: **22**

Subordinate Sentences: **13**

Meeting 5 - Interview 6

[What do you know about SCAR?] ah it's very beautiful and big [umhum] yes [what's what's that for I want you to describe SCAR] oh my god it has: (.) uhm I don't know . I don't know (.) how ah how many floors... [umhum] it is big and tall and (.) there there is a big and beautiful theater big theater [umhum] yes and *is considered a a big theater in: the south of Brazil [umhum] . Uhm (.) there are a lot of (.) shows . no plays . [umhum] eh plays in the in this theater . it's good to* Jaraguá do Sul because it (.) it (.) bring* ahm: new attractions [umhum] to the city city (1) [okay] yes [yeah when was the last time you went there?] Oh (.) uhm (.) I went there (.) uhm (.) I think (2) two (.) no (.) two or three eh month months ago. [umhum . What did you see?] ah it was a musical [umhum] yes a... (.) but I dont' I dont remember the name ah there there were two men yes [umhum] ah: (.) that played a lot of {instruments} musical instruments (3) and it was very funny [umhum] yes a (.) a (.) musical "comedia"* I don't know //comédia//*

yes. It was very funny. [and eh (.) do (.) if you could give some suggestion to make people go more to SCAR . what /] ah yes [would you say ?] yes the price of the (.) entrance oh my god [the tickets?] the tick- tickets yes the price it would* be {mo-cheapier} cheaper [and eh (.) what about the the shows or the attractions as you said . something different] oh my god I saw one (.) but I don't remember the NAMES yes I (.) I saw one... it was written by Kafka [yeah?] yes about a "toupeira"* . [umhum] and I saw one that* there was a woman eh (.) without without ah clothes on a on a table (4) but I don't remember the name . [umhum] I saw (.) I saw one (.) eh from J- from Jaraguá "Tan- tanto dinheiro pra nada" no ah "Tan-" I don't remember the name I saw Ma- Marcos Bagno [ah okay] yes in the (.) eh (.) an event by the UNERJ [umhum] yes 'linguagem e le ... I I I I forgot the name (.) I don't remember the others. [ah yeah] yes. [do you know more people who go there?] yes my friends yes [umhum do they like it?] ah yes I think so.

Time: **4min08s.**

Words: **256**

Errors: **8**

Subordinate Sentences: **4**

Meeting 1 - Narration 1

This cartoon is a romantic history about Tom and Jerry . Tom was in love but in the start Tom was very very sad . and the mouse Jerry was telling about Tom* history for* us* . well when uhm (.) when the cartoon started (1) (.) Tom and Jerry was* friends (.) really friends . but one day Tom meet* a cat and Tom... (.) and since the first moment Tom was in love for* this cat . but Tom was poor and Tom gave to* cat a lot of presents like flowers rings and cars and others things . But this cat likes Duff because Duff is more rich* (2) than (.) Tom . (3) (.) so I I didn't like this cat because for me this cat eh (.) doesn't like love . (4) she just think* in* money and I disagree for* this . and the finally the cat married to* Duff and Tom was very very sad . and the* Tom was* sit* down on the train's line .

Time: **1min54s**

Words: **150**

Errors: **15**

Subordinate Sentences: **4**

Meeting 1 - Interview 1

[What do you think about the shopping mall ? do you know it ?] Yes I know . eh (.) uhm (.) the shopping started the activities in (.) in nineteen ninety eight I think (1) . nineteen ninety nine . yes and in this year I (.) ahm I did I don't know a record a "entrevista"* [ah yeah] yes to work in "Ca-" Sasse [ah okay] you know Sasse yes I and my twin sister... I have a twin sister. My sister started to work *I no* (laughs) [Is she like you ?] Co-/ [does she seem like you ?] No no [umhum] she *is very very different [ah yeah ?] yes her hair is blond and *is curly hair [umhum] yes is very different . [mm but then you were talking about the (.) the (.) she started to work at/] yes [Café Sasse there in the shopping .] yes in the shopping . she started eh (.) eh (.) at Sasse two years and after she started to work eh: Center Som [mm] and now she is a teacher . aham [like you ?] yes . she is studying Artes Artes Plásticas [where] eh FURB [mm] yes FURB every day she walk* *FURB . [and about the shopping ? eh (.) do you like to go there ? do you often go there ?] yes when when I worked at Millium (2) (.) ehm (.) ehm (.) two years ago [umhum] yes eh (.) I (.) I eat* eat* ? [umhum I ate] ate yes yes I ate every days* in shopping . [mm] I like the shopping . eh: but I think (3) *is very small [ah yeah . why ?]yes . I don't know why . I think (4) *is because eh: every day: we walked in the shopping (5) and *is: the same every day . I don't know (laughs) [ah yeah . maybe . but you... can you see some positive aspects in the shopping ?] yes yes just positive aspects because before eh: *was (.) *was (.) wo- worst (6) I don't know [go on] ahm (.) eh (.) "pior" * [okay] I don't know . I don't remember now this word [umhum don't worry .] yes okay it's okay . And I remember (7) that before there was just ah * old Breithaupt [mm] yes and now we have a big shopping * . [umhum] (.) * Is good. [and what do you usually do there in the shopping mall ?] eh (.) to* buy: (.) clothes no because *shopping* is very expensive . (8) [mm] yes clothes no. just cinema or supermarket [okay] supermarket yes [umhum . and what about the restaurants there ?] I like eh: almost *Saturdays I eat "calzones"* and (.) I go* eh the restaurants [umhum] I think (9) the food is very delicious [mm . do you use to go to the cinema ?] sometimes [yeah] yes because I think (10) it's very expensive [umhum] five "reais".

[umhum] I... because with five "reais" I (.) I "loco"* [umhum] two tapes (11) [umhum]
yes two movies and I watch in my house in my bed (.) with my parents [ah okay] but
sometimes eh: (.) we watch films in (.) *cinema [yeah have you ever been to the Big
Bowling ?] no just one time I went to * Big Bowling .

Time: **4min56s**
Words: **302**
Errors: **28**
Subordinate Sentences: **11**

The following excerpt was not analysed:

*I don't like I prefer baile play [what kind of baile ?] gaúcho, baile gaúcho [umhum] I don't like eh (.) I
like but I prefer música gaúcha . [Does your fiancé like to the shopping malls ?] I think so I think yes I
think he likes (.) I don't know eh (.) my fiancé lives in Calçadão is near to shopping and she buy the
(XXX) she buy eh things things clothes and goods at the supermarket [there good . What about the stores
there ? do you think they are ok you said they're expensive, what about the decoration the variation of
things they sell ? what do you think of that ?] I like but I think the salespersons eh (.) are very (.) very
(XXX) I think so [umhum] eh they don't they don't attend every persons eh (.) the same form ok eh the
persons that have money is different . I don't like this because sometimes I I buy this stores I buy I think
that they don't attend attend me and another especial (XXX) the same form [umhum] but for it's ok.*

Meeting 5 - Narration 1

Well the cartoon that we saw today (1) is about Tom's history* . Tom was eh... (.)
Tom ha- had a real friend . (.) this friend was Jerry and one day Tom know* a cat a girl
. and for this girl Tom gave {the} (.) his life . the* first Tom gave just the: (.) just the*
love but after* Tom had a* enemy . and this enemy was very rich and Tom eh {doesn't
was rich} was- wasn't rich . well in the start Tom (.) gave a little rose for* the girl and
her* enemy Ditch give* a lot of roses a* beautiful roses for* the cat . and second Tom
gave (.) a: little perfume for* the cat and Dutch gave a: a biggest* perfume than Tom
was*gave *to: to *girl .(2) and then Tom Tom gave {to gat }to *cat a beautiful (.) ring
a beautiful ring . and Dutch eh the* Tom's enemy was* given to the cat the* biggest*
ring . and Tom didn't (.) eh Tom hadn't* more money but Tom buy* a car a smaller car
to: * (.) to* (.) to* his girl and to* and to* him . and Ditch had a* enormous car a
beautiful car and this cat was very: (.) was very "interesseira"* because she just think*
in money (3) and she doesn't {she doesn't} she didn't see the love of the* Tom . and eh
(.) Jerry was telling for* us the* Tom's history* and in the fi- the finally* {Tom} Jerry
and Tom saw the girl and the* Dutch and they were just married and Tom (.) Tom was
in* the line train* and Jerry was looking for (.) Tom . and then Jerry saw that his girl
was the better* girl of the world (4) and in this moment the: the little mouses* travel*
with her new husband and Jerry was sad and Jerry sit* down next to the* Tom in* the
train line and in* this moment was the finally* of the life * the two little animals . { they
} that they* was* in love . fina- . finally* .

Time: **4min27s**
Words: **317**
Errors: **51**
Subordinate Sentences: **4**

Meeting 5 - Narration 6

Well in this second part of the class we watched another cartoon . this cartoon was about Tom and Jerry again but *is* different . in the started* of the cartoon eh there was a duck and and one... a duck that that was *mother of a* egg . (1) and the duck was (.) "ai"* swimming when the* Tom found the egg .(2) the* Tom pick* the egg and break*(3) *and put the duck the little duck on a fridge*(4) and put salt (5) (.) and the little duck did* "atchin"* . and Tom pick* a: a book that he was reading (6) * a lot of rec- rec- rec- "receitas"* of duck . and then eh Tom gave to *little duck a lot of bread and Tom tried *cut the head's* duck* . but the little duck run* away and en- enter* on* the Jerry's house . and Jerry helped the duck to run *the* (.) the* Tom Tom (7) and to found* her*mother . (8) Well eh (.) in this part a lot of things happened and Tom try* a lot of times *pick the the little the little duck but Tom (.) Tom (.) "não conseguiu"* . well when to- when Tom Tom try* to pick* eh pick *the (.) the little duck (9) Jerry helped the duck and always (.) always: (.) always (.) things happen well and and finally eh (.) Tom (.) pick* the duck but the mother's* duck* found her her son and (.) he* call* to* to* his* husband a a bigger duck and {he ba-} he beat* a lot a lot of* in* Tom and To- and the little mouse* lives* in peace with he- with his mother and with his father (.) and Tom (.) to* learn* another lesson . finally. *

Time: **3min37s**

Words: **256**

Errors: **51**

Subordinate Sentences: **9**

Meeting 5 - Interview 1

[Now you're supposed to talk about the Shopping Mall Breit- Breithaupt . so . eh do you usually go there ?] yes (.) yes sometimes I go with my family or with my friends [mm] to eat a lot of foods (1) or to buy: things . (2) [mm what kind of things ?] ah (.) nowadays I usually buy eh on* Paquetá . Paquetá Store [ah okay] is a ... eh (.) eh (.) they sell shoes and other things or in the supermarket . [umhum and do you use to go to the cinema ?] sometimes I (.) I go with my: boyfriend [mm when was the last time you went there ?] ah (.) in the last week we saw "Os Normais" . [yeah did you like it ?] yes very much ! [what is this story about ?] *is about a wedding and:... two weddings and one eh (.) of one (.) "casal"* [okay] and other but the wedding don't* be realized* [ah okay] okay . and: in the finally* one person with one... I don't know "casal"* [okay couple] couple ? [umhum] one person with* one* couple eh wedding* of* other person *with* other couple (laugh) yes I really like* . [ah yeah and eh (.) which... do you know eh: other shopping malls ?] yes [which ones ?] eh (.) shopping Muller [umhum] in Joinville and Americanas [umhum] and: (.) Shopping das Flores . [okay . can you eh compare Shopping Mall Breithaupt and the other ones ?] well I like the other shoppings but our shopping is more* small [mm] than the others (3) [umhum]and the others have: more stores and more things [mm] that* our shopping (4) . [ah okay . which are the positive poin- positive points you see in our shopping mall ?] ah *is a good place to: eh (.) to meet *person (5) [umhum] or to lunch with friends (6) [umhum] and: *is a good point to: (.) to to meet people (7) [mm] and to buy things . (8) [okay

negative points you see .] negative points ? [yeah] (.) it's a little small [umhum] maybe and (.) and I don't know I don't see negative points . [ah yeah ?] ah one thing (.) the (.) the price [umhum] of the things are very expensive* yes . [ah okay and which suggestion would you give to improve the the shopping mall ?] (.) well (.) suggestions (.) [umhum] don't pay the: "estacionamento"* [ah okay okay] (laugh) is a good suggestion [yeah] and I think that (9) the [umhum] cinema is too expensive . [mm] *can* be more* cheap [mm] . *is another suggestion . [umhum] is this . [why do you think they shouldn't charge for the "estacionamento" the parking ?] ah because sometimes we just eh (.) go out just to pass [umhum] in the shopping and when we: (.) we: (.) go back to* house (10) we can pay sometimes a lot of money [ahm] eh three "reais" or four . (laugh) [okay . what about the Big Bowling ? have you been there ?] No I never: (.) I never stay* [yeah ?] yes in Big Bowling but I think (11) this this * a good place to to meet people (12) and *is more security* yes ? security [okay] because eh *is into* the shopping into* the shopping . (13)

Time: **4min49s**

Words: **292**

Errors: **33**

Subordinate Sentences: **13**

The next excerpt was not analysed:

[ah okay that's... I understand I understand and eh let's see...eh your parents do they like the shopping mall ?] yes they like sometimes eh (.) we go we go to shopping [ah okay you and they] yes [ok Daiane that's ok .]

Meeting 5 - Interview 6

[let's talk about SCAR . Do you know it ?] yes I know * . I go to SCAR sometimes [umhum] to watch (.) "teat-" /theater/ /theater/ (1) [okay] and: in others: others: (.) ah: meetings [umhum] . for... when I worked to* jornal* (2) I go* sometimes and other times in other times I and my father and my brother go* to watch the: the thea- the* theater . (3) [umhum . which play did you see ?] ah in* the* last (.) year I saw ah: "Argentina" company [yeah ?] yes . {it's really good} [yeah] *was really good [umhum] yes [do you think SCAR is important for our city ?] yes *is very important . SCAR is the: biggest place of the: * Santa Catarina . * is biggest* than:... Joinville has a: ... (.) I don't remember the name (.) ah ! I don't remember the name [umhum] of this new place [umhum] that* build* in Joinville . (4) but I I think (5) *is very beautiful and very important for our city . [umhum and why ?] because *is the: the place when: * to* happen: * ah the culture th- things (6) [umhum] that happen: in our city (7) [mm] and we can watch the the groups of* the* other cities of the* other states . [mm] and I think that (8) all city* need to have: one place: like SCAR . [ah okay . if ah if you should have to describe SCAR for someone . how would you describe ?] oh eh (.) no "localized"* [no no no the/] just the place ? [yeah] ah okay . well SCAR is a: big place with: a lot of windows and it's very important for our city [umhum] and it's very beautiful very big . has five: ah (.) five (.) f- floors ? no// [yes] floors [umhum] five floors floors (9) and has fi- five thea- theaters (10) [umhum] and: one is the biggest and the most beautiful [mm] I really like *and I recommended* [umhum] for all per- people . [ah okay . do you know they offer courses ?] ah yes . I know dances and music

courses . [umhum] I: (.) I: heard [umhum] about [ah:] but I never never... (.) I don't remember the word (.) . I never stay in these courses . [ah okay. did you see Família Lima ?] no [no] no but I like [umhum] Família Lima [okay and the (.) the (.) dancing... the first day when they they inaugurated//] umhum [SCAR . have you been there that day ?] No but I saw eh varies dances in Scar . the "aér-" air air dance [umhum] air dance is too beautiful because the person dancing* on* the air yes just in (.) eh in piece* of "tecidos" * .(11)

Time: **4min32s**

Words: **282**

Errors: **31**

Subordinate Sentences: **11**

Meeting 1 - Narration 1

This is a little history* about a cat and a mouse . they are friends . the cat (.) was lovely* (.) and the: cat girl with the: Tom {are} is lovely* (.) is lovely* for eh: other cat too . then (.) Tom made all is* possible* for he* (1) . but the other cat it's* more ri- it's more* rich and Tom can't /buy/ eh: more presents for the gir- the {girl} cat girl . Jerry mm (.) Jerry has some tentatives* to: alert Tom (2) but Tom mm don't* mm listen *Jerry . then Tom was (.) was very sad because the: girl eh: don't* like his presents (3) because the other ca- cat eh gives eh: better presents for: * her . (4) finally {Tom eh:} the cat eh: just married with* the other cat and Tom was very very sad . he cry* very much and he stay* very very bad . and Jerry eh: believe* eh his girl is better than the: * Tom eh: girl (5) but when he thinks this (6) his mm his girlfriend eh: pass* with a* other* mouse and eh: they w-* just* married and he cry* very much too and he: ah: sit* eh next to: to Tom (.) and {he} eh: they was* bad together . because eh theirs* girlfriend* was* very: very: (.) ahm sad * (7) w- where* the girl frien-friends sh- eh (.) they : they don't (.) mm pay attention in* the* his* qualities {because she:} because they like the: money of the other cat . of the other mouse .(8) and {the cats} the cat and the* the* Tom and Jerry was* very very sad because* this . bye bye.

Time: **3min40s**

Words: **213**

Errors: **39**

Subordinate Sentences: **8**

Meeting 1 - Interview 1

[Our subject today is the Shopping Mall Breithaupt. Do you know it?] uhum [yeah] I know [How often do you go there?] ah: so many times [yeah?] I: I like so so because the: shopping is very: small (1) [mm] but: it's the: only: eh: (.) attractive* [okay] here for for me because I don't like " boates"* [uhum] and eh big parties . [mm] ahm I think (2) the: shopping eh: /must/ have ahm more stores stores? "lojas"* ? [yeah uhum] more stores and: (.) more fast foods [ah okay] ahm: and so- some attractives* because ahm there have* not* so- eh a lot of ahm of attractives* (3) to: to do there . (4) [ah okay] ahm [and the... what about the the stores ?] ahmm some kind of: mm (.) "assim mais: como é q- que eu digo mais opções de: de lojas de roupas"* [In English in English . now switch the code .] (laugh) mm eh more eh: (.) wears* [uhum] stores more shoes* stores [uhum] more mm jewelries* ? [okay] stores and (.) more places to* the /kids/ *play [ah okay] more eh: films subtitles* because a lot of films don't eh come here . now eh just in Florianópolis and Blumenau (5) [mm] and this is very bad [ah okay . subtitle do you prefer?] "é"* subtitle* [mm and eh eh what about the Big Bowling. Do you know it?] I I don't like Big Bowling because *is very small (6) [uhum] and a lot of people come there [ahan] then it's very bad this because you: can't mm stay there (7) and dance ve- because have* so many people (8) then *is very difficult . [uhum] I think this [ah yeah?] yes and eh: (.) when you: eh (.) want eh*

(.) to b- buy buy or bo- bought? * “comprar” * [buy] to buy ah something in the shopping (9) you must have a lot of money because *is very expensive the: the: objects there (10) [ah yeah?] this is *other problem [mm and and the supermarket?] ah the supermaket I: visit all the weekends [ah yeah?] (laugh) all the weekends [why?] because I I love supermarket* .(11) I can't see a supermarket and I stay* there [ah yeah .] (laugh) [and this one is this good?] *is very good . I like the supermarket I like {very well} bu- very much but I think (12) ahm the supermarket *Angeloni is better than the sho- shopping Breithaupt. (13) [why ?] because *have* a lot of ahm of products [uhum] oh eh for my kind [uhum] and ahm * than the supermarket *Angeloni and the supermarket *Breithaupt eh don't* have all the: products and: the: the prices is* very expensive* [where?] in the ah supermark- eh in hiper* Breithaupt [ah yeah ?] yes [mm and and do you know the: the bookshop there?] bookshop? [m] "internet" ? [no no bookshop where you buy books] (.) Grafipel? [yeah] I know but eh the Grafipel eh in the ce- "no centro" [uhum] in the center ? [okay go on] can be? Is... have* a lot of other /titles/ eh has* more /titles/ than the: the Grafipel in s- in: Shopping Breithaupt [ah] then I prefer* go *the: other Grafipel.

Time: **5min25s**

Words: **310**

Errors: **41**

Subordinate Sentences:**13**

The following excerpt was not analyzed

[and do you know any other shopping mall in Joinville/] yes [or] Shopping Muller Shopping Neumark- N-Neu Marketing eh é Neu- Neumark [Neurmarket] é in Blumenau ah end other but the: the: more big shopping where I stay was in: Florianópolis [yeah?] yes [which one do you remember the name?] ah Beira Mar [why do you think?/] because have a lot of stores a lot of eh: cines a lot of su-... have two or trai supermarkets there [yes] yes (laugh) [then mu- much bigger] yes [and eh now you told me before about negative points about our shopping mall; and positive points what can you say?] mm is good to stay there at the oh praça de alimentação mm I don't at the ah in the weekends [uhum] and you can make all the: the buys there . [mm] is more //conveniente// [ah okay good] and and you have more //segurança// [okay I don't know] (laugh) I don't know too. [okay] It's more sec-security[okay] é é and you when you stay at Big Bowling or at the cine you can put your car there and is /security/ fo (.) for this ohm(.) I think this [do you go alone to the shopping mall usually?] I go usually at the cine at the supermarket [but do you go alone?] ah no alone is: very difficult because I like go {to my} with my husband with my daughter [you're married and have a daughter] yes [ah great] she was she is three years old [ah beautiful] and she like very much to: stay at the: at the play Breithaupt [ah yeah] 'cause she like eh to play at the park [uhum] and she: (.) gostar é (laugh) a lot of money in the plays (laugh) [what about your husband? does he like to go there?] ah {they} eh he don't like very much to to to go there but is the: the eh just the: the: place with we like go in the weekends because is not ah was not ah have not a lot of of points here in Jaraguá do Sul [mm] then we t- we like go there because there [ah] but it's not all! that place is very mm... [and if you could give some suggestion to improve the shopping mall what could you say?]mm they can't ah eh have small eh small prices then the people go more there and: they can't... oh (.) ah the shopping mo- must eh (.) expandir [okay] bigger [uhum]ahm more bigger and (.) and they can't eh put other alternatives when you: go all the Saturday s or all the Thursdays or all the s- eh the s- eh Fridays [uhum] eh have eh (.) eh music ao vivo or some m m theaters [uhum] some some things to{to make there} to do there [mm] when you go there and something something for the the childrens because have not a lot of place

there and the people ahm like when have other things others eh others games to: play [mm okay that's good . that's the idea of the activity . okay?]

Meeting 5 - Narration 1

The film start* when: Jerry talk* about: Tom's ahm (.) girlfriend .(1) and then {Tom} eh Jerry say* Tom... (.) mm Tom and he was* drinking one* juice and then ahm (.) ahm (.) the cat (.) passed* and: Tom: was* in love . and then Tom: (.) Tom: was very crazy for this girl and: he makes* a lot of "crazies" * for this woman . but {she} eh he was he (.) . {he has} he had a (.) an (.) a /rival/ and: the: Tom's girlfriend ahm prefer* to stay with {this} eh: the another* cat because he was very rich (2) and Tom was a poor man . and (.) and the end eh: Tom eh: stayed very sad and:... but he doesn't mm... sorry I don't say* this in English "desistir"*... ahm he don't* "desistiu"* and he: makes a lot of other eh: other things to prove {he-} his love for {this cat} this woman cat . (3) ahm: then eh: he /buy/* a lot of things for her . flowers and (.) "anel"* I don't say* this in English I forgot . and (.) mm (.) he: bought a new car and he: he {give} he gave {her} his life for: (.) mm for this cat but she doesn't like him she doesn't love him . because {when she love he...} if she love* he * (4) she don't* eh: take the: the other cat's present .(5) I think this* . and then: eh: when Tom come* with his older* new car (6) he saw the other cat come* with a big car a (.) a very very white and... (.) and then the "feme"* cat... she: she: go* back she go* out with this other cat and: (.) and he: was alone . then he: was very very sad and he felt* at* the "sarjeta"* and then Tom (.) ahm sorry eh: Jerry: come* there and save* his friend (7) and: (.) and he: he want* to: help Tom but he can't because Tom was very sad . (8) and: when he: he finished to* talk *about Tom . (9) he talk* about her love . and when he talk* ahm {about there} eh about her (10) and he say* (11) she was a perfect woman to love (12) ah and other things ah: she pass* with another eh: mouse and in the: car eh was a paper with* say* just married . and then eh: Jerry stay* eh: li- eh like Tom . he was very sad and he sit* eh: next to: (.) to Tom and he was sad like Tom . and then finished* the video.

Time: **6min05s**

Words: **359**

Errors: **45**

Subordinate Sentences: **12**

Meeting 5 - Narration 6

This film started with a duck (.) and he:* had a (.) a* egg . and then he: * taked* his* egg {and he} and she she: (.) she she ahm she kiss* the egg and then she (.) she go* out and and *the lake . and when she: was swimming at* the lake (1) the: (.) Tom comes and take* the* eh (.) her egg .(2) then he he go* at* the (.) the chi- eh the: {chicken}(.) kitchen sorry at* the kitchen and he (.) he want* to: (.) eat the egg but when he broke the egg (3) he (.) eh {he see:} he saw a: little duck . and then the duck: run* out and Tom run* (.) run* out (.) too and take* the: (.)

the duck and he: he: read one recipe about eh how can* you make ducks . (4) then he: (.) eh: he: want* to eat the duck (.) "assado"* and: he: (.) he: ahm order to* the: duck eh: (.) eh *eat a lot of of "brot"¹* "brot"* (5) and: then he: (.) he: (.) take* a one... sorry I don't say* this is English... mm (c) mm (.) "machadinho"* and he he want* to kill the: duck but he: he can't and: and then the the (.) duck run* out and eh: run* at* Jerry's house (6) and Jerry: help* the: duck . and then they (.) they: eh go out (.) at* the* home and they: eh: (.) mm (.) and they: run* out a lot . eh: and the Tom run* out too . and all the time Tom eh: run* eh: (.) behind the: the* Jerry and the: duck . and: he: makes a lot of "mixtes"* to: take the the duck and the* Jerry . (7) but he can't . and all the time Jerry and the duck mm take the better things . and (.) and when he: at... one time* when he: he want* to take the duck (8) he: (.) he: (.) he: (.) he (.) he take* the duck he: (.) { he se-} he saw the duck's duck's mother and he: was very: uhm (.) "assustado" * I forgot this in English . and: (.) and then the duck: (.) the li- little duck see* his mother and he: (.) he say* to his mother mom this: man want* to kill me and eat me (9) eh (.) then eh (.) the duck's mother was very very brave and she: call* to* her husband and he comes a very big duck and: take* Tom and pass* one: machine in: * Tom and he: (.) he take* the worst eh: time . and then the film finish* with eh: the little duck and h- his mother and and Jerry was* swimming at* the: the lake . (10)

Time: **6min27s**

Words: **379**

Errors: **58**

Subordinate Sentences: **10**

Meeting 5 - Interview 1

[yes okay] okay? [uhum] ahm positive points . [uhum] I think (1) it's a good place because *is a: a place to: eh (2) that you can eh: walk (3) [uhum] eh and see a lot of ah wears* [mm] in the in the "vitrines"* (4) [okay] can *be ? Ahm and you can ahm go to the: (.) food place [okay] "praça de alimentação" * [uhum] can * be ? and: then you can talk with your friends . you can ah listen* music . you can eat . and you can do: (.) all you want (5) [uhum] when you: stay with your friends (6) when you eh* with your family (7) [uhum] and... mm [what about the cinema?] ah I like* so so because the cinema is very expensive (8) [uhum] I think *this because is no- the cinema is not ah oh ah the best place [uhum] to... (9) I like to go at* the "teatro"* [ah yeah?] yes I: think (10) *is bes- *is better [uhum] than cinema (11) [uhum] and: ah: it's a place that you ca- cannot you can't eh ahm sit there (12) and: eh: lay lay ? lay [uhum] in* your boyfriend* or in* your husband* eh "colo"* (13) [uhum] and ahm (.) you: "como é que eu posso dizer não tá à vontade ali tem que ficar assim assistindo ali"* [okay] a lot of other people are there and: some some eh: persons* ahm don't eh: eh stay* in: silence [uhum] and you... ah I dislike [ah yeah] cinema ah (c) I like* so so sometimes I like to go to the cinema but I think (14) the "é"* theater? [uhum] is better [yes and so- and

¹ brot: German word for 'bread'.

what about the Big Bowling?] I don't like Big Bowling [uhum] too* because *is a place eh very small (15) [uhum] and you you can't eh walk there eh comfort- [uhum] comfortable* "confortavelmente"* [okay] ahm and you can't dance eh: a lot because ahm the people is* not so: (16) (c) ahm "sei lá são pessoas que não vão lá pra dançar entende ?" * [in English] ah eh the people go there to: to: (.) (c) "mostrar esqueci agora"* to ah (.) to (.) to show your* eh your* eh: money (17) [ahm okay] in other words (laugh) and to: ahm: and to drink (18) [uhum] and... I dislike drinking I dislike dancing I dislike ah: smoking [mm] then I dislike Big Bowling too . (laugh) I like the supermarket because I: I: love eh to do: (c) to /buy/ some somethings (19) [ah yeah] and when I go to the supermarket (20) then I stay in the: * /paradise/ (laugh) [okay] I like* very much .

Time: **4min41s**

Words: **278**

Errors: **35**

Subordinate Sentences: **20**

The following excerpt was not analyzed:

[yes? and in general ah ah /] in general [yes what are the positive points {of the} of our shopping mall in general?] ahm it's a good place to: the: /adolescents/ . [uhum] the girls and the boys like very much [uhum] eh the Big Bowling [uhum] in the: in the supermark- ah the: cinema [uhum] and the: "praça de alimentação" and it's a /security/ place [mm] to stay with your fr- with his family and with... and to eh: ... (.) and you can't eh: "deixar" (.) eh your f- eh sons [uhum] eh and go in another places and you: are: (.) despreocupado [ah okay] because it's a security place when the people stay there [ah okay] "né" of course [good] I think it's a good place to to to the: people: rest and walk [ah okay Gilmara . good very good]

Meeting 5 - Interview 6

[Then what can you tell me about SCAR?] ah it's the better place in Jaraguá do Sul (laugh) because eh: this place inv- involve* ah: "cultura"* (1) [uhum] "cultura?" * ahm and rest and "lazer"* [uhum] and funny* [uhum] it's a funny place and you can eh introduce this culture [uhum] to your /sons/ [uhum] and Jaraguá do Sul eh: has not* a lot of place that you can eh do something(2) it's better to* your eh (.) "conhecimento"* eh cogni- tive* ? (3) [okay] I don't know [okay]ah and then I think (4) *is the: the better* place [yeah] to go (5) at: * [mm] the Sunday at... every day every day [ah yeah] when I eh can eh: go to the "teatro"* (6) I like* very much [mm do you see any negative point in in SCAR ?] a negative point [yeah] I think there... eh the other times when I go there (7) [uhum] eh the piano bar and the restaurant it's* closed [mm] and I think (8) th- this is not so good because when you: go to the: "teatro"* (9) and when you: * finish* the: presentation (10) you can go to *piano bar [mm] and: and... or or at* the restaurant and you can stay there . [uhum] but all the time it's closed . [mm okay . do you see any other negative point?] another [uhum] negative point (.) I think (11) there eh (.) (c) ah could be... eh could eh have ah: (c) "elevador"* [yes ?] don't* have* "elevador" and when you: can't eh: walk (12) [uhum] you can*

take an "elevador"* [mm] or when you stay with children (13) [uhum] that they* doesn't* like to walk [uhum] all the time because *is "rampa"* (14) [uhum]and I think (15) can* can* ah the people* ah eh eh "devia ter"* [uhum] "é"* [how can I say that?] mm *could be* there mm hum hum it's not this [ah okay and what about the place for parking the cars]mm I think (16) it's good [yeah] is a good place because eh: ah: hav- has have? * [uhum] have* a lot of of places (17) to put your cars* (18) [mm okay . eh do you know something about the courses they offer?] no [no . dancing and for singing for playing eh {instruments} musical instruments] (.) [courses they they offer yes?] uhum [no] there ? [yeah] yeah ? [uhum for theater too . ah no you don't ?] no [okay and eh if you could give some suggestion ... you told me about the elevator... any other suggestion you you would give ?] ahm another suggestion? [uhum] (.) mm [to improve SCAR don't know] I think (19) mm the SCAR ahm can bring [uhum] others* eh: actors [mm] there because has* eh: * is eh: eh: very* smaller eh *other eh "peças"* [mm] of Rio de Janeiro [uhum] São Paulo [uhum] and fa- famous actors [ah okay] and: eh: when they: "promov-" "promover"* [okay] these events (20) they can eh: open another place eh bigger than that (21) because then they could eh: (.) "cobrar"* [uhum] ah "menos"* (22) [ah yeah? mm] eh li- little... ahm a good price [ah] to go there (23) because when you: go there (24) and has* famous people then you pay ahm twenty five Reais [yeah] it's very expensive [uhum] to: to: go with her* family (25) because when you go in: three persons (26) [uhum] you pay seventy five re- ehm reais (27) [yes] *is very expensive [*exactly I agree with you so*] yeah [*the task is over okay thank you*]

Time: **5min39s**

Words: **314**

Errors: **51**

Subordinate Sentences: **27**

Meeting 1 - Narration 1

In that cartoon the mouse Jerry . tell* us about the the* Tom's love history* . a very very sad history* (.) of love . when Tom fall* in love about* a: very very pretty cat . (1) bu- but there was other* cat and more* rich (.) than Tom (2) . the rich cat "conquisted"* the beautiful cat . then Tom fall* in: * sadly (.) Tom makes* everything to "reconquisted"* the beautiful cat (3) but don't had* successful. Tom buys flowers a flower for the the beautiful cat but the rich cat buys more and more flower* . Tom expended* all their* money to buy a ring .(4) but the rich (.) cat (.) buys a: a very big ring . Tom sale* saled* {her} his soul for* to buy a: a very very old car (5) and the rich cat had a very very "luxuous" * car and the cat the beautiful cat ah becomes the rich cat* wife.

Time: **1min47s**

Words: **139**

Errors: **22**

Subordinate Sentences: **5**

Meeting 1 - Interview 1

[Today our subject is about the Shopping Mall Breithaupt okay do you know it?] okay umhum [yes?] yes I know [how often do you go there?] oh: (.) well [how often do you go there? How many times do you go there?] ah in the shopping Br-Breithaupt [yeah]] mm oh once a week ah [ah yeah ?] once a week [what do you/] on on the weekends only [what do you usually do there?] ah to shop in the the supermarket [mm] or to to see a: a movie [umhum] eh . oh eh (.) to see a... eh to eat in the in the (.) [okay] (laughs) in the ? place . in the the ... (.) what* *I I I say in English "praça da alimentação"?"* [here I think you should say food food place the place where you have the the restaurants yeah? I don't know another a better /] yeah yeah the food place [word .] umhum [and eh what about the stores they have there?] (.) eh the stores of the [the shopping] (.) I don't know the the question [okay what about the shoppings what's your opinion about the... sorry... what's your opinion about the stores] ah okay okay my opinion [yeah] there are s- eh good good stores in the in the shopping . I use to (.) to buy [umhum] eh shoes in the the the super... in the shopping Magaz-... in the Breithaupt Magazine [ah okay] Magazine yeah? [yeah yeah] because eh the shoes are less expensive (1) [umhum] as* the the other [umhum] stores in Jaraguá . (2) [mm] shoes I use to to buy in the the [umhum] Breithaupt Magazine [ah/] okay . [okay . what about the clothes?] the clothes yeah I I b- I I buy the clothes too in the the {the shopping in the the Ma- } the Breithaupt Magazine [uhmm] eh ahm I have ah (c) "crediário" * I don't know [okay] in the the Breithaupt Magazine *fe-few years [mm] eh I don't I don't remember [umhum] {what what years}ehm (c) ehm (.) how many years [mm okay] I have . I don't know I don't {I don't belie- I don't believe} I don't I don't know [umhum] eh "crediário"* in English [neither can- neither do I] (laughs) [okay and what about the Big Bowling Big Bowling] I don't I don't use* eh to go [why not] no . because I I'm married [aham] ah my wife don't* like [mm] to to go [umhum] to the Big Bowling because * is very ahm (.) ah (.) "esqueci"* I don't I don't remember ah "barulhento"* (3) [okay don't worry don't worry] I know the the the the the word in English . (.) ah [okay yeah and eh what about the cinemas?]eh cinemas I I use* to go [yeah] to

to the cinemas I I I like to see a good movie [umhum] my wife likes* too[umhum] but ehm she's very (laugh)¹ "pão-dura ? eu não sei como se fala ." * [okay] eh in* the* (c) Wednesday [umhum] "quarta" * ? [umhum] Wednesday *is less /expensive/ . [ah okay] okay . the tickets eh (.) is eh (.) three three eh reais [ah so] only [so so] the other days *is four and the weekends and and holiday [aham] five [my gosh] but in Jaraguá *is more expensive as* the in in the* Curitiba (4) [ah yeah] for example Curitiba is ten ten rea- reais .

Time: **4min46s**

Words: **307**

Errors: **23**

Subordinate Sentences: **4**

The following excerpt was not analyzed/considered

[my gosh] yeah yeah . it's my my: (.) ah my sister-in-law [umhum] sister-in-law? [yeah it's right] sister of my wife my sister-in-law [yeah yeah] eh liv- lives in Curitiba [ah okay] eh [and do you know other shoppings in Joinville or in Blumenau too?] oh (.) raramente eu não sei como é [ah okay and eh if you could eh eh say positive points of shopping Breithaupt?] pos- positive points [umhum] (.) is a: (.) I don't know eh to say meet point [ah okay] a meet point in in Jaraguá [okay] Jaraguá don't eh (.) don't hav- hasn't [okay] eh (c) fifteen years eh later no [I don't know] fifteen years eh fifteen years [okay] when I I I moved to Jaraguá do sul [umhum] okay in (.) 1988 [umhum] eh I come from Espírito Santo [ah okay] eh and Jaraguá do Sul was very very sad at night [umhum] eh and very desert at night in the the the places [umhum] eh there there were only (.) gays and and womans [okay] and (.) I don't remember [okay] Today is different [umhum] today the the the/ kind/ [umhum] the children [umhum] eh plays in the park [umhum] in the gardens [umhum] at night [ah okay] eh eight years later [umhum] later or ago?² ago [yes this is..] eight years ago eh childrens don't used to [umhum] to play at night in the [umhum] in the street [umhum] in the the places in the garden [and do you think the shopping mall influenced this?] ahn³ no the the shopping center the the Schutzenfest[mm] yeah other eh people of other countries [ah okay] in Jaraguá [umhum] but the the the Schutzenfest the the the shopping center [umhum] are more eh important [mm] for the transforming for transforming [umhum] the the reality of of our city [ah okay] the soc- social reality [okay okay] of our city [mm you see yo- you have eh eh spoken very well Helio eh you s- now you you talked about positive yes could you tell something negative points?] negative? [yeah] (.) No I don't remember negative points [yeah mm okay] but eh some people say eh the shopping is very small [umhum] né small is the a little shopping [umhum] the shopping the the good shopping is the the the Neu Market is is bigger [umhum] but I think Jaraguá is have a hundred seventy [umhum] eh million million? (.) people [do you think is million?] (.) no million cento e setenta mil a hundred seventy (.) [a hundred seventy...] thousand [okay] okay ah and the the s- the our shopping [umhum] have the the right [umhum] ehm tamanho [okay] ehm if the shopping eh wa- was bigger [umhum] uhm (.) don't don't was ehm for our city [ah okay] I don't understand do you understand? [yeah yeah. It's enough Helio it's okay]

Meeting 5 - Interview 1

[so you know the Shopping Mall Breithaupt . okay ? first of all I'd like you to tell me some positive points you see in the shopping mall/] in the shop- the positive/ [in that] points eh in the shopping* "bom"* there are* a shopping* in in Jaraguá do Sul (laughs) [umhum] a: positive point... the first positive point . eh two house of of eh cinema

¹ the participant probably makes a gesture with his hands

² Nice: at this point he finally remembers the word he had already felt it was not correct.

³ he 'cleans' his throat

[okay] two house* two no three house* [okay] three house* "não"* [yeah you can say house or room rooms]room yeah three room rooms . ahm (.) the shopping is a: a "meet pointing"* [umhum] meet point* [okay] in Jaraguá [okay] "bom"* I eh I saw* in the first interview in Jaraguá there was (.) there wasn't [umhum] in in the past [okay yes] eh there wasn't eh eh meet points* . [mm] eh when you (.) when you (.) ehm want "(1) não... é querer"* [yes] "queria"* [umhum] when you (.) "como fala queria ainda"?"* [don't worry go on] okay eh to meet a friend [umhum] you: should eh go to: his house [ah okay] for example . [umhum] there wasn't* eh no* po- points* of mee* meet points* [umhum] in Jaraguá do Sul . today there are some [umhum] eh points* in Jaraguá . the the shopping is one [umhum] of these . ahn other positive points in the shopping ahm (.) [the restaurants what do you think of the restaurants?] yeah yeah it's* a good restaurant [umhum] the Samuara is a... the food is: is very very good in the [mm] in the the restaurant of ... [umhum umhum] the new restaurant in in the the "choperia"* [okay] in English I d-d-don't know [umhum] eh eh I I don't know [umhum] the new [umhum ah okay] but eh the the restaurant* self service [umhum] I know *is very very good [okay] eh ? [okay what about the stores?] stores {"bom" }well I: (.) I don't (.) "costumo eu não sei como dizer"* [okay] eh to to to do... to hav-... to make* eh sales* sales? * no [oh] in... no/ very... (.) ahm I don't know eh all all stores [umhum] in the the shopping* eh ehm . (.) the shopping center is eh very expensive [ah okay] is more expensive as* the the other stores in the* the* the*downtown (2) [umhum] okay? yep [yeah . so this is one negative point the the prices okay?] yeah [other negative points you see there?] in the shopping? * [yes] humm (.) "bom"* one negative the the the... *is more expensive [umhum] as* the the other stores (3) . (.) I don't know other negative points . [yeah] eh our shopping is is little [okay umhum] because the city is little . (4) [umhum umhum] eh . ehm there there are eh a hundred ten a hundred seventy a hundred ten [umhum] eh ah eh million million "não"* thousand [umhum] "habitantes"* in Jaraguá [umhum] ahm don't* have* ah sense [umhum] ah to have a big big shopping in Jaraguá . (5)

Time: **4min47s**

Words: **291**

Errors: **43**

Subordinate Sentences: **5**

Meeting 5 - Interview 6

[so what can you tell me about SCAR ? what are the positive things you see there]
SCAR? [yes](.) eh SCAR is a (.) {I don't say...} I don't know eh* say it future futuristic? [yes it's possible] futuristic? [umhum futuristic] eh scar is a futuristic ah place [mm yeah ?] in Jaraguá do Sul [mm] ahan (.) eh: the: (.) the center [umhum] the cultural center is a cultural center for a big [umhum] city . [umhum] eh Joinville for example [umhum]eh five hundred six hundred thousand people . [umhum] eh Jaraguá: (.) "esqueci o que ia falar não me vem na cabeça o que eu ia falar"* [umhum] (.) ehm (.) the the cultural center SCAR [umhum] is a very very good [umhum] eh choice choice ? (.) choice "coisa coisa muito boa ? * " [thing] thing? yes [ah place?] yeah in Jaraguá eh the: (.) the: (.) [why is this good for Jaraguá do Sul ?] ah Jaraguá do Sul (.) ever* ever* have* [umhum] eh many cultural eh (.) "movimento é como fala ? "* [okay] eh the music instrumental music violins flutes [umhum] and other instruments "também" *

. eh Jaraguá do Sul eh today have* a philharmonic orchestra . ehm it's ahm a very good eh: thing too for Jaraguá do Sul . ahm [umhum] the theater the theater group... [umhum] my wife [umhum] eh was eh (.) was of* the the the theater group [okay] five six years ago [ah okay] okay . and * is very important to* to* a: city [umhum] eh to have a ahn SCAR for example (1) [okay] ahan [and negative point do you have any negative point there?] yes one one eh I I remember one [umhum] point* negative . * is very very expensive [mm] to: (.) eh to rent [umhum] a place[umhum] in the SCAR . (2) [okay] eh [umhum] the: the people [umhum] eh don't... eh cannot [umhum] eh to show [umhum] eh your your (.) {your ? } their [umhum] their eh work [umhum] in the SCAR . [okay] okay . the the little the little theater the little [yes it's correct] the little theater [umhum] eh for one day for a three hours four hours [umhum] eh: you pay: today: eh a thousand eh more or less [yes?] yeah . eh our "c- coral coral"* [umhum] (XXX) UNERJ eh would like would would eh (.) would want* ? no/ would like [okay like] eh to show [umhum] a concert of popular music [umhum] Brazilian popular music and don't eh don't* was possible [oh] don't* was "né"* ? don't* was possible because * is very expensive . (3) eh { we don't have money for this } eh [ah what a pity] we didn't we didn't have money .

Time: **4min21s**
Words: **249**
Errors: **22**
Subordinate Sentences: **3**

Meeting 6 - Narration 1

Tom and Jerry was* very* friends and they live (.) very: happy* . (.) Tom meet* a li- a beautiful cat and fall in love about* her she* (1) . but the beautiful cat meet* the... eh a very rich cat and the the rich cat (.) "conqu coasted"* the heart of the beautiful cat . Tom try* to "reconquest"* the: beautiful cat . but don't* was possible . because the other cat was more* and more* rich . (2) when Tom buy* a flower (3) to give ah to *beautiful cat .(4) the rich cat buys a: a lot of flowers (.) when Tom buy* a little ring . (5) the rich cat buy* (.) a very big ring . finally Tom expended* all your* money to buy a very very old car .(6) but don't* was enough because the rich cat had a very very big car .(7) and: the beautiful cat { goes } went with the rich cat . Tom started to drink (.) and become* a very sad cat .(8)

Time: **2min05s**
Words: **145**
Errors: **21**
Subordinate Sentences: **8**

Meeting 5 - Narration 6

In a: championship of tennis Tom and the other cat was* (.) playing . the other cat was very strong was stronger . and Tom don't* had successful in his sacks* . Jerry first helped Tom but after* helped too* the other cat . the championship { become } became a

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Participant: N06

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war . Jerry versus Tom and the other cat . in* the end of the game Jerry become* the
champion of the championship of Tennis.

Time: **1min07s**

Words: **67**

Errors: **7**

Subordinate Sentences: **zero**

Meeting 1 – Narration 1

Hello: . My names is Jeane . (.) well this story is about love eh about eh: famous cat Tom and famous mouse Jerry . eh they are famous eh: famous cartoon . Tom eh is very very upset because eh he {is} (.) love* ah a beautiful cat .(1) but eh: she eh: don't* love him because she she is interested *ah another ca¹- another cat a rich cat .(2) eh Tom try* with a lot of things eh (.) to "conquest"* eh the cat . with different* eh gifts . for instance flower eh rings ahm car (3) but she she don't * don't* like Tom . eh the: the mouse mouse eh his friend mouse eh his friend the mouse Jerry try* eh a lot *tell it eh: to Tom but Tom eh: didn't listen *him . Jerry eh (.) Jerry want* to tell Tom eh that that cat eh don't* like him (4) (.) she (.) eh: it like* eh another cat the rich cat . but Tom eh is very very fall* in love and she* don't* listen * Jerry . eh: at the end eh the cat married with* the rich cat {and the Tom} eh and Tom is very very very upset . and now eh {he }Tom desire* * die . then eh s- eh {he} eh Tom sit* down near the train . eh: Jerry think* (5) ehm (.) ehm (.) think*... eh *is very very sorry about* Tom . eh Jerry Jerry /thought/ about his: his: girlfriend a beautiful mouse too . and Jerry think* (6) oh I didn't I don't have this problem because my girlfriend is the perfect girl . (7) but next *Jerry her eh his eh its eh girlfriend eh: is with another mouse and ehm the mouse is married too . then Jerry now is very very upset too and eh: Jerry sit* next* the* Tom and now eh: two is two* are very upset because eh *girlfriends eh is* with *another boyfriend* . (8)

Time: **4min41s**

Words: **251**

Errors: **36**

Subordinate Sentences: **8**

Meeting 1 – Interview 1

*[our subject today is about the shopping mall Breithaupt . do you know it ?] yes [yes ? how often do you go there ?] uhm: sometimes [yeah] yeah [do you like to go there?] yeah I like * [which's your favourite place there?] * cinema [mm] because always I I *very stressful* (1) and I think (2) cinema is good (laugh) [ah yeah] *is good to it [uhum]ah the: the food of course [ah] is very good too [ah yeah? And what about the stores?] stores ? (.) * is good too but I I think (3) it's very... the things is* very expensive [mm] some things [uhum] is* very expensive . then I never bought {nothing} [ah] eh anything there [okay good and what... do you know the Big Bowling?] (.) I never eh go there ? [yeah]yeah [uhum . no ?] no [why not ?] ah because I (.) I don't have time: and I ahm think: (4) there* is very small and always ehm there are {very} m- m- (c) many people [uhum] and think (5) there* is a small place [mm] is* enough* [uhum] the* eh comf- comfortable place because always there are very* people (6)[mm] "então "* my [you, you/] I hate small place* [uhum] with a lot of people together [ah okay and what about the supermarket?] *supermarket is very good [yeah] because *is is very big (7) [uhum] and the: the products ? [uhum] is* very good [uhum] eh I like* . [yeah you like that] yes [is there any other thing you like there ?]there (.) mm (.) no [no] no [if you could point some eh negative characteristics of the/] negative points [yeah the*

¹ She mispronounces /cat/ and then corrects it.

Shopping Mall] mm (.) I think (8) *is very eh: *is small [uhum] I think (9) ehm (.) can [uhum] eh {more} can * bigger [uhum] because I think (10) it's small (11)[okay] I I know Jaraguá * big city then I I think (12) the shopping mall ahm can * bigger [mm okay] and ehm (.) the stores [uhum] eh: I think (13) the things is* very expensive . [uhum] eh can* can* be cheaper [okay] ahm yeah . [yeah ?] is . [and positive?] positives [uhum] mm *is a beautiful place . with a* beautiful people . different people . different kind of people . [uhum] ahm comfortable place[uhum] ah (.) mm the place of food I don't know "praça de alimentação"* [okay] is is good too . [uhum] eh: *cinema is very good . [uhum] eh mm because *family can: can go together *see: [uhum] the* movies* . (14) mm ah this is . [yeah] yeah [do you know any other Shopping Mall in Joinville or in Blumenau?] Blumenau [yeah] I know [can you compare both?] ah Blumenau: eh * shopping* is bigger (laugh) . there are ehm a lot of stores: [uhum] and more (.) "opções"* ? [okay] more "opções"* . and then the thing is* is* cheaper than here (15). [uhum] ahm ahm ah this "acho que"* *is *is the first . [uhum] eh: there* is bigger than the other thing (16) *is better too . [ah] because eh *is be- *is bigger (17) there are a lot of* more stores more foods [uhum] more "opções"* .

Time: **5min02s**

Words: **285**

Errors: **51**

Subordinate Sentences: **17**

The following excerpt was not analyzed:

[uhum . and eh if you could give some suggestion to improve eh Shopping Breithaupt what suggestion/] suggestion [yeah] mm oh more eh more stores but the... eh with eh products cheaper[mm] because that stores is very expensive then eh a small group of people can buy there, {então} then I think erm can mm é the sores, but with things cheaper [ah okay] than than now [usually children like very much to go to: to the shopping mal yeah?] yeah [here, do you think the children like to go there?] (.) children yeah [uhum]uhum always there are a lot of children (laughs) [why do you think they like?] ah foods . (laughs) foods and the cinema . [ah yeah ?] yeah [you think that] yeah [mm eh you told me your favorite place is ...] ahm cinema and foods [ah okay. well I think it's enough Jeane...]

Meeting 5 – Narration 1

Well this story is about... eh is a love story because in* this day Tom was very very sad . and Jerry eh: tell* tell* tell* us eh Tom's story . eh one day Jerry tell*_(1) eh (.) eh {it} ahm Tom was very: calm: mm drink*drink* a juice .(2) mm they were very very good friends . but eh { in this morning } in that morning appear* a beautiful: cat* . and this cat ahm (.) was the: most beautiful cat mm then* Tom saw (.) in (.) in its* life .(3) ehm: Jerry ehm: try* to get* Tom ehm to explanation* ehm to: to Tom because this cat is very very erm false . (4) can I say this maybe . because eh she (.) didn't love Tom .(5) she just want* *use Tom . Jerry try* eh many times to explain this to to Tom . but Tom didn't listen * Jerry . Je- eh Tom is very very stupid with this love . Tom just think* about about this cat . ehm Tom eh: all day eh: {go} went* to the cat's house

eh *get* her the* flowers (6) no no no sorry eh Jerry* eh all day go* to: to visit this cat (7) but this cat didn't love eh Tom . she eh was see* another {/cat/} cat a rich cat (.) Jerry tried to say this to Tom but Tom didn't listen *Jerry . One day this rich cat get* the: the cat the female cat and kisses kisses kisses kisses kisses * and get* to this cat a lot: of: presents (8) for example Tom eh buy* the* flowers just one flower . when Tom arrive* in the cat's house (9) she she have* a lot: of flowers because the other cat is rich . (10) Tom eh get* all his money and buy* a simple (.) ring and the other cat eh: already give* the cat a big: ring and another* things . Tom buy* a* old car the other cat has a big: car . eh then Tom try* try* try* try* many times to conquest* this cat . but anything Tom to* do* eh: was good to* the cat (11) . finally eh: Tom see* eh: the... Tom is very sad is very upset . and one day Tom see* eh this cat . with a rich cat . eh at* the* car . going to travel . (12) eh in this eh at* this car have* a paper with just married (.) because they (.) they have married . (13) and Tom eh was very sad . and Tom sit* ehm on the the "trilhos"* . sorry but I don't know "trilhos"* in English . and wait* for the train because now Tom is very sad (14) then Tom wants to die . Jerry finally* this story with 'oh I have a good girlfriend . my girlfriend is very beautiful good . my girlfriend just think* about me' . but eh Jerry look* {and se-} and saw eh the girlfriend with another rat too. the same story eh* Tom . then now Jerry and Tom is* sit* down and wait for the train. (15)

Time: **6min11s**

Words: **430**

Errors: **64**

Subordinate Sentences: **15**

Meeting 5 – Narration 6

Well this story is about the duck a little duck . (.) erm on a beautiful morning a: a duck mother or a mother duck I don't know eh: wake* up and (.) and erm the duck kisses the the egg because in this egg eh: was his: his: {his little} her little duck . (1) then s- eh the the duck eh going* to the river to: (.) to: (.) to have a shower (2) ? I don't know . eh and the eggs* is alone in the at* the the "ninho"* . eh then Tom eh appear* and erm caught* the: the egg . because Tom want* to eat it . (3) and the mother duck eh didn't see (.) Tom . then Tom get* the egg and went to: eh went come* back to to the* house (4). then eh Tom Tom try* Tom try* to: to eat this egg eh he catch* a Tom Tom get* the "frigideira":* and she* broke the egg but eh "dentro do:" * the egg has* a a little duck . and this duck eh was very very afraid eh the duck run* away because Tom want* to: to eat: the duck .(5) Tom eh Tom had a: a good idea . eh 'oh in this egg eh this egg {there are} there is a: a duck . then I am going to prepare a "ricif"* . then Tom Tom get* the* one book a "ricif" * book and read about the "ricif" * eh * the roast duck .(6) Tom want* to: to: roast the the little duck but the the little duck run* away . and and went to the* Jerry's house . then the little duck explain to Jerry . 'oh there is a bad cat . this cat try* to die* me . because because this cat want* to eat me . (7) help me'. then Jerry erm (.) Jerry: try* to to help this this friend . ah Jerry try* to get the little duck and (.) and (.) get to* (.) to* (.) to* back * the the mother . eh Tom try* eh all the* things to eat the the little duck (8) . but Jerry ehm didn't (.) didn't want this . because the little duck is very good .(9) then finally eh the mother's* duck eh find* the: the little duck and the mother duck is very very very

hungry* with Tom . the little duck telled* all the things to the duck* mother . and the duck* mother eh: tell* all the* things to the father duck . the father duck is very strong is very angry . and the father duck erm (.) "bateu"* eh in* the* Tom . the father duck is very very angry . then eh Jerry and the little duck is* a* good friends now . and Jerry is swim* with the mother duck and the little duck at* the river .

Time: **5min08s.**

Words: **397**

Errors: **56**

Subordinate Sentences: **9**

Meeting 5 – Interview 1

[so what can you tell me about the Shopping Mall Breithaupt do you like it ?] Yes I like* [uhum] but I don't have time to go there . (1) (laugh) but I like* . [yeah ?] I: I think (2) it's a very beautiful place . with a (.) a (.) good stores. but the stores eh some stores is* very expensive to* me [mm okay] but I I like to see the the things the shoes the clothes [uhum] just to to relax . (3) [uhum] not to buy . (4) [ah okay] I sometimes buy a a blouse a a small thing not a lot of things . [mm what about the the the movies the cinema ?] the movies I I think (5) it's very good because it's a: (.) it's a good entertainment to* family (6) [uhum] ah a kind of good entertainment to* family [uhum how often do you go there ?] mm (.) some sometimes [ah yeah ?] sometimes [mm] yes [and the the the places to to eat ? do you go there ?] yes when I go to to see the* movie (7) [uhum] I go to the... I go eat [mm] something too [ah okay] then * is the same the same time [uhum eh so eh th- this you said are positive points about the shopping and negative points besides the price yeah?] negative [uhum] ah the price I think (8) is the first because ehm (.) eh the: the the clothes some clothes some shoes it's* very expensive . (9) I think (10) the cinema is very expensive . [mm] eh it can* more* more* cheap [mm] because it's six reals I think (11) [yeah] but on the weekend *is *is more *is: more expensive . then I think (12) {it's} it can* more* cheap . [ah okay] eh than this (13) ([that ?] yeah [yeah ? do you know other shopping malls ?] (.) yes eh at* Blumenau [ah yeah ?] yeah [if you could compare both what would you say ?] (.) oh: Blumenau shopping mall eh is bigger [uhum] than (.) than here . ehm there are more: stores: [uhum] {there here} than here (14) and the stores there eh offer* offer* ? [yeah] yeah ? offer* eh clothes shoes and the other things eh {mor-} cheaper than here (15) [m] because there there are more options (16) [uhum] I think . (17) [ah you think that ?] yeah . [and what about the restaurants there ?] the restaurants is* very good too [yeah] because the shopping is bigger (18) than here (19). then there are more options too . then the the prices * cheaper because you have more options [uhum] than here . (20) [okay . if you could change something in our shopping mall what would you change ?] mm (.) I * change: the:... (.) I will* put more stores but the stores eh will have eh things* cheaper than now . (21) [what kind of stores ?] clothes shoes mm with books [mm] and the* other things . [yes] more eh: (.) recreation I don't know this [okay] eh children's recreations [uhum] because there* one place (22) [uhum for example ?] ah with games: with: other attractions [uhum] performance* other other performance* I think . (23) [ah yeah have you been to to the place where they have for children there ?

] no just I see* [no it's over] I'm* just see* [see what ?] yeah see {the place children}
the children's place [ah] I never go there [*ah okay, that's good, thank you*]

Time: **4min55s**

Words: **329**

Errors: **33**

Subordinate Sentences: **23**

Meeting 5 – Interview 6

[*so what do you have to talk about SCAR ? to tell me .*] SCAR is * very very good place . [yeah] yes too . because I: I don't have time sometimes money but I love theater . [mm] and I think (1) this this * one* kind of the* the* option to* * family too because there there are a lot of attractions (.) with* theater music (2) [uhum what do you know of eh SCAR ? how could you describe ?] oh SCAR is a big place: beautiful place: . with some some theaters [uhum] and "palcos"* [uhum] sorry I don't know [uhum] and... ah* is this . [uhum] it's big it's comfortable [uhum] eh because in the past Jaraguá Jaraguá mm ehm... here in Jaraguá {there isn't} eh: there wasn't eh any place [uhum] * same SCAR [uhum] and I think (3) Jaraguá need** [uhum] eh: (.) [do you know how SCAR was built?] mm I don't understand [how SCAR was built?] ah sorry sorry sorry . no [no?] no [no . do you know who who helped to to build/] I: I don't remember [no?] I think in nineteen ninety seven: eight: [uhum] I'm not sure too about when [not when but how] ah how: [uhum] mm [who helped ? how did they do the the the/] no [no? You don't] no I don't know I don't know [ah okay and eh do you know that eh SCAR has eh other courses ? They offer courses to the public ?] I think yes [uhum] [do you know what kind/] I I heard [uhum] something about [uhum] course . I think eh (.) the theater [uhum] course [uhum] I think [ah okay . eh what suggestion would you give to to SCAR to be more known by the public?] mm (.) more ? [known "conhecido"] mm ah (.) ah: I think (4) eh all the people like: (.) theater music and the other attractions SCAR offer* [uhum] to to the public . but I: I think (5) emm, (.) s- mm the "maiority" * [uhum] of the people don't have money to go there . (6) [ah okay] because I think (7) the the price is very ex- expensive* sometimes . (8) [mm] and the last emh he- eh in the at Scar ehm (.) the famous people eh go there to present the theater (9) eh: [uhum] eh the* last week Família Lima [uhum yes] was there but the price is* very expensive* . [mm] sometimes to me: I imagine the* other the* other peoples* [uhum] the: (.) the family* eh poor or eh the family that: didn't have money . (10) then I I think (11) the: the public eh would be more* [uhum] eh if the price is* cheaper (12) [ah okay] not { sometimes some- } eh always always cheaper cheaper [uhum] because I understand eh the famous people eh -s is* very expensive [uhum] "tá"* [uhum] but eh the... sometimes eh * offer to * public eh eh free theater: more* free [mm] sometimes have* [uhum] but more frequently [uhum] eh free: free theater music or the prices more* cheaper [ah] than now . [*okay that's the idea*]

Time: **4min47s**

Words: **294**

Errors: **32**

Subordinate Sentences: **12**

Meeting 1 - Narration 1

The story (.) is about Tom and Jerry . Tom was: very * friend (.) of* Jerry but Tom (.) knew* a girl a girl no// a cat eh: sh:- she or it * * beautiful cat . then Tom was in love (.) and (.) when a: man or cat {was in love (.) was no //} is in love (1) he he {he do} he does all* for she* . Then Tom (.) started a (.) a "papari- paparicar:" * a (.) to do* for she* . but: Tom: had a "concorrente"* or a* other {gat} cat (.) and *other cat was very rich . then the girl cat ahm (.) the girl cat (.) {"ficou"} stayed* (.) very "impressioned"* for* other* cat . and Tom wanted "agradar"* (.) she* . but Tom {didn't had} didn't have money and * other cat had . then Tom: (.) stayed* (.) "amargurado"* (.) with much* "dívidas"* and other things . then: (.) Tom: (.) started ah... (.) started to drink: to drink and other things (.) and Jerry was "lamentando"* Tom but Jerry: looked* your* girlfriend (.) married with * *other (.) *other mouse . (2) and Tom.... and Jerry decided to die for she* (.) okay ?.

Time: **3min38s**

Words: **153**

Errors: **31**

Subordinate Sentences: **2**

Meeting 1 - Interview 1

[we can go on from here we were talking about an exposition..] yes [umhum] the "última vez" [umhum] I: I saw a* exposition* about ah! little trees [umhum] a technique [bonsai .] yes bonsai [umhum] a technique Japanese* [umhum] It's very interesting [umhum] I I think (1) [umhum]I will think [umhum] or I thought (laugh) present future and past (laugh) [sometimes it's a mess yes?] yes [do you go there with friends ?] uhm (.) just I and my girlfriend [umhum do you know any other shopping mall or only Breithaupt ?] Only Breithaupt . I: (.) a one (.) time* [umhum] one time* I: (.) I went to: Shopping Müller[umhum] in Joinville [umhum] and I (.) I knew ? [umhum] I knew * Shopping* in the* Florianópolis and in the* Ita- Itajaí too [umhum] . but I use just Shopping Breithaupt [umhum if you could compare Shopping Breithaupt and the other ones ?] eh (.) the other shoppings*: are very... more* "biggets"* . but in the qualities I: I don't see (.) many difference* . [uhm ok . and eh (.) what what did you do in the other shoppings shopping malls ? cinema] travel [umhum] no I don't ... I didn't see fi-movies[umhum] just travels* [umhum] some "compras"* [umhum]but littles [little little shopping ?] little shoppings * . [I think it's ok . That's only that . Thank you very much .]

Time: **2min09s**

Words: **109**

Errors: **16**

Subordinate Sentences: **1**

Meeting 5 - Narration 1

Okay . Tom was: drinking a (.) juice with Jerry when a: girl cat ahm (.) passed in the street . (1) Tom eh (.) stayed* in love for* *girl cat . ahm (.) Tom started uhm (.)

"paparicar"* she* . but ahm there was another cat . and his name eh (.) his name was Butch . Butch was {more rich} of (.) But* than* richer of* the * (.) Tom and Tom (.) wanted to "conquist"* the girl cat . but Butch didn't "deixar"* . ahm (.) Tom bought a flower but: (.) the* Butch bought a: * more flowers . Tom bought a perfume but Butch bought a (.) a (.) car *of the perfume . and (.) Tom bought a (.) "anel"* I don't remember (.) and... but Butch bought a big "anel"* . mm finally eh Tom ahm bought a* old car . (.) but Butch had a: big car and a* expensive car . and Tom was extremely ahm (.) thirsty* and /disappointed/ and he eh (.) started to drink (.) and Tom: in the /final/* wanted to die . and Jerry: Jerry don't* . but Jerry saw his girlfriend ahm to* pass with another mouse . (2) then Jerry wanted to die too (.) together* Tom .

Time: **3min.46s**
Words: **154**
Errors: **23**
Subordinate Sentences: **2**

Meeting 5 - Narration 6

Okay ahm (.) in: in a farm eh (.) there was a (.) a duck (.) a family duck and (.) this duck uhm had a* egg and she: was "chocando"* {your} her {ne-} egg but eh she went to swim and Tom took her egg. Tom ahm "levou"* mm the egg (.) for* his house and he put the egg in a: "frigideira"* . Tom wanted (.)* "fritar"* the egg . but when broken* the egg (1) ahm there was a (.) little duck * and Tom decided to "ass"* this little duck . but Tom (.) ah Tom Tom (.) got* "deu"* I don't remember "deu"* ahm a middle* bread "miolo do pão"* middle* bread for* *little duck to: "recheiar"* *little duck . but when Tom wanted to die* the little duck (2) (.) he he want* "fugir"* and he "escondeu"* {on} in the (.) "toca"* (.) Jerry's "toca"* (laugh) ahm "tan nan nan" (.) then ahm Jerry (.) started to help the little duck ahm to: to found* his mother . (3) but Tom eh (.) was (.) running (.) "atrás"* that (.) but ahm (.) the little duck found his mother and (.) his mother: called ahm a big duck and ah the big duck ahm fought with Tom .

Time: **3min48s**
Words: **145**
Errors: **28**
Subordinate Sentences: **3**

Meeting 5 - Interview 1

[what can you tell me about shopping mall Breithaupt ?] Shopping Mall Breithaupt ?
ahm I think (1) * very good eh (.) which* Jaraguá: have* a Shopping* [umhum] and Shopping Breithaupt for me it's very very good . [umhum] for some things [umhum for example ? what do you do when you go there ?] ahm for example ahm for (.) we (.) eh watching* (.) for we watching* movies in the cinema ahm because mm when I: I: want: ahm to buy a* a* clothes a* different clothes [umhum] (.) and clothes with "marcas"* [umhum] marks [umhum] and expositions* which (.) eh (.) believe* ? "acontecem"* ? believe* there [umhum] anything . [okay eh (.) what are other positive characteristics you see in our shopping mall ?] positives ? [yeah] uhm (.) a (.) a good space [umhum]

and a (.) a (.) "clima"* /temperature/ [umhum] ahm a car car parking [umhum] and cine (.) just in the: (.) eh (.) food place* [umhum] food place* it's* good for me [umhum] ahm there are many kinds[umhum] of the* foods . [umhum and negative ?] and negatives uhm (.) I think (2) eh (.) which* in the shopping* the: "preços"* [umhum] are are very expensive* [mm] but mm don't *eh (.) don't* just in Jaraguá . in (.) other shoppings* too . [umhum] ju- eh (.) yes just the "preços"* . [okay why do you think it happens these higher prices ?] can you repeat ? [why do you think it happens in shopping shopping malls the prices are so high ?] where ? [why ?] why? [yeah] because I think eh (.) the price... [umhum] because the {/products/} products are very* qualities* [ahm okay] (.) the marks of the products eh . (.) do* the prices (.) more expensive* . [ah okay would you eh (.) would you have some suggestion to improve our shopping mall ?] today (.) uhm (.) ahm (.) Big Bowling ahm need* ahm need* (.) *more* (.) big ahm because Big Bowling is (.) small today (3) [ah yeah] yes (.) I don't I don't go in* the Big Bowling but when I went (4) I I /thought/ (5) *small [ah okay] and in the (.) in the cine more (.) more kinds of the* movies .

Time: **4min45s**

Words: **189**

Errors: **38**

Subordinate Sentences: **5**

Meeting 5 - Interview 6

[do you like it ?] yes I I like it* go to *SCAR to go to *SCAR uhm I like it* go yes ? [umhum] because *SCAR for Jaraguá is marvelous ahm in *SCAR today is a reference [umhum] ahm to Santa Catarina ahm and *SCAR is good because there believe* eh (.) many "apresentations" * with ahm (.) some: actors and some: artists stars . (1) [umhum] eh (.) when ah we (.) we didn't (.) have eh *SCAR (2) we didn't see eh some actors . [umhum] today we we can. [mm okay you see all these are positive things you see in *SCAR . and negative do you see any negative thing ?] positive (.) are (.) many (.) . mm the (.) space in the theater [umhum] in the... ah the (.) are the /variety/ of the "apresen-“ of "apresentations" * [umhum] ahm the direc- "direção"* /direction/*eh (.) the SCAR /direction/* [umhum] eh (.) "trazem"* many (.) many kinds of presentations for* the city . and the negative ah *SCAR eh (.) need* a (.) a good car parking* [mm] because ehm (.) don't *don't* have* /police/ [umhum]eh security [umhum] in the car parking* today (3) and a price* more (.) "acessível"* "acex"* [umhum] eh (.) for the populations* because today eh (.) some "apresentations" * are very expensive . (4) [mm] because * the quality of the "apresentations" * (5) [umhum] but ahm some (.) peoples* ahm (.) can cannot ahm buy (.) for* the* see [ah okay and eh y-y- you mentioned the: car parking . did you have any problem there ?] I (.) I didn't have problem but ahm I see eh which* (.) *SCAR eh (.) can "/melhorar/" "melhorar"* (.) the car parking * [ah okay and eh (.) when was the last time you went to the SCAR to see some presentation ?] mm in this year or last ? [the last time] the last time ah "ultimamente"* . uhm I see* (.) one ""apresentations"" * yes [yeah] one "apresentations" * [can you tell me/] I don't have time [uhm okay] for* go to... (6) [can you tell me which was this... which this presentation was ?] eh (.) the presentations* eh went* (.) went when (.) *SCAR: *SCAR was (.) /inaugurated/ (7) [umhum] or "apresentada"* ah for the... u- has* /official/ [umhum] *SCAR in the* Santa Catarina .

Transcriptions of data
Monologic Group
Participant: N08

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[ah okay did you /] and Gilmar Moretti did the “apresentations” * and and [okay and]
and he utilize... he used (.) he used eh many actors many many actors for the
“apresentations” * eh (.) I I thought (8) ahm * "quase"* one circus (laugh) .

Time: **5min08s**

Words: **220**

Errors: **55**

Subordinate Sentences: **8**

The following excerpt was not analysed/considered.

*many artists [umhum was it beautiful ?] Yes is beautiful [yeah] but don't don't don't was my style . [ah
okay . it's that Joney .] okay ? [okay]*

Meeting 1 – Narration 1

Brown: brown: mouse told* (.) about (.) the cat (.) /called/ eh Tom (1) (.) T- Tom was a beautiful cat and: Tom: ehm is: crazy because eh: the cat is beautiful . (2) but eh: Tom: has a (.) rich /rival/ and then eh: Tom: (.) Tom buy* a: ring: . your rival eh buy* other (.) other (.) bigger ring: to: *cat eh to *beautiful cat: then Tom: eh /bought/ a car (.) but (.) a a Tom /bought/ a /bought/ a used car eh: his rival eh/ bought/ a: a: big beautiful new car . and eh: Tom: {give} gives a (.) one* flower for *beautiful cat eh his rival gives a: many many flowers a* big flowers (.) eh (.) as long as Tom: gives a (.) perfume for the beautiful girl (3) eh his rival eh gives a: big truck truck truck eh: with many* perfume . for* the cat . finally the: beautiful cat *married: with* a: * rich cat . (.) mm and Tom: eh: was: very very sad . and eh Jerry eh thinks (4) that: his: love: (.) is: (.) that (.) ehm she is re- reli- /reliable/ but she (.) she (.) married with* another mouse.

Time: **3min54s**

Words: **152**

Errors: **14**

Subordinate Sentences: **4**

Meeting 1 – Interview 1.

[... Breithaupt do you know it?]yes [yes how often do you go there?] mm: sometimes . [yeah] yes I don't have eh free time [mm] and eh I go: to the shopping: ehm sometimes for: ehm (.) "passear"* [okay umhum . eh do you do you know the Big Bowling ?] no ah// yes I: I went: once [did you like it?] yes ehm there wa- eh there /were/ many peoples* [mm okay . do you like places with many people?] no (laughs) [no?] no [mm why not?] eh because eh: mm because I don't dance [mm and okay . and what about the restaurants there ? do you know the restaurants there?] yes I like eh I like: the Chinese food [mm why ?] mm ah because the food is eh very: mm different (1) [mm and the stores . what about the stores?] stores [yes] mm I: I think (2) * is very {cheap} eh expensive I'm sorry expensive [mm] I don't mm mm I don't buy {the shop} [m] in the shopping* [ah okay . and eh the cinema ? do you use to go to the cinema ?] I went on- a once [yeah] yes [mm and eh let me see now... which positive points do you see in our shopping mal?] mm I think (3) the cinema [umhum] mm the supermarket [umhum] mm (.) ahm eh else* the restaurants [umhum] "papelaria"* [okay] "papelaria"* mm eh it's a: good: place: for: eh (.) for childrens* [why?] ah because eh there there are mm (.) there are mm toys [umhum] toys: and "papelaria também " * [umhum and adults what adults can find there?] mm negatives [positives] positive mm (.) [nothing?] nothing [okay the negative {"então"} so negative points you see there] mm (.) [you can't remember?] I don't [yeah and eh if you could give some suggestion ?] mm I think: ahm (.) mm negative ah I think: (4) the: one supermarket [umhum] mm and I: I know: eh that: mm there is [umhum] (.) another super- supermarket eh: [suggestions about the stores] mm eh (.) stores* eh (.) mm more: * cheaper [mm] because *is very expensive (5) [umhum] it's* very very expensive . (6)

Time: **4min45s**

Words: **119**

Errors: **13**

Subordinate Sentences: 6

The following excerpt was not analysed:

[okay and have you been to other shopping malls in Joinville or in Blumenau?] yes I know the Muller [umhum] in Joinville and Americanas [okay can you compare those shopping with our shopping mall?] eh the Muller is bigger mm is mm eh is better [mm in what terms?] mm? [in- in- in what things they are better?] ah (.) mm (laughs) mm there is many (.) more stores than Breithaupt eh mm there is I'm sorry there are more sho- ah stores than stores no I'm sorry supermarket than Breithaupt and the supermarket there there are eh many promoções [okay] in the Müller [okay good and eh eh do you usually go alone to the shopping mall Breithaupt?] no [who goes with you?] mm (.) two (.) twice (.) [twice? You you go alone or someone goes with you to the shopping mall?] I don't mm understand [ah no?] sorry [ah okay good there is some people who goes with you when you go to the shopping mall?] no [no] I don't understand [no?] no [okay when you go to the shopping mall] yes [Shopping Mall Breithaupt do you usually go alone or someone goes with you?] some goes when [ah okay someone goes with you/] ah [okay?] yes yes [who] quem? [yes] sorry (laughs) my family, my boyfriend [umhum your father and mother?] no [no] my parents live in Canoinhas [ah okay] I live with my sister {do- does she like the shopping mall?} yes [yeah] umhum [and what about your boyfriend?] mm he doesn't free time [ah okay] but: he likes [yeah mm good it's enough Michele, Michele yeah?] umhum [are you tired?] umhum [yeah?] [D- do you have a h-headache?] yes [ah okay I can see that (laughs) [do you have any me-/

Meeting 5 – Narration 1

The cat (.) eh (.) the cat met a beautiful (.) girl then: eh he (.) eh he loved mm he loved she:* very very much (.) but: the the cat called Tom (1) (.) eh has a (.) rich /rival/ (.) this is another eh another cat (.) mm (.) mm perhaps mm is (.) m (.) I'm sorry... too... I'm sorry I'm sorry the rival eh loved (.) eh (.) loved eh the the beautiful girl (.) too (.) then eh (.) the* Tom Tom / bought/ a (.) I'm sorry and the* Tom (.) give* a flower for* the cat (.) and (.) and the rival eh gives many many many flowers . (.) eh Tom give* a: small: small: perfume bo- bo- bottle . (.) then (.) the rival gives a: (.) a* biggest- the big perfume truck* . (.) eh the* Tom the* Tom eh bought a small small ring for the: the beautiful I'm sorry the pretty cat eh your eh your I'm sorry his rival bought a: biggest* ring . and (.) the* Tom Tom eh spend: * (.) all: (.) the* his money for: * bought* a car . (.) eh he: gives "garantia"* a one* arm and eh his (.) one* leg . (.) when he arriv- arriv- /arrived/ in front eh the girl's house with: (.) a car (2) (.) eh the* Tom's rival arrived * a long: * new car . (.) long* new car and and in the finish* eh: the cat the pretty cat eh married for* Butch that* a: a rich cat (.) and (.) Tom: Tom: begin began Tom began to drink and Tom was very very sad (.) because he: loved very very much (.) very very much the* pretty cat .(3) and *the finish* the mouse mm tho- /thought/ (4) that your* girlfriend eh loved his* but eh the mouse saw (.) the: the girlfriend with another mouse mouse . eh they were married . (.) then the mouse and the cat: were: very very very sad (.) because eh their loves mm married another another: husband.(5) Finish

Time: **6min43s**

Words: **261**

Errors: **31**

Subordinate Sentences: **5**

Meeting 5 - Narration 6

ehm the cat: met a: a* egg (.) and eh he: he: took the: the eggs* . and into* the eggs*
mm there: was: a small: duck . the cat: then: mm then (.) want* ehm want* to eat the:
the: the duck and:... eh then {duck} eh the duck: mm (.) "foge"* and the mouse eh
helped eh the duck . mm in the finish* eh {duck's mother} mm the duck's mother met
the small duck and: eh: {he father's} eh I'm sorry the duck's father mm (.) / running:/ *
/running:/ * /running/* "atrás"* eh: the: (.) the: (.) the cat . and: *the finish* the:
duck's mother and {the duck} the small duck and: the: (.) mouse eh: there... (.) I'm
sorry stayed in the /lake/.

Time: **2min20s**

Words: **94**

Errors: **14**

Subordinate Sentences: **zero**

Meeting 5 – Interview 1

I go to the... eh: I go to the shopping Breithaupt (.) sometimes [umhum] mm I: didn't*
remember the last eh: the last "vez"* [time] time the last time mm that I I went to: the
shopping * (1) [umhum] but (.) mm ahm always* I go to the shopping* eh for: * eh
buy: (.) buy foods* (2) [umhum] or just: see (.) the clothes in the shops (3) [ah okay .
and what are the positive things you see in our shopping mall ?] mm the (.) food square
? [okay] yes [umhum] food square the cinema [umhum] the market [umhum] market
[umhum] and (.) the: shops [umhum] but: the shops: eh the clothes in the shops: eh are
very very expensive [mmm okay and why do you think the other things are positive the
restaurant and the cinema and the market] mm {because is a}... (.) because * are places
eh for (.) en- entertainment . [mm] eh you: (.) can go to the cinema with your: husband
or boyfriend . (.) mm* is good because eh: enjoy* (4) [umhum] enjoy* [okay and do
you see any negative point in our shopping mall ?] I think negat- I think (5) that *is
negative... eh: the shops are very very expensive [okay] ehm the peoples*... eh there
are... mm mm the peoples* "tem que ter"* [okay] eh money [mm] mm because eh: for:
for: eh you go: to the movies or the restaurant (6) eh you: (.) you: (.) "tem que
[umhum] pagar"* [ah okay] (XXX) [okay and what about the Big Bowling ? do you
know the Big Bowling?] yes but I think (7) * is dangerous . [yes ? why ?] * is a small:
place and eh: when eh there are many peoples* (8) [umhum] mm there isn't a: "saída"
[mm] mm in the (.) fire [umhum] "incêndio"* [umhum] *is eh "torna-se desculpa" I'm
sorry "torna-se"* dangerous [ah okay and do you have any suggestion to improve our
shopping mall?] mm (.) mm (.) mm (.) try: eh other I'm sorry bring: eh others eh others
I'm sorry different* eh: (.) amusement [okay umhum] eh the shop- eh shops in the the
shopping * [ah okay amusements and shops?] yes [ah okay and what about the
restaurants?] mm {I sugge-} eh my sugges- suggestion [umhum] eh is a Japanese:
restaurant (*laughs*) [*why that? Okay that's good*]

Time: **4min48s**

Words: **185**

Errors: **24**

Subordinate Sentences: **8**

Meeting 5 – Interview 6

[... the subject is about SCAR] SCAR? [yes what do you know about that?] I: (.) I go: (.) sometimes I go to the SCAR I: (.) I: (.) I: (.) (laugh) I in "geral"* I go to the SCAR for: * eh: see: thea- theater* [umhum] and music musical "espetáculos"* [okay] "espetáculos"* (1). I think: (2) this is mm this is a: that is a: a: good place [umhum] and *is (.) "seguro"* [ah okay] I don't remember [umhum] "seguro"* [and other positive points you see there?] *is a place: that: when eh peoples can people can many many many peoples* [umhum] eh went [umhum] mm in* the SCAR and *is a... and this place is not dangerous [ak okay] *is big [umhum . negative points you see some?] mm I think: (3) that: the: "espetáculos"* [umhum] eh can could *eh" divulgados"* [okay] more* [why?] because: eh the people "algumas né"* [umhum] any eh don't don't: know* eh the "espetáculos" (4) [ah] when: where: how much: [umhum and what about the prices?] prices? [the prices there] prices?[how much] how much? [how much] I think (5) * is is cheap [yeah] eh: mm "alguns espetáculos"* [umhum] others are very expensive [umhum] just people: that: (.) hav- have have money (6)[umhum] eh can: {can: wen-} eh can go (.) to the: the SCAR [ah okay and eh suggestions ? do you have any suggestion to them?] no I don't [no?] no [don't you see any other problem?]no [what about the place for parking the cars?] park-? [parking?] parking? [yes "estacionar"] "estacionamento"?* [yeah]¹ oh my gosh (.) the parking [umhum] can can have: can* had* a: /floor/* a /floor/* yes? [ah okay] because: eh: the cars are "expostos"* [umhum] * the wea- waiter* (7) [umhum] and is: not: "seguro"* [okay] and: I suggest eh the floor .

Time: **4min12s**

Words: **157**

Errors: **30**

Subordinate Sentences: **7**

The next excerpt was not analyzed:

[ah yeah] yeah [ah okay good . and eh: let's see which was the last show you see you saw saw there? Do you remember?] I: (.) the: the theater [yes ? which one?] I ahm Esperando Godot . [oh yeah?] yeah [was it nice?] yes [yes, good very good that's all.]

¹ At this point, some interference occurred in the earphones, thus her expression.

Meeting 1 – Narration 1

This story is about Tom and Jerry . more about Tom . (.)Tom had a love a big love but she didn't love his* . (.) because of this Tom was very sad . (1) (.) and Jerry want* to: (.) help his friend Tom . but Tom didn't want *listen* he* . (.) Tom make* a lot of a lot of things that his love want*(2) and like* . (3) Tom / buy/¹* (.)and give* her flowers perfume ring (.)and Tom / buy /* a car (.) {just for} just to impress {her} his love . (4) (.) Tom was very very sad because he has a (.) /rival/ (5) and he make* more* better hunhun² things for for Tom's girlfriend . when Tom give* her flo- one flower (6) (.) ah the /rival/ give* (.) a* more flowers to her . the cat that Tom like* (7) was very very beautiful . (.) but she (.) was (.) a bad (.) girlfriend . because she didn't say to Tom (8)that: he* didn't like he* . (9) (.)because of this (.) Tom (.) was sad (10) and didn't listen {her}* his friend Jerry .(11) (.) and finally Jerry discovered (12) that he* girlfriend was (.) a: (.) was a traitor because she (.) had another (.) boyfriend too . (13) (.) and then the two friends was* sad.

Time: **3min13s**

Words: **178**

Errors: **22**

Subordinate Sentences: **13**

Meeting 1 - Interview 1

[... *the shopping mall Breithaupt okay*] okay [do you do you usually go there?] yes sometimes I [ah yeah/] I go [ah okay . eh which is you favorite place there?] I like very much * the cinema [mm and what about the restaurants?] it's* good [yeah] it's* good [there is any favorite one?] eh Samuara [ah yeah?] I like Samuara [mm and eh and do you know the the Big Bowling] yes I know I know * [do you like it?] (.) no (.) no no "não muito"* no* much [no ? why not?] because eh every nights* eh for instance eh Wednesday [umhum] *is very: full [mm] and I don't like [ah yeah] {places full} [ah okay] full places [okay and eh and the new bar?] (.) I don't like* no [no why not?] (.) mm (.) because *is also full sometimes mm mm very "muito barulho"* [ah okay and the the stores do you like the stores there?] umhum I like[yeah] I like the stores my favorite is mm Status [umhum] mm (.) "o"* Breithaupt [why do you like them?] because mm because the thi- these stores have a* beautiful clothes [umhum] and "variadas"* [okay] and sometimes I have* eh a good eh "bom preço"* good /price/ [umhum] no "bom pre- um preço bom"* [okay okay] it's not expensive [good good good and the eh the supermarket?] I like* [yeah] yes because have* a lot of things and "variedades"* . (1) [umhum] eh (.) [Are are you used to buying there?] yes [yeah what do you usually buy there] mm on weekends [umhum] when another* mm sho- mm stores *not "não estão abertas"* not...(2) [umhum okay] then I go there . [and what do you buy there?] (.) ahm food [umhum] ahm (.) "móveis também tem lá"* [ah yeah] eh electronics have* a TV DVD [mm okay let me see . ah if you could point ah say some negative characteristic of the shopping mall . what could you say? (.) mm [negative] the negative points [umhum] I think (3) eh (.) that the cinema is ahm (.) a small place [ah] eh I think (4) erh *could be eh could have more [umhum] more cinemas [ah okay] and

¹ Pronounced /boi/

² noisy produced by the throat

another* stores [umhum] and... (.) [why other stores?] mm (.) because eh if have*
another* stores (5) the price is* better [ah okay okay good . other negative things?]
mm (.) "o estacionamento"* [okay] is small [mm] I think (6) *is small and {a Big} the
Big Bowling is a small place and sometimes have* a lot of people [umhum] and then *is
not good .

Time: **4min54s**

Words: **181**

Errors: **34**

Subordinate Sentences: **6**

The following excerpt was not analysed:

[ah and positive what can you say of positive there?] (.)the library [umhum] Grafipel and (.)the
playground on the second floor [okay] to childrens [umhum] and (.)the cinema [the cinema?] because a
a long time ago we don't have anything cinema here [ah yeah you're you're right] Do you know any other
shopping in Joinville or Blumenau? umhum In Joinville I know shopping Muller and in Blumenau I
know the (.)[Neu Market] isso Neu Market [okay] shopping Neu Market [can you compare those oh those
shoppings to our shopping mall here?] oh the (.)shopping Muller have more more eh stores and more
cinemas and have a hairdresser [mm] into the shopping [umhum] and (.)have a lot of lanchonetes and
[mm] (.)[don't worry if you don't remember you can go on] mm (.)in Neu Market in Blumenau have eh
films more films than here in Jaraguá [okay umhum] here is a short time [umhum] and (.)they change
[umhum ah okay and eh could you give some suggestion to improve our shopping mall here?] (.) more
cinema [okay] ahm another stores [umhum] mm (.) mm (.)e o estacionamento teria que aumentar
(laughs) eu não lembro da palavra estacionamento em Inglês é é para estacionar carro (.) não lembro
não adianta agora não vou lembrar [no no don't worry don't worry well eh Shirley yes this is enough...]

Meeting 5 - Narration 1

This story is about ah Jerry with a false love . poor Jerry . (.) Jerry loved a (.) girl that
no* love his* (1). but Jerry didn't... can't... no// but Jerry can't see this fact . but Tom
mm fighting* a lot to: show to Jerry (2) that this girl {don't /lov-/} don't* love him (3)
but nothing is sufficient (.) then Jerry decided to: make* something to: for* mm
"agradar"* this girl (4) . but in* the same time this girl have* another lover another cat
that love* she* also (5). ahm mm Jerry buy* some... one flower but the* Butch ah
the another lover buy* a lot of flowers to* * girl . for... (.) then Jerry decided to buy a
jewelry ... "não// um anel"* with a: (.)with: a small (.) "bril- brill- "brilhante" * and
then the* Butch buy* a (.) "um anel"* eh very very big than* mmm the Jerry's
"anel"* (6) (.) mm in finally* Jerry took hi- all his money and buy* a car a* old car .
eh (.) but the another* cat the* Butch buy* a big and a rich car and unfort- (.)
/unfortunately/ eh "infelizmente" * the girl like eh very much the* Butch Butch's car
because it is very big and very* beautiful (7) than the* Jerry's car .(8) Tom look* for
Jerry's and his ahm feelings but mm he all the time eh s- (.) spend* mm side side by
side mm to: Tom "não"* to Jerry because when Jerrys* want* will * want {the help}
the Tom's help (9) he is stay* there to help (.) Jerry . (10) (.) in finally* Tom
discover* that his his girlfriend also have* another lover and then the two friends Tom
and Jerry stay in (.) in the (.) in* the street sit* down mm crying {for his} for theirs*
lover* (11) that that go gone* out . (12) mm (.) poor Tom and Jerry that love ahm

anyone* that not* love (.) theirs*. (13) By the way they choose a* very beautiful {girls (.) friend} girlfriends mm Jerry's girlfriend is very very beautiful and Tom's girlfriend too.

Time: **6min4s**
Words: **283**
Errors: **52**
Subordinate Sentences: **13**

Meeting 5 - Narration 6

This another* cartoon is about mm the little quacker* . mm One day the ahm quack-mother's mother quacker* mm was in her "ninho"* {with his} with her daughter one little quacker* . then she decided to go out and mm the little quacker*stayed in (.) "no ninho"* (.) and then the bad (.) Tom (.) yes// Tom decided to to: (.) to take the: egg the "ovo"* egg egg egg to take the egg {to eat} and to eat. (1) then Tom /run/* a- /run/* to his house and put the egg in a "frigideira para fritar o ovo". (2) ehm and then when he he was "broking"* the egg (3) ehm (.) "saiu"* a little quacker* and then Tom the... and then the idea that Tom have to make a /roast/ quacker* /roast/ quacker* (4) mm arrived in her* mind . then {he take} he took one book and read (5) about how can* mm make a roast a delicious roast {quacker} duck a delicious roast duck . (6) then the little quacker* run* away and mm hiding* in Jerry's house. (7) then {Jerry's de-} Jerry decided to help his little and new friend . then with* the *time mm the two friends Jerry and *little duck eh (.) "conseguiram eh sair da casa"* and run mm back *the duck's mother .(8) and in* the same time Tom wanted to take the little the little duck but he didn't (.) mm (.) "ele não conseguiu"* . in the finally* the mother's /duck/* eh find / found/ her daug- her son the little duck and save* (9) and help* he* and his friend (10) to:... * of Tom (.) and (.) and then mm the little duck and Jerry's* eh (.)) mm turned a* very* friends and the mother's duck* helped they* all the time.

Time: **4min18s**
Words: **240**
Errors: **39**
Subordinate Sentences: **10**

Meeting 5 - interview 1

[I want to know what you know about shopping mall Breithaupt okay ?] mm I know the stores the: supermarkets the cinema I like * very much I: (.) the: bookstore ? [okay] okay what are the positive points you see in all this?] mm (.) mm (.) [for example the cinema . you said you like this] yes {is} it's very good [umhum] (XXX) because eh a long time ago we don't*have cinema (1) [mm] and I think (2) that cinema is important for us "né"* [umhum] mm for teenagers {child} [mm] children [umhum] and {adult} adults [okay what about the supermarket?] I think (3) that the: things are very expensive there [umhum] and I think (4) that clothes [umhum] *all very expensive [mm okay and eh what about the restaurants they have there?] I like* . [yeah] umhum it's* good . I think (5) that the food is good [mm] I like mm the (.) "panquecas"* [umhum] "pizzas" *

and (.) eh (.) "tem (.) comida chinesa"* [ah okay good] it's good. [umhum and eh the stores (.) in general?] stores are ex- very expensive but have* a lot of options [mm] of clothes [umhum] and eh perfumes too [mm] mmm shoes [umhum] have* a lot options [mm okay and the Big Bowling . do you know the Big Bowling ?] yes but I but I don't like* [why not] because *is very full all the time (6) [ah yeah?] I don't like * [mm and eh y-you said something positive and some- something negative and in general the shopping mall in general what are the positive points and what are the negative points? for the city for the people?] for the city and people and I think (7) that the Shopping Breithaupt is good to: walk (8) to: eh talk with your friends (9) [umhum] and eat some food some different foods (10) [umhum] ahm it's good to see some movies (11) and negative points (.) I think that (12) the ehm things (.) that they (.) "vendem"* (13) [umhum] could be more... not eh too expensive... more "mais barato"* (.) more... (.) I don't remember [okay okay what else... and suggestion could you give some suggestion] yes I (.) think that (14) eh eh (.) could have more (.)eh car park [yeah] because {is...} eh the parking* is small (15) I think [umhum] and on the weekends the the parking* {is} are* full [umhum] very full [umhum] because all the people want to eh (.) "estacionar"* (16) [umhum] and " "deixar o carro dentro do shopping"* [mmm okay] and sometimes the parking is not mm sufficient [ah okay good that's okay .]

Time: **4min16s**

Words: **217**

Errors: **21**

Subordinate Sentences: **16**

Meeting 5 - Interview 6

[the next subject is about the the theater our SCAR okay] mm I don't understand [SCAR] oh yes yes yes [okay] SCAR [good . so what do you know about SCAR?] mm I know the:... all the places because I work at SESC (1) and we make* a lot of /events/ there . [mm] then I go there (.) a lot of times [mm okay what are the positive points of SCAR for the people for the city for you?] the place is very good to make* eh (.) /event/s (2) [umhum] and present ahm theater* (3) [umhum] and have* a (.) a small (.) piano's bar [okay] that is good (4) to meet some friends (5) [umhum] and talk (6) [ah okay and negative] (.) ah I think that (7) (.) don't have* negative points there . [no] no . oh yes the another (.) eh "outra vez novamente"* [umhum] the car park parking* [okay] garage [umhum] because don't have* parking* garage (8) [umhum]j- just {parking a lot} parking lot [ah okay] without mm "cobertura"* . [mm okay] then this... I think (9) this is necessary because when * rain* (10) [umhum] then we have to: ahm to: (.) "deixar"* [umhum] oh the car on* (.) parking lot .(11) [ah okay . what about the shows they they have there] oh *is very good . I like * . [yeah wi- which was the last show you saw there?] mm eh 'Esperando Godot' . [umhum] ehm (.) [what's that about?] *is about... ah once the people of the world eh hope [umhum] in (.) in your* life [mm] the* love the: * happiness the: mm friends . [umhum] then some people stay all the li- all the... your* life hope and hope ah- something that I... that they don't (.) "procuram"* (12) [mm] just stay (.) in the same place all eh your* life and hope [ah] "ao invés de procurar"* . [do you have any suggestion to give to SCAR?]mm I have two suggestions to SCAR I think (13) that *is necessary a parking *garage [umhum] and ah "ele- elevador"* [ah okay] because ahm there a lot *eh "escadas"* (14) [umhum] and

that and this is necessary to* some people that have some (.) difficulties (15) [umhum]
to* walk* (16) and... [mm ok . and eh what about the prices they charge? what's your
opinion about that ?] about what? [the prices?] sometimes *is very very expensive . for
instance the: eh presentation of Chico Anysio is very very expensive [mm] it's about
ahmm fifteen dollars or thirty reals . [mm] it's very very expensive to* one people! *
[ah okay] and a couple eh are paying sixty reals [yes] *is very expensive. [exactly that
and what about the events SESC eh eh prepare / ?] ah *is very good [to show at SCAR ?
] mm on: last week we: eh prepared eh (.) "pós impressionismo [mm] uma exposição de
pós impressionismo"* . * is very very good [what about is that?] with a... with some
pictures and some little things about the life of the "pintores sobre os pintores"* [ah
okay good this is our task...]

Time: **5mim05s**

Words: **272**

Errors: **40**

Subordinate Sentences: **16**