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THE EFFECTS OF ROLE-PLAY TASKS ON EFL LEARNERS' ORAL FLUENCY

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To those who dare to learn,
To those who dare to teach.

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ABSTRACT

THE EFFECTS OF ROLE-PLAY TASKS ON EFL LEARNERS' ORAL FLUENCY

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2008

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Although role-play tasks are present in many EFL classrooms, it is unclear whether this task-type is beneficial to L2 speech production. Having this in mind, the present exploratory study investigates the impact of role-play tasks on the oral performance of Brazilian EFL learners in terms of fluency. This investigation was conducted through the comparison of the speaking performance of an experimental and a control group of participants on a pre-test/post-test basis. For a five-week period, while 11 students of the experimental group participated in English classes which included the systematic use of role-play tasks, 6 students of the control group participated in English classes which did not include any role-play task. Participants' oral fluency in three tasks– a monologic picture-cued narrative, a dialogic role-play, and a monologic role-play - was operationalized in terms of Speech Rate Unpruned (SRU), Speech Rate Pruned (SRP), and Mean Length of Runs (MLR). In addition, the present study also investigates whether the oral fluency of all the 17 participants varies across the three tasks conducted during pre-test. After results were statistically analyzed, findings indicate that: (a) although the experimental group improved in all measures for all tasks, the improvements were not always significant; (b) the systematic use of role-plays fostered significant gains in participants' L2 oral performance in terms of MLR

during the two monologic tasks; (c) when compared to performance in monologic tasks, participants spoke significantly faster (SRU and SRP) during the dialogic task, but equally in terms of MLR; (d) no significant differences were found between performances in the two monologic tasks (SRU, SRP, or MLR). As regards differences on performances across the three oral tasks, results corroborate previous studies (e.g. Riggenbach, 1989; Ejzenberg, 1992), in which speech was found more fluent on dialogic tasks than on monologic tasks. Moreover, they also suggest that monologic role-play tasks can be as reliable as monologic narratives in eliciting oral performance. In relation to the main objective of this study – the effect of role-play tasks on oral fluency - findings suggest that the EFL classroom may benefit from role-play tasks. However, since this is a small-scale exploratory study, results should be taken with caution and further investigation is advisable.

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RESUMO

EFEITOS DE TAREFAS *ROLE-PLAY* NA FLUÊNCIA ORAL DE APRENDIZES DE INGLÊS COMO LÍNGUA ESTRANGEIRA

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2008

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Embora tarefas de *role-play* estejam presentes em muitas salas de aula de inglês como língua estrangeira, ainda não está claro se este tipo de tarefa é benéfico para a produção oral em L2. Tendo isto em mente, o presente estudo exploratório investiga o impacto de tarefas *role-play* sobre o desempenho oral de aprendizes brasileiros de inglês como língua estrangeira em termos de fluência. Este estudo foi realizado através da comparação do desempenho oral de um grupo experimental e de um grupo controle de participantes em uma abordagem de pré- e pós- teste. Por um período de cinco semanas, enquanto 11 alunos do grupo experimental participaram de aulas de inglês que incluíam a utilização sistemática de tarefas de *role-play*, 6 alunos do grupo de controle participaram de aulas de inglês que não incluíam nenhum tipo de *role-play*. A fluência oral dos participantes em três tarefas - uma narrativa monológica baseada em gravura, uma tarefa dialógica de *role-play*, e uma tarefa monológica de *role-play* - foi operacionalizada em termos de velocidade da fala (SRU e SRP), e duração média de produção entre pausas (MLR). Além disso, o presente estudo também investiga se a fluência oral de todos os 17 participantes varia entre as três tarefas realizadas durante o pré-teste. Após analisados estatisticamente, os resultados indicam que: (a) apesar do

grupo experimental ter melhorado em todas as medidas em todas as tarefas, as melhoras nem sempre foram significativas; (b) a utilização sistemática de tarefas de *role-play* promoveu ganhos significativos na fluência oral dos participantes em termos de MLR nas duas tarefas monológicas; (c) quando comparado ao desempenho nas tarefas monológicas, as falas foram significativamente mais rápidas (SRU e SRP) durante a tarefa dialógica, mas em termos de MLR o desempenho foi igual para todas as tarefas; (d) não foram encontradas diferenças significativas entre os desempenhos nas duas tarefas monológicas (SRU, SRP, ou MLR). No que diz respeito às diferenças em desempenho de acordo com as três tarefas orais, os resultados corroboram estudos anteriores (ex. Riggenbach, 1989; Ejzenberg, 1992), nos quais as falas demonstraram-se mais fluentes em tarefas dialógicas do que em tarefas monológicas. Além disso, eles também sugerem que tarefas monológicas de *role-play* podem ser tão adequadas na avaliação de fluência oral quanto narrativas monológicas. Em relação ao objetivo principal deste estudo – investigar o efeito de tarefas de *role*-play na fluência oral de aprendizes de L2 – os resultados sugerem que o ensino de inglês como língua estrangeira pode se beneficiar da utilização de tarefas *role-play*. No entanto, uma vez que este é um estudo exploratório de pequena escala, os resultados devem ser tomados com cautela, e investigação mais aprofundada é aconselhável.

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CHAPTER I

INTRODUCTION

1.1 Preliminaries

After years working as an EFL teacher, I realized that role-playing is a very common practice in EFL classrooms, and role-play (see definitions on Section 2.1) is a common task type in EFL textbooks[1]. As I had never received any training on role-plays, neither in College nor at the language institutes where I had worked, I started to investigate this topic in 2005. I then discovered that although there are numerous publications about role-plays written by international authors (e.g. Jones, 1982, 1995, 1997; Porter Ladousse, 1987; Crookall & Oxford, 1990), few studies have been carried out about this technique in Brazil[2]. Intrigued about how Brazilian teachers had been using this technique in their classrooms, I conducted a brief exploratory qualitative research and wrote an article entitled *Imagine you are...investigating role-play* (Kumbartzki, 2006). The results of this research with 23 EFL teachers (from the same institution, across different cities in Brazil) suggested that most teachers believe role-plays to be very beneficial to the teaching-learning process, but most of them do not follow specific steps or procedures when conducting such tasks. Based on that study, I inferred that teachers had probably been following their personal intuition, experience and perceptions when conducting role-play tasks. Another brief qualitative study (Kumbartzki-Ferreira, unpublished paper) corroborated my conclusion. I conducted

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[1]The best-selling series of English L2 teaching (Interchange Third Edition, CUP) for example, presents role-plays in every teaching unit.

[2]Actually I have not found any Brazilian studies related to role-plays except for those of two Brazilian scholars who studied and worked in the U.S.: Tania Saliés, who investigates Simulations; and Fernando Naiditch, who investigates Pragmatics through role-plays. I assume there are more studies which I do not know.

non-structured interviews with four experienced English teachers, and each of them had their own (not clear) concept of role-plays, and followed their intuition towards the (not always the same) procedures when conducting role-plays.

Parallel to this concern with teachers' ideas and practices regarding role-plays, I was also interested in the reasons for using this educational technique in the language classrooms. In other words, I questioned myself whether role-playing was really beneficial to language learning. In fact, I still believe that if this technique plays a positive role in language learning (and teaching), teachers should be able to read more and be trained on how to conduct such tasks. However, if role-plays are not effective in promoting language learning, there is no reason for perpetuating the existence of these tasks in textbooks, or to expect teachers to use them in their classrooms.

It is important to highlight the fact that proving a teaching practice effective or not is, if not impossible, an arduous labor. In the field of SLA, for instance, this endeavor would require years of extensive research regarding various aspects of language learning. To illustrate the scope of this enormous investigation, role-plays would have to be studied, for example, in relation to each of the four skills (reading, writing, listening and speaking). Each of these skills, in its turn, has different facets to be investigated. Speaking, which has been acknowledge as one of the most complex cognitive skills of our species (Levelt, 1989), should be approached regarding aspects such as conversational competence, appropriacy, fluency, accuracy, and complexity. However ambitious and difficult this investigation would be, the fact that role-plays are present in many classrooms and take significant language teaching time impels me to believe that this effort is worthwhile. A (rather small) number of researchers have started the endeavor of researching role-plays (e.g. Ince, 2002; García-Carbonell et al., 2001) and the present study intends to contribute to this investigation.

1.2 Statement of purpose

The main specific purpose of this research endeavor is exploring the effects that the systematic use of role-play tasks in an EFL classroom may have in the L2 oral fluency performance of its learners. For this purpose, an intact[3] group of L2 English learners participated in 5 weeks of English classes which included the systematic use of role-play tasks, and had their oral performance pre-tested and post-tested in order to contrast their oral fluency performance to that of a (intact) control group of learners, who participated in 5 weeks of English classes without the use of role-plays. The tests consisted of one monologic narrative task, one dialogic role-play task, and one monologic role-play task. The oral fluency was operationalized in terms of Speech Rate Unpruned (SRU), Speech Rate Pruned (SRP), and Mean Length of Runs (MLR). The results obtained provided answer to the following research questions:

1. How does a 5-week period of instruction which includes the systematic use of role-plays affect oral fluency, as elicited by one dialogic and two monologic speech generation tasks?

A secondary specific purpose of this study is to provide more information regarding the influence of task-type on oral fluency performance. That is, many scholars in the area of Second Language Acquisition have been investigating task-type effects in different aspects of speech production (e.g. Robinson, 1995, 2001, 2003; Foster & Skehan, 1996, 1997; Ejzenberg, 1992, 2000; Riggenbach, 1989; Vásquez, 2004), and this study intends to contribute to this body of research. For this purpose, the pre-test performance of all the participants (experimental and control) was analyzed in terms of differences across the three speech generation tasks applied (monologic narrative, dialogic role-play and monologic role-play), on the same measures used to answer

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[3] Intact groups are those which have not been created exclusively for research. That is, data is collected with pre-existing groups. For the purpose of this study, the intact groups researched belonged to the UFSC's extracurricular foreign language program.

research question number 1 (SRU, SRP, MLR). The results obtained provided answer to the following research question:

2. Is there a difference between oral performances, in terms of fluency, on the three different tasks (monologic picture-cued narrative, dialogic role-play, and monologic role-play)?

1.3 Significance of the research

Role-play is an educational technique which is present in most textbooks and English as Foreign Language (EFL) classrooms. The term Role-play, later defined in the Review of Literature, is included in the broader term Simulation (Jones, 1982; Crookall & Oxford, 1990), and they are here used as synonyms. Justifying simulation use in the classroom, Crookall and Oxford claimed "Simulation results in positive outcomes, such as more active participation, improved performance, greater retention, and better understanding of complexity" (1990, p. 14). As performance improvement seems to be the main objective of EFL teaching, it is essential to investigate the implications of Simulation in this goal. There have been reports of improvement in English for Academic Purposes (Ince, 2002), vocabulary acquisition (Rising, as cited by García-Carbonell, Rising, Montero & Watts, 2001, p.487), reading comprehension, listening comprehension, grammar (García-Carbonell, as cited by García-Carbonell et al., 2001, p.489) and writing (Spelman, 2002). However, to the best of my knowledge, the improvement of L2[4] speech production through simulation or role-play use has never been specifically addressed by experimental research.

Fluency seems to be one of the ultimate goals in L2 speech production and L2 learning (Kormos & Dénes, 2004), one that unfortunately is not always achieved by language learners. Moreover, speaking (fluently) is acknowledged as one of the most

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[4] For the purpose of this study no difference is made between foreign and second language, both being mentioned as L2, following Ellis (1994).

cognitively demanding human skills (Levelt, 1989). In this context, numerous scholars have been studying what fluency is and what can be done in the language classroom to foster students' oral fluency.

Therefore, the main significance of the present study relies in the fact that it represents a first attempt (as far as I know) to explore possible relationships between role-play tasks and the development of L2 oral fluency.

1.4 Organization of the thesis

The present thesis is organized in five main chapters. After this introductory chapter, Chapter 2 lays the theoretical foundations of this study, including a review of literature regarding role-play (2.1), and a review of literature regarding L2 speech production and oral fluency (2.2). Following that, Chapter 3 (Method) presents the research questions, the study design, and the statistical procedures used to analyze the collected data. Then, Chapter 4 presents and discusses the obtained results, answering the research questions. Finally, Chapter 5 (Conclusion) encompasses a summary of the main findings, the limitations of this study, suggestions for further research, as well as the implications of this research endeavor.

CHAPTER II

REVIEW OF LITERATURE

As already said, the present study investigates the influence of role-play tasks in the oral fluency of L2 English language learners. The purpose of this review of literature is to present the theoretical basis which supports such investigation. Due to that, the review of literature will be divided in two sections: the literature on Role-play (2.1) and the literature on L2 speech production and oral fluency (2.2). First, in Subsection 2.1.1, I discuss the concept of Role-play. Subsection 2.1.2 discusses the connections between role-plays and language learning, followed by a review on task-based language learning and role-plays (subsection 2.1.3). Then, I present a review of the procedures followed when systematically conducting role-plays in a language learning environment (Subsection 2.1.4). After that, in the section devoted to L2 speech production (2.2), I review the L2 speech production model proposed by de Bot (1992) (Subsection 2.2.2), which is an adaptation of Levelt's (1989) model for L1 speech production (Subsection 2.2.1). Next, Subsection 2.2.3 addresses the concept of L2 oral fluency. Finally, Subsection 2.2.4 is devoted to the effects of task-type to L2 oral fluency.

2.1 Role-plays

2.1.1 Concepts and definitions

Although Role-play is a pedagogical technique present in most textbooks (e.g. Interchange Third Edition series, 2005) and EFL classrooms, its definitions and procedures are not entirely clear. According to Jones (1997), the term has occasionally been [mis]used to refer to "small functional episodes", not involving emotions or

personalities, following procedures such as: 'You, Ana, be the salesperson and you, Lucas, be the customer shopping for sunglasses …start.' It has also been associated to performing, to theater or fantasy (Crookall & Oxford, 1990). Crookall and Oxford defend that "Role-play is usually defined as a social or human activity in which participants take on and act out specified roles, often within a predefined social framework or situational blueprint (a scenario)" (1990, p.18-19). Moreover, they claim that role-play is inspired by the external reality, and because it represents or simulates some fraction of the real world, role-play should be seen as part of the broader term *Simulation*.

Despite the lack of consensus on the terminology used in the Simulation literature, the most influential authors understand simulation as "an event in which the participants[5] have (functional) roles, duties and sufficient key information about the problem to carry out these duties without play acting or inventing key facts" (Jones, 1995, p. 18). Jones claims that for an event to be called simulation it must present "*reality of function* in a *simulated* and *structured environment*" (1982, p. 5). For Jones, reality of function means that participants are involved in the simulation of a social situation through the fulfillment of their functional roles, not as students in a classroom, but as subjects of a (simulated) reality. Having a simulated environment means there is real and relatively safe interaction, with practically no consequences in the world outside the classroom. In a simulated situation, reality of function is sustained by a structured environment, which means the controller proposes problems and facts. Hence, similarly to what happens in the outside world, "participants function in a reality which is not controlled or invented by them, and react according to rules and limits" (Kumbartzki, 2006, p. 77). In other words, similarly to an apprentice airplane pilot who

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[5] Whenever Jones refers to students involved in a simulation, they are called *participants*, and the teacher is called *controller*.

is trained by piloting flight simulators before flying a real aircraft, a language learner simulates a communicative situation before having the opportunity to face it in real life.

According to Horner and McGinley (1990), each simulation event presents problems to be solved, or tasks to be accomplished, with a given purpose in mind and particular goals to achieve. In order to perform the tasks, participants must produce comprehensible speech, and thus are required to mobilize their grammatical competence and push their linguistic knowledge to the limit (García-Carbonell et al., 2001), much like what happens in the real world. By simulating situations from the outside world participants negotiate the exchange of meanings and obtain information about the target language, which according to Ellis (1984) enables language learners to revise their interlanguage system, and internalize new linguistic knowledge, improving their communicative competence. Because communicative competence seems to comprehend linguistic and pragmatic competence (Ellis, 1994) a simulation should have cultural/behavioral goals as well as linguistic ones. Crookall and Oxford (1990) indicated two purposes of simulation: "to broaden and deepen participants' perceptions and interpretations of the real world" and "to refine their skills" (p. 16).

Although precise distinctions between role-play and simulation are probably neither possible nor advantageous, there are some differences between the two (Porter Ladousse, 1987). Whereas simulation is a "complex, lengthy, and relatively inflexible" event, role-play can be more flexible, a "simple and brief technique to organize" (Porter Ladousse, 1987, p. 5). A good example of simulation might be a multiple-sessions *Model United Nations (UN) conference*[6], which is annually held in high schools and colleges of the United States. First students have to read and be informed of the dynamics of a UN conference. Then, they have to adopt different countries to represent

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[6] For further information see the American Model United Nations International's *Model UN Simulation Kit*, and *Model UN Simulation Guides* on the AMUN's website (http://www.amun.org/index.php?page=home, in 03/21/08).

during the conference, and learn more about them in order to foster effective chairing. They also have to write UN resolutions to be read during the simulation, and learn basic negotiation strategies. Finally, after many sessions of preparation, they simulate the UN conference.

A good example of role-play, which is a simpler and less time-consuming kind of simulation, is *The lost property office*, by Gillian Porter Ladousse (1987, p.82-84). In this role-play, participants claim back a specific object (an umbrella, a purse, a briefcase or a wallet) at the lost property office. The participant who plays the office attendant has to ask questions so as to be sure the reclaimed object is the one in his/her property, the participant who is reclaiming has to describe the object to the office attendant in order to receive it back. There are rolecards[7] to illustrate the objects being reclaimed and the objects which are at the lost property office. After a short briefing and reading of the rolecards, this role-play can easily be simulated in one single session of about fifteen minutes.

It is my belief that the term role-play is not self-explanatory enough and leads to a number of misunderstandings. It doesn't encompass, for example, the simulation nature of this technique. In addition, role-play is not the same as drama, since there is no written script or play, no audience, and participants simply improvise while solving the challenges of a task. It is not a game either, because there are no points, losers or winners, the final outcome of a role-play is an accomplished (or not) task. However, since in games and drama there is some level of role-playing, the confusion regarding the term is to be expected. Owing to that, I dare say the proposition of a new term to designate this technique may be worthwhile. Hence, it would be beneficial for the field

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[7] Rolecards are factsheets containing information about the roles to be carried during a role-play, the objectives of the role-play task, and any necessary situational information.

of Simulation[8] if future publications advanced another term, such as *simulated communicative situation*, for example.

Since a new – less ambiguous - term is not yet at current use, the present study will continue to refer to this kind of brief simulation activity as Role-play. Concluding, role-play is here understood as a component of the broader term Simulation. It is an event, but also "an educational technique in which students play functional roles in a simulated situation. In other words, they interact with each other and the simulated reality, exchanging meanings in order to accomplish a task" (Kumbartzki-Ferreira, 2006).

2.1.2 Role-play and language learning

The field of Simulation has been developing since the 1950s, and a great variety of disciplines have been relying on simulations for educational purposes (Klabbers, 2001). These disciplines include the natural sciences (such as physics, chemistry, and biology), engineering, cybernetics, economics, business, and mathematics. One of the disciplines which are extremely familiar with the role-play/simulation methodology is language learning. From Ken Jones's (1982) seminal book *Simulations in Language Learning,* to the language learning specific volumes of the international journal *Simulation and Gaming* (e.g. Vol. 33, 2002; Vol. 38, 2007), a number of publications have advocated the use of simulations (and therefore role-plays) in the language classroom. Next, I review a few reasons, provided by different scholars, to use role-plays/simulations in the language classroom.

For Jones (1997), simulations are powerful tools for learning because they are based on learning from experience. He recalls a very popular Chinese saying: "I hear

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[8] The field which studies simulation is called Simulation and Gaming, and it includes activities of role-plays, simulations, and games (Crookall & Oxford, 1990). Role-plays are a type of simulation, but games are a separate category of activity (Jones, 1997), which is not addressed by the present study.

and I forget. I see and I remember. I do and I understand" (p.1). Therefore, simulations are real events, not theoretical, and they confer participants (students) with power, while the controllers (teachers) serve as facilitators who can observe and assess performance. Likewise, David Crookall and Rebecca Oxford (1990) argue that, because learners "learn buy doing", the communication skills experimented during a simulation can be transferred relatively easily to the outside world (p.22). Jones also claims that "the variety of functions and situations available in simulations provides rich opportunities for language skills" (1982, p. 8). That is, because learners have "jobs to do, duties to fulfill, and problems to solve", they will need to develop "the language of discourse, transaction, negotiation, explanation and inquiry" (p.7).

A number of scholars have claimed that simulations and learner motivation are deeply connected. Jones (1982), for instance, states that motivation is an integral part of simulation. Greenblat (as cited by Crookall and Oxford, 1990, p.20) believes simulations increase motivation and interest. Saliés (2002) claims simulations result in positive affect, which helps learners successfully use a variety of language functions. Furthermore, Amy Ince (2002) suggests that simulations motivate students extrinsically, due to the need for approval from teachers and peers, and intrinsically, because they become interested in the topic being worked upon.

Crookall and Oxford (1990) summarize four often cited interrelated reasons for using simulation in education and training: (1) it motivates and is fun; (2) it is congruent with the learning process; (3) it is similar to the real world; (4) it results in positive outcomes, such as active participation, improved performance, greater retention, and better understanding of complexity (p.14).

As regards the importance of role-play for the language classroom, Porter Ladousse (1987) claims it to be a communicative technique which promotes interaction,

increases motivation and fosters the development of fluency. For her, there are at least five reasons for using role-plays for language learning: (1) it brings a variety of experience into the classroom, allowing students to be trained in speaking skills for different situations; (2) students are required to use phatic forms of language, such as small talk, which are frequently neglected by the syllabus, but "necessary in oiling the works of social relationships"; (3) students can experiment with the language in a friendly and safe environment; (4) it provides shy students with some sort of 'mask' which protects their own personality; (5) it is fun (p.6-7).

2.1.3 Role-play and task-based learning

Although there are several different approaches to task-based language teaching (TBLT), this study adopts Peter Skehan's (1996), who argues that tasks are the basic unit of task-based language instruction. What is understood by task, however, varies from scholar to scholar, and has become more elaborate over time. Next, I present some definitions of task, the definition chosen for the purpose of this study, and the reasons why role-plays can be considered tasks.

Long (1985) first describes tasks as activities or pieces of work done in everyday life, like painting a fence, for example. For Richards, Platt and Webber (1985), however, tasks are necessarily carried out as a result of processing and understanding language and take place in communicative educational settings. Crookes (1986) adds that these educational activities are usually undertaken with specific objectives in mind. For Prabhu (1987), a task is an activity "which requires learners to arrive at an outcome from given information through some process of thought, and which allows teachers to control and regulate that process" (p.24).

From Long to Prabhu, the concept of task evolved from "an activity people do" to an educational activity that requires information and language processing in order to

accomplish specific communicative objectives. Adding to this idea, another well known

definition of task is the one proposed by Nunan (1993), which highlights the importance

of meaning over form, and the idea of tasks as communicative units on their own:

> Any classroom work which involves learners in comprehending, manipulating,
> producing, or interacting in the target language while their attention is principally
> focused on meaning rather than form. The task should also have a sense of
> completeness, being able to stand alone as a communicative act in its own right
> (p.59).

After considering numerous definitions, Ellis (2003) proposes a lengthy, comprehensive

one, on an attempt to encompass all the multiple facets of a task:

> A task is a workplan that requires learners to process language pragmatically in
> order to achieve an outcome that can be evaluated in terms of whether the correct
> or appropriate propositional content has been conveyed. To this end, it requires
> them to give primary attention to meaning and to make use of their own linguistic
> resources, although the design of the task may predispose them to choose
> particular forms. A task is intended to result in language use that bears a
> resemblance, direct or indirect, to the way language is used in the real world. Like
> other language activities, a task can engage productive or receptive, and oral or
> written skills, and also various cognitive processes (p.16).

Even though all the definitions previously mentioned contribute to the

understanding of task, and Ellis's definition in very comprehensive, I prefer Skehan's

straight-forward (but also comprehensive) definition. For him, a task is an activity in

which: "meaning is primary; there is some communication problem to solve; there is

some sort of relationship to comparable real- world activities; task completion has some

priority; the assessment of the task is in terms of outcome" (1998, p. 95).

Role-plays are undoubtedly meaning-oriented communicative activities in which

participants simulate real-world problem-solving situations, and whose final outcome is

an accomplished (or not) task. Since all of Skehan's (1998) prerequisites are met by

role-plays, it is safe to affirm they are tasks. Hence, they are perfectly fit for a task-

based approach to instruction.

2.1.4 Role-play procedures

For the purpose of this study, the procedures for conducting a role-play, i.e. the steps or methodology to be followed, are the same used for simulations. First I will address the integration of role-play into the syllabus, and then the steps for conducting a role-play task.

According to Horner and McGinley (1990), there are two very well-known approaches to the integration of simulation into coursework: the *3P* and the *4P* procedure. The traditional 3P (or PPP) procedure stands for presentation of new items, controlled practice and free production. In a 3P procedure, the simulation itself would correspond to the free production stage (Horner & McGinley, 1990). The 4P procedure starts with a free production stage, or simulation, from which the teacher/controller observes behavioral and linguistic items that are causing difficulties. Then, these topics are presented and practiced. Finally, another simulation serves as free production (Horner & McGinley, 1990). The first and the second simulations are supposed to be the same, or only slightly different, with minor changes in the factors involved[9], causing the doubts and problems identified in the first one to be solved and items appropriately used in the second simulation. For the purpose of this research, the 4P procedure was followed, as later explained in the method section. Moreover, all the steps here mentioned (production, presentation, practice, production) were conducted within a task-based approach to language teaching, i.e. through meaningful tasks.

A role-play task has three steps, namely *briefing*, the *simulation itself* and *debriefing* (Jones, 1982; Bullard, 1990). First, during the briefing stage participants prepare themselves or are prepared for the simulation, being informed of everything they need to know in order to fulfill their roles (Jones, 1982; Bullard, 1990). The

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[9] For instance, in the first simulation a school board has to decide whether a deaf student is going to be accepted in a regular class, in the second one the student is not deaf, but blind; the task remains the same in essence, discussing pros and cons and coming to a decision.

briefing can be conducted all at once, prior to the role-play, or gradually, before and during the role-play, using different resources such as textbooks, newspapers, videos, pictures and music (Bullard, 1990). Then, during the simulation itself, the controller only observes and takes notes to be later shared during debriefing, while the participants interact and (try to) accomplish a task (Jones, 1982; Porter Ladousse, 1987; Horner & McGinley, 1990). Finally, during the debriefing stage, the controller and the participants have an analytical discussion providing feedback about the simulation task, the errors and the difficulties experienced by the participants. Usually, after a role-play there are follow-up tasks in order to help students overcome the difficulties and doubts which have emerged during the role-play and been discussed during debriefing (Jones, 1982; Porter Ladousse, 1987; Bullard, 1990). These follow-up tasks can become the briefing moment of another role-play activity, to follow the one previously conducted.

2.2 L2 speech production and oral fluency

The challenges of processing highly complex information, such as thoughts, feelings, and facts in order to produce fluent and articulated speech proves speaking to be one of the most complex cognitive skills of human species (Levelt, 1989). Moreover, this complex operation is affected by our limited processing capacity in two dimensions: in our *focus of attention* and in our *information-processing ability* (McLaughlin, Rossman & McLeod, 1983). That is, "humans are limited-capacity information processors, both in terms of what they can attend to at a given point in time and in terms of what they can handle on the basis of knowledge and expectations" (McLaughlin, Rossman & McLeod, 1983, p. 137).

Because successful speaking needs to be fast and our capacity is limited, the process of speech production depends on automation (Bygate, 2001b). Although most of the first language (L1) speaking process is apparently effortless and automatic, the L2

speaking process does not have the same level of automaticity (Bygate, 2001b). Therefore, the process of speaking an L2 encompasses even greater complexities than speaking an L1.

In an attempt to explain the cognitive processes involved in speaking an L2, Kees De Bot proposed a bilingual speech production model (1992), adapted from Levelt's monolingual 'Speaking' model (1989).

2.2.1. Levelt's (1989) model of monolingual speech production

Levelt's model proposes that speaking is a skill which involves four major mental operations – from pre-verbal message *conceptualization* to speech plan *formulation*, to overt speech *articulation*, and finally *self-monitoring* of what is planned and said – which draw on two knowledge storing components – the *mental lexicon,* and the speaker's general knowledge of the world and specific knowledge of interactional situations - (Levelt, 1989; De Bot, 1992).

In this model, the speaker can only cope with the pressures of real-time communication because these four main processes of speech production occur *incrementally*. That is, the four processing components – a conceptualizer, a formulator, an articulator and a speech comprehension system –work autonomously and in parallel on different stages of speech production (Levelt, 1989; De Bot, 1992).

The conceptualizer selects and orders relevant information for the transformation of the speaker's communicative intention into a (conceptual) preverbal message. While the retrieval of the information needed to express the content of the message is called *macroplanning*, the retrieval of the information needed to express the form of this same message is the *microplanning*.

The conceptual preverbal message is processed by the formulator and converted into a linguistic speech plan, by means of two subprocesses called *grammatical* and

phonological encoding. Grammatical encoding comprises *lemma*[10] retrieval from the mental lexicon and formulation of syntactic constructions, delivering a surface structure as output. While formed, the surface structure activates and encodes morphological and phonological information. Levelt describes phonological encoding as the "process by which the phonological specifications of lexical items are retrieved and mapped onto a fluently pronounceable string of syllables" (1989, p. 361), this map is realized as a phonetic speech plan.

The end product of the formulator, the speech plan, is converted into actual overt speech by the articulator. Both the speech plan and the overt speech are submitted to the speech-comprehension system, which monitors the message plans as much as the actual utterances (Levelt, 1989; De Bot, 1992).

Since these four different main operations occur in parallel, the various parts of a same message or sentence are processed simultaneously by different components. In other words, while the first part of a sentence is being processed by the articulator, for example, and is in the verge of becoming overt speech, the last part of the sentence is being transformed into a preverbal message by the conceptualizer (Levelt, 1989; De Bot, 1992). Levelt's monolingual model is illustrated by Figure 1, the blueprint of the speaker.

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[10] It has been argued that lexical items enclose two parts: the *lemma*, which contains the item's semantic and syntactic properties, and the *lexeme*, which contains its morphological and phonological properties (de Bot, 1992).
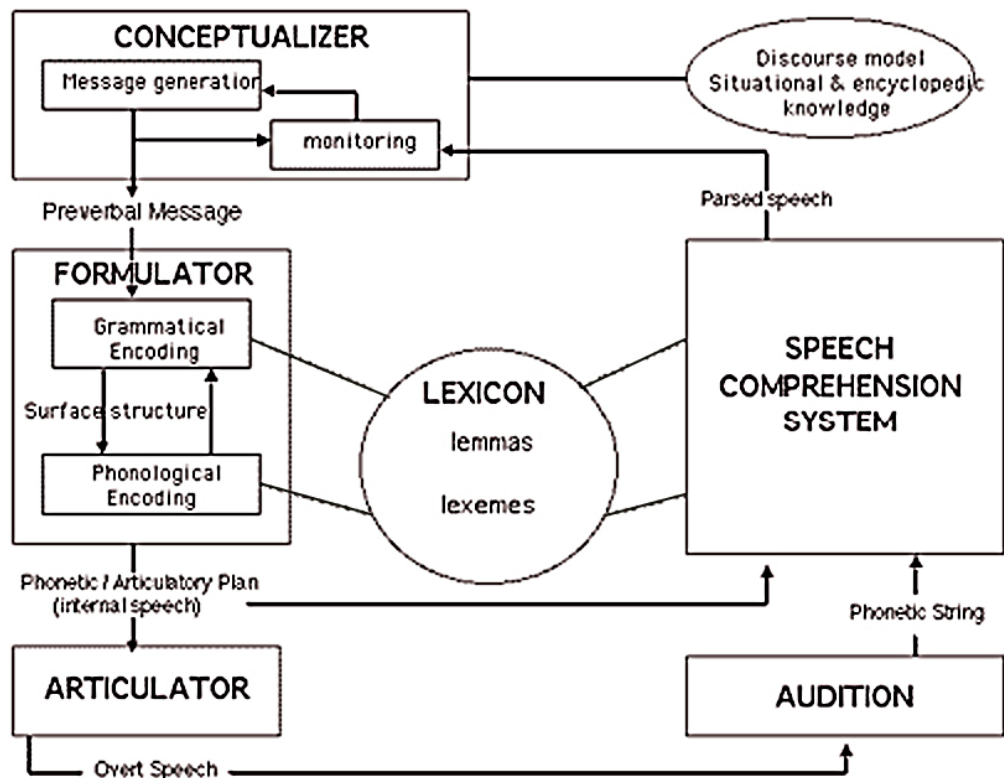
Figure 1. Levelt's blueprint of the speaker (1989, p.9)

2.2.2 De Bot's (1992) model of bilingual speech production

De Bot acknowledges that Levelt's model has firm empirical basis for the description of monolingual speech production, and that many aspects of speaking are fundamentally the same for mono- and bilingual speakers. Owing to that, he only proposes minor adaptations when empirical findings regarding bilingual speech production are not explained by Levelt's model (De Bot, 1992).

According to De Bot (1992), the first difference resides in the conceptualizer. During microplanning, which is the retrieval of information needed to express the form of a message, the bilingual speaker needs to choose the language in which to convey his/her communicative goal. Hence, microplanning must be a language-specific operation, demanding the existence of one planning system for each language spoken. Macroplanning, however, involves only the retrieval of information needed to express

the content of a message, is not language specific, and can be realized by one single system. The same is assumed about the knowledge storing component, which seems to comprehend information and conventions regarding the different languages spoken.

De Bot (1992) predicts the existence of one formulator for each language spoken, resulting in the concomitant production of two or more speech plans, one for each language. However, the preverbal message developed by the conceptualizer contains information about the language in which an utterance is to be produced, thus activating the relevant language-specific formulator. Then, from the various speech plans, only one will be realized by the articulator as overt speech. Or, depending on the speaker's intention, the existence of various speech plans enables quick code-switching, i.e. alternation between the languages during speech.

Although De Bot (1992) does not deepen this issue, he reasons that if there are in fact language-specific formulators, there must also be a specific speech-comprehension system monitoring speech plans (as well as overt speech) according to the different languages spoken. As for mental lexicon, however, he defends that the process of formulating speech plans draws on one single mental lexicon comprising various subsets of connected lexical items. The connecting factor of one of such subsets is the specific language to which the lexical items belong.

As regards the articulator, De Bot (1992) presupposes a single system due to the fact that bilingual speech production often presents phonological cross-linguistic influence. In other words, since most bilingual speakers seem to present L1 patterns of intonation and pronunciation while speaking an L2, the existence of language-specific articulators is highly unlikely. Consequently, a single articulator is assumed to encompass "an extensive set of sounds and pitch patterns from both languages" (p.17).

Undoubtedly Levelt's (1989) model of monolingual speech production, and consequently De Bot's (1992) adaptation to the bilingual speaker, is not without limitations[11]. Nor they represent the only models available[12]. However, Levelt's has been chosen for the purpose of this study (as well as its adaptation) because: (a) it is information processing based (D'Ely, 2006); (b) it has been considered a comprehensive and ambitious model of speech production (Fortkamp, 2000); (c) it integrates different parts or phases of the speaking process (De Bot, 1992); (d) it has been recurrently discussed, reviewed and cited in speech production literature.

2.2.3 L2 oral fluency

In face of the complex cognitive processes involved in speech production, it seems almost a miracle that an L2 learner can in fact produce speech in L2. Especially because it can be argued that, generally speaking, "L2 speech production is poorly understood, poorly taught, poorly learned, and poorly tested" (Fortkamp, 2000, p. 2). In the attempt to advance the understanding of L2 speech production, a number of studies have addressed different dimensions of speaking competence[13], such as fluency, accuracy, complexity, appropriateness, pronunciation, lexical range, among others (e.g. Lennon, 1990; Foster & Skehan, 1996; Kormos & Dénes, 2004; Fortkamp, 2000). Additionally, several researchers (e.g. Skehan, 1996; Foster & Skehan, 1996; Mehnert, 1998; Fortkamp, 2000; D'Ely, 2006 among numerous others) have investigated L2 speech production in terms of the trade-off effects between fluency, accuracy and complexity, three desirable goals of proficiency that compete for speakers' limited attentional resources (Fortkamp, 2000). Even though these aspects of speech

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[11] Poulisse and Bongaerts (1994), for instance, propose a speaking model correcting what they believe to be problematic in Levelt's.

[12] See, for example, Dell's (1986) model of L1 speech production, and Green's (1986) model of L2 speech production.

[13] According to Ellis, *competence* can be understood as the "underlying knowledge of language" a user has, reflected in performance (1994, p. 697).

competence are all connected, mutually influenced, and equally important, only fluency is here addressed, not only because of time and space constraints but also due to the objectives of this study. Because this study focuses solely on the fluency dimension of L2 speech production, only studies regarding nonnative oral fluency are here reviewed.

Fluency is probably the feature of speech competence most recurrently addressed by research. Despite that, defining what is understood by fluency still remains a troublesome task. Although several attempts have been made to define fluency (e.g. Fillmore, 1979; Pawley & Syder, 1983; Sajavaara, 1987), it is much more likely that fluency cannot be approached as a single unitary concept (Koponen & Riggenbach, 2000). Instead, it might be seen as "a relatively loose cover term, with both global and restricted interpretations, that vary from context to context, speaker to speaker and listener to listener, depending on a wide range of variables" (Freed, 1995, p.127). Under this perspective, research efforts should not be placed in developing clear-cut definitions of fluency, but rather in isolating specific features of speech which might function as indicators of nonnative oral fluency (p.143), serving as guides to our scientific investigations, as well as to our pedagogical decisions when teaching L2 oral production.

As regards the idea of global and restricted interpretations of fluency, Lennon (1990) claims fluency has been understood in two different senses: a *broad sense* and a *narrow sense*. In a broad sense, fluency is seen as global oral command or proficiency of a foreign language. In a narrow sense, it is seen as *native-like rapidity,* or speech unimpeded by *dysfluency markers,* such as pauses, repetitions, and hesitations.

On the one hand, the broad sense is unclear and excessively general for this study, since it encompasses all components of oral production (fluency, accuracy, complexity, among others) in one single term. On the other hand, the narrow sense

corresponds to fluency as continuity of speech, "native-like rapidity", which, according to Riggenbach (1991) is not entirely true to native speech. She argues that research indicates that native speakers also produce hesitation, repairs and pauses. What really seems to differ between L1 and L2 speech are the number of pauses, pause time, quantity of hesitations and speech rate (Deschamps, 1980; Raupach, 1980) as well as placement of the dysfluency markers in speech (Riggenbach, 1991).

Lennon (1990) reexamines the narrow sense of fluency by advocating that fluency is actually "an impression on the listener's part that the psycholinguistic processes of speech planning and speech production are functioning easily and efficiently" (p. 391). In other words, a fluent speaker is able to provide the listener with a message which is a finished product, rather than a display of the complex cognitive processes involved in producing speech. Adding to Lennon's definition, Schmidt (1992) affirms that fluency is an *automatic procedural skill* (based on Carlson, Sullivan, & Schneider, 1989), while nonfluent speech reflects the speaker's effort and considerable degree of attention while attempting to speak (Schmidt, 1992, p. 358). Again, in 2000, Lennon develops his concept of fluency even further, claiming that the narrow sense of fluency constitutes *lower-order* fluency, while *higher-order* fluency corresponds to the broad sense. According to Lennon (2000), lower-order fluency can be measured quantitatively by speech rate and dysfluency markers, whereas higher-order fluency is much harder to assess. It encompasses less tangible factors, such as sociopragmatic abilities. He then proposes a new working definition which is supposed to comprehend both lower and higher-order fluency: "the rapid, smooth, accurate, lucid, and efficient translation of thought or communicative intention into language under the temporal constraints of on-line processing" (p. 26).

I agree with Freed (1995) when she argues that fluency is a complex phenomenon comprising several linguistic, psycholinguistic and sociolinguistic features not definable by one universal expression or perception. And with Lennon (2000) who affirms temporal fluency is just "the tip of the iceberg" (p.25). However, due to the scope limitations of this study, I here approach fluency in accordance with Skehan (1996, 1998) and Foster and Skehan (1996), to whom fluency is the capacity to cope with real-time communication, mobilizing one's linguistic resources to produce L2 speech rates which approximate one's L1 speech rates.

As regards Freed's (1995) appeal for isolating specific speech features to predict fluency, several scholars have investigated and/or found empirical correlates of oral fluency. Lennon (1984), for instance, compared the oral performance of 12 German learners of English to a native speaker model. His results indicated that L2 speech production presented a higher ratio of pause time, and significant differences in pause distribution, i.e. L2 speakers not only paused more than the L1 model, but produced a high percentage of within-clause pausing. In a later study, Lennon (1990) pre-tested and post-tested the oral performance of 4 advanced EFL learners after a period of six months living in England. From the twelve measures assessed, three significantly improved across participants: pruned words per minute (speech rate), filled pauses per T-Unit, and percent of T-Units followed by pause. Findings revealed that there are at least two broad components of fluency: the temporal component, and a dysfluency markers component.

Riggenbach (1991) investigated what features of speech distinguished highly fluent L2 speakers from highly nonfluent L2 speakers. She examined the oral dialogic performance of 6 Chinese learners of English, and concluded that the most significant indicators of fluency are: (1) Frequency, placement, and degree of pause chunking, and

type of filled and unfilled pauses; (2) Rate of speech; (3) Frequency and function of repair.

Freed (1995) investigated the oral performance of 30 American learners of French. While 15 of them spent a semester studying French in the United States (At-home group), 15 spent a semester in France (Abroad group). Quantitative analysis and subjective rating evaluations indicated that after a period studying French abroad, participants spoke more and faster than the At-home group. Their speech presented fewer silent pauses, fewer clusters of dysfluency markers, fewer non-lexical filled pauses, and longer fluent speech runs. They also tended to attempt more complex linguistic expressions, resulting in more false starts.

Analyzing the oral performance of 46 Brazilian learners of English, Ejzenberg (2000) concluded that more fluent speakers tended to speak more than less fluent speakers, in a significantly faster rate. They also produced longer talk units and longer fluent units. A qualitative analysis indicated that the more fluent speakers also used more integration devices to organize discourse, and produced more repetitions and formulaic speech than the less fluent speakers.

Kormos and Dénes (2004) also investigated the differences between fluent and non-fluent speakers. They analyzed the speech samples of 16 Hungarian learners of English, and established that the best predictors of fluency scores were speech-rate, mean length of runs, phonation-time ratio (as a function of the length of pauses), and pace (the number of stressed words per minute). Although the results regarding the three first measures are not new, it seems that this was the first study to advance pace as a good predictor of fluency.

The few studies reviewed above serve as a modest illustration of the body of studies concerned with the understanding and assessment of the fluency construct. As

already suggested by Freed (1995), this kind of investigation is a great contribution to the area of L2 speech production because their findings may guide our research, and our pedagogical decisions in the pursuit of L2 oral fluency. As regards the present study, the reviewed studies have helped to better determine the scope of investigation. Despite the existence of numerous facets of fluency, for the purpose of this study only the narrow sense, lower-order fluency (Lennon, 1990, 2000) is investigated. Furthermore, in relation to the temporal component and the dysfluency markers component of lower-order fluency (Lennon, 2000), the reviewed literature have also supported the selection of measures to be used for fluency operationalization.

As the objectives of this study include unveiling the effects of role-play tasks on oral fluency, and the effects of different speech generation tasks on oral fluency, I now proceed to the review of a few studies concerning the effects of different task-types on oral fluency.

2.2.4 The effects of task-type on L2 oral fluency

Iwashita, McNamara, & Elder (2001) present three main approaches to the characterization of tasks: interactional, information-processing and test-method. For the purpose of this study, I focus on the information-processing approach to tasks, which concerns the cognitive characteristics of tasks and task difficulty. For Skehan (1998), a well known representative of the information-processing approach to task characterization, it is necessary "to know more about the way tasks themselves influence (and constrain) performance" (p.169). A number of studies have been conducted on this attempt (e.g. Foster and Skehan, 1996, 1997; Robinson, 1995, 1996, 2001; Bygate, 2001). However, due to time and space constraints, only a few are here briefly reviewed.

Robinson (2001, 2003) claims that the L2 oral performance in different tasks depends on an elaborate combination of components. For him, differences in task demands are influenced by three dimensions: *task complexity*, *task conditions*, and *task difficulty*. Task complexity involves the *cognitive demands* of a task, which depend on factors such as prior knowledge of a task, amount of planning time, and the level of reasoning demands. Task condition involves the *interactive demands* of a task, which vary according to factors such as the distribution of information between interlocutors (one-way x two-way), and participant variables (e.g. gender, familiarity with interlocutor). Finally, task difficulty involves the speakers' *perceptions of the demands* of the task, which are influenced by affective factors (e.g. motivation, anxiety) and ability variables (e.g. aptitude, working memory capacity) (Robinson, 2003, pp. 55-56). As regards the relationship between Robinson's framework and oral fluency, his research has suggested that the more complex a task is (cognitively demanding) the least fluent is the oral performance on such task (Robinson 2001, 2003).

Skehan (1998) proposes a different framework when he advances a scheme for *task difficulty*, which is based on *code complexity*, *cognitive complexity*, and *communicative stress* or *pressure*. The *code complexity* includes the language required for task performance, in terms of linguistic complexity and variety, vocabulary load and variety, as well as redundancy and density (p. 99). The *cognitive complexity* encompasses the thinking required for task performance, both in terms of cognitive familiarity and cognitive processing. For Skehan, cognitive familiarity includes the familiarity of topic and predictability, familiarity of discourse genre, and familiarity of task. Cognitive processing, in its turn, regards the information organization, the amount of 'computation' required, the clarity and sufficiency of information given, and the information type (p.99). By *communicative stress*, Skehan means the task performance

conditions, such as time limits, speed of presentation, number of participants involved, length of texts used, the type of response obtained, and the opportunities to control interaction (p.99).

Foster and Skehan (1996) have investigated the influence of task-type on fluency, accuracy, and complexity of oral performance. However, due to the objectives of the present study, only results regarding oral fluency are here reported. For their 1996 study, they collected performances on three different task-types: a personal information exchange, a narrative, and a decision-making task. Foster and Skehan found a very interesting result regarding fluency and task-type. Participants were least fluent on the narrative and decision-making tasks, when compared to the personal task. The personal task[14] produced much more fluent performance in terms of number of pauses and amount of silence. The researches explained these results by claiming that being able to rely on familiar, ready-encoded information promotes greater fluency (p. 317).

Another body of work relevant for this study, although not necessarily connected to Robinson's or Skehan's framework, is Ejzenberg's studies (1992, 1997, 2000). She specifically investigated the oral fluency dimension of L2 speech production by comparing performances on two different task-types: dialogues and monologues. Ejzenberg discovered that the tasks' different levels of interactivity and amounts of external support produced an effect on oral fluency, i.e. learners performed more fluently when they received more external information, and when tasks were more interactive (1997). In her 2000 study, her participants also performed better in more interactive tasks, that is, dialogues. Her results resemble those of Riggenbach (1989), in which less interactive (monologues) also resulted in less fluency.

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[14] These are results of performance in the unplanned condition, since Foster and Skehan (1996) were also investigating the effects of planning condition. Because planning is beyond the scope of this investigation, and the participants of the present study also performed without planning time, this specific piece of result is the most relevant for this literature review.

Concluding, this Review of Literature, on role-plays and L2 speech production, evokes the following main reasons for conducting the present study: (a) role-plays are present in textbooks and classrooms but still need to be better understood; (b) teachers and researchers claim role-plays are beneficial to (task-based) language learning and yet empirical studies are necessary to prove (or disprove) such claim; (c) task-type has influenced fluency during L2 oral performance, and role-play is a task-type whose influence is yet to be researched.

CHAPTER III

METHOD

3.1 Objectives and research questions

As previously discussed in the Review of Literature, Role-play[15] is an educational technique which is present in most textbooks and English as a Foreign Language (EFL) classrooms. Although there have been reports that simulations or role-plays foster improvements in English for Academic purposes (Ince, 2002), vocabulary acquisition (Rising, as cited by García-Carbonell et al., 2001, p. 487), reading comprehension, listening comprehension, grammar (García-Carbonell, 1998, cited by García-Carbonell et al., 2001, p. 489) and writing (Spelman, 2002), the improvement of L2[16] speech production through simulation or role-play use, as far as this researcher knows, has never been specifically addressed by experimental research. Therefore, the main objective of the present study is to investigate the impact of the classroom use of role-plays on the development of the oral performance of EFL learners in terms of fluency. In addition to that, a secondary objective is to investigate whether participants' oral fluency varies across three different types of speech generation tasks: a monologic picture-cued narrative, a dialogic role-play[17], and a monologic role-play.

With these objectives in mind, fluency was operationalized by three different speaker-based quantitative measures: (1) Speech Rate Unpruned, (2) Speech Rate Pruned, and (3) Mean Length of Runs.

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[15] As previously discussed, the term Role-play is included in the broader term Simulation (Jones, 1982; Crookall & Oxford, 1990), and they are here used as synonyms.
[16] For the purpose of this study no difference is made between foreign and second language, both being mentioned as L2, following Ellis (1994).
[17] While monologic tasks consist of the oral production of monologues, not involving any interaction with interlocutors, dialogic tasks consist of dialogues between at least two interlocutors.

The present study was thus motivated by the following research questions:

1. How does a 5-week period of instruction which includes the systematic use of role-plays affect oral fluency, as elicited by one dialogic and two monologic speech generation tasks?

2. Is there a difference between oral performances, in terms of fluency, on the three different tasks (monologic picture-cued narrative, dialogic role-play, and monologic role-play)?

In order to answer these questions, a small-scale quasi-experimental exploratory study was conducted. An experimental group of L2 English learners participated in role-plays throughout five weeks of EFL classes. During the same period, a control group of L2 English learners participated in EFL classes without the use of role-plays. Both groups were pre-tested so as to identify possible between-groups differences, and post-tested at the end of the study to assess gains in L2 oral fluency. The tests consisted of the recording of students' performances on two monologic speech generation tasks and one dialogic speech generation task. The recordings were transcribed and analyzed. A profile questionnaire was also administered, so as to verify students' previous and current experiences with the English language.

This chapter describes the method applied in this small-scale quasi-experimental study.   Section 3.2 presents the general design of this study. Section 3.3 describes the participants' selection process, as well as the experimental and the control group. Then, the instruments of data collection are presented in section 3.4, followed by a description of the procedures of data collection in section 3.5. The materials used for treatment are presented in section 3.6, and the treatment itself is described next, in section 3.7. After that, section 3.8 is devoted to the data analysis. Finally, section 3.9 presents the procedures for data transcription and the key to conventions of transcriptions.

3.2 General research design

This exploratory study comprised four main phases. The first phase consisted of the selection of participants and assessment of their experiences with the English language. In this phase, the teachers of two intact groups of the intermediate[18] level (5th semester) of the English extracurricular program offered by Universidade Federal de Santa Catarina (UFSC) and their students agreed to participate in this research project. All the participants, from both groups, answered a profile questionnaire which elicited their previous and current experiences with the English language, as well as their affinities and reasons for studying English. One group with 17 students (from which only 11 had their results included in this study) became the experimental group, and the other with 16 (from which only 6 had their results included in this study) became the control group.

In the second phase, pre-test, both groups performed a monologic picture-cued narrative task, a monologic role-play task, and a dialogic role-play task, which were recorded for later analysis.

The third phase occurred during 5 weeks of English classes, twice a week for one hour and a half. During this phase, the control group was taught by their original teacher receiving no differential treatment, i.e., using their regular course materials and through the same task-based instruction to which they had already been exposed. Meanwhile, the experimental group was taught by this researcher, receiving instruction which included the systematic use of role-plays. The role-plays were also included in a task-based approach to teaching, and the materials used consisted of the same course materials regularly used plus rolecards specially developed for the role-plays. A full description of the treatment is presented on Section 3.7.

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[18] Usually, intermediate L2 learners are those who have already been taught the basic grammar of the language, and are able to hold conversations entirely in L2, despite their need to improve in a number of aspects of the speaking skill, such as fluency.

Finally, immediately after the third phase, the last phase was a post-test, in which participants performed different versions of the same monologic picture-cued narrative task used for pre-test, as well as different roles in the same monologic and dialogic role-play tasks used for pre-test. Participants' performance on the post-test was also recorded to be later analyzed and compared to their performance on the pre-test. Table 1 summarizes the research design.

Table 1

Summary of research design

	Groups	2nd phase Pre-test	3rd phase Treatment	4th phase Post-test
1st phase Selection of participants and Profile questionnaire	Experimental	• monologic picture-cued narrative task • monologic role-play task • dialogic role-play task	5 weeks of English classes with role-plays every class	• monologic picture-cued narrative task • monologic role-play task • dialogic role-play task
	Control	• monologic picture-cued narrative task • monologic role-play task • dialogic role-play task	5 weeks of English classes without any role-plays	• monologic picture-cued narrative task • monologic role-play task • dialogic role-play task

3.3 Participants

For the purpose of this quasi-experimental study, two intact groups of the intermediate level (5th level) of UFSC's English extracurricular program have been selected. This level has been chosen because although intermediate students are already able to hold conversations completely in English, they usually have the need to improve oral fluency. In section 3.3.1 I present the selection process used to select the two groups, followed by the description of the experimental (3.3.2) and the control (3.3.3) group.

3.3.1 The selection process

The selection process began in March 2007, when the coordinator of the extracurricular program was first contacted by e-mail requesting a meeting. Then, during the meeting, I explained the research project to the coordinator, who authorized me to conduct my experiment with two groups of the extracurricular course. She also suggested the name of four teachers who would teach English 5 groups that semester, so that I could contact them and invite two of them – and their students- to participate in my research. The coordinator also invited me to participate in the first pedagogical meeting of the semester where I would be able to contact the teachers personally. Next, at the end of this pedagogical meeting, based on which class times would be more suitable for me to observe or participate (Mondays and Wednesdays evening), I contacted Manuel[19] and Diana.

I already knew Diana, who had previously been my co-worker in a language institute, and after I briefly explained my project to her she promptly accepted to participate, and she also invited me to observe her classes and talk to her students. My thesis advisor, who was also present in the meeting and already knew Manuel, introduced me to him. I briefly presented the topic of my research to Manuel, explaining that I was interested in conducting part of my investigation in his level 5 group. Manuel was slightly reticent because I talked about experimental research, so he provided me with his e-mail address so that I could send him further details about the project. The next day, after I e-mailed him a full description of my research project, Manuel agreed to participate as the teacher of the control group, and invited me to start observing the classes the following week. Therefore, as long as their students also agreed to

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[19] Manuel and Diana are pseudonyms used to maintain the teachers' anonymity.

participate, Manuel's students would be the control group and Diana's students would be the experimental group.

The following week both Manuel and Diana introduced me to their students and explained to them that I was an M.A. candidate who would observe their classes and maybe later invite them to participate in a research project. I observed three classes in each group, and after that I invited the students to participate in my investigation. My research project was explained orally as well as presented through a written description which was read aloud. After that, students were able to ask questions and solve doubts. While Manuel's students were informed that their classes would continue normally with their regular teacher, Diana's students were informed that for five weeks I would be their teacher. They were all informed that their participation would be anonymous, and that at any given moment they could decide to cease their participation. In Diana's group, all of the 17 students agreed to participate and signed a consent form (see Appendix A). In Manuel's group, 14 (out of 16) of the students agreed to participate and signed the consent form.

No proficiency test was conducted prior to the beginning of data collection. This was a practical decision considering not only time constraints, but also my intention to collect data with two intact groups. Methodologically speaking, not controlling for proficiency is not recommendable. However, having intact groups increases the ecological validity of the study. Due to that, the proficiency level of the two groups was considered comparable according to the fact that the extracurricular program placed the students in the 5th level based on either their proficiency tests or on their test results of the 4th level. Moreover, based on pre-test results, the two groups were also considered comparable in terms of fluency.

3.3.2 The experimental group

Initially, the participants of the experimental group were 17 adult L2 learners of English, all L1 speakers of Brazilian Portuguese. However, some participants had to be excluded from this research either because they missed over 25% of classes or because they did not complete all the tasks of pre- and post-test. On top of that, one participant was excluded because she presented a very fluent performance on all the tasks, not comparable to the other participants' performance. Thus, unfortunately, only the results of 11 students – 10 female and 1 male - were taken into consideration for this study.

Based on information collected through a profile questionnaire (see section 3.4 and Appendix B), it was possible to learn that participants' age ranged from 18 to 45, with a mean of 24 years. From the pool of 11 participants, eight were undergraduate students of a variety of majors, one was a graduate student of Dentistry, one was a nurse and one was a computer programmer. Prior to this study, besides the English classes taken during the school years, the students of the experimental group had studied English in language institutes for an average of 5,4 semesters (ranging from 4 to 7 semesters). None of the participants reported speaking English outside the classroom, except for rare and isolated occasions, mainly for lack of opportunity. Only one participant reported having traveled to an English speaking country, but only for a European tour of 17 days during which she barely spoke English. All of the participants reported liking the English language and recognized English as an important language for academic, professional or international communication purposes.

The original teacher of the experimental group, Diana, was a 33 year-old female who had been an English teacher for 6 years. She holds an M.A. in English Language and Literature from the English department (PPGI) of UFSC, with emphasis on

Teaching and Learning. During the period of treatment, the experimental group was taught by this researcher, who was 28 years old, holds an undergraduate degree in English (UFSC), and had been an English teacher for 9 years.

3.3.3 The control group

By the beginning of this research, the valid participants of the control group were 14 adult L2 learners of English, all L1 speakers of Brazilian Portuguese. However, not unlike the experimental group, some participants had to be excluded from this research. One participant was transferred to another level 5 group, two participants evaded the course, a couple missed over 25% of classes and others did not complete all the tasks of pre- and post-test. Thus, unfortunately, only the results of the remainder 6 students – 4 female and 2 male - were taken into consideration for this study.

According to the profile questionnaires collected, the ages of the participants of the control group varied from 20 to 51, with a mean of 33 years. Four participants were undergraduate students of different majors at UFSC, one was an engineer, and one was an educational counselor. Besides the English classes taken during the school years, the students of the control group had studied English in language institutes for an average of 5,6 semesters (from 3 to 10 semesters). Only one student from the control group had an experience in an English speaking country, she spent six months in Australia. Except for one student who reported speaking English to foreigners in rare occasions, the participants did not report speaking English outside the classroom. Similarly to the experimental group, all of the participants reported liking the English language and recognized the importance of learning English language for academic, professional or international communication purposes.

The teacher of the control group, Manuel, was a 38 year-old male who holds an M.A. in Linguistics (UFSC) and had been a teacher for 19 years.

All the students – from both the experimental and the control group - participated in the study voluntarily, without payment. However, in order to stimulate assiduity, each student received one coupon per attended class, which was later deposited in two different raffle bags, one per group. At the end of data collection, one Thesaurus book was raffled in each group.

3.4 Instruments of data collection

Most researchers of L2 speech production have used monologic tasks (e.g. narratives or descriptions) as eliciting devices of oral performance (e.g. Ejzenberg, 2000; Kormos & Dénes,2004; Lennon, 1990; Towell et al., 1996; D'Ely et al., 2005; Fortkamp, 1998, 1999, 2005; Guará Tavares, 2005; Xhafaj, 2005). Nonetheless, a few researchers have used dialogic tasks such as personal information exchange (Foster & Skehan, 1996; Skehan & Foster, 1997) and interviews (Bygate, 2001). Although role-play activities are not frequently used as dialogic speech generation tasks in SLA research, they have been used for the collection of data on speech acts (e.g. Cohen & Olshtain, 1994; Rosendale, 1989; Sasaki, 1998) as well as for assessing conversational competence (Kormos, 1999), particularly because role-plays "exhibit several characteristics of real-life conversations" (p. 163). Role-plays, whether monologic or dialogic, have also been used in oral proficiency tests such as the American Council on the Teaching of Foreign Languages (ACTFL) test. While in dialogic role-plays two (or more) speakers simulate a communicative interaction, in monologic role-plays one speaker simulates a real monologic situation, such as a lecture or a speech. It can be argued that since dialogues are more frequent in real life situations than monologues, dialogic role-plays can better "approximate the appearance, form and effect of an

authentic situation" (Shohamy, 1988, p. 172), which seems to be the advantage that role-plays may have over other kinds of oral tasks. However, there is evidence to believe that monologic role-plays are more reliable than dialogic role-plays on the assessment of oral proficiency, mostly because variation among interviewers/interlocutors may affect oral performance (Halleck, 2007). Since this study investigates the relationship between role-plays and oral fluency, it seemed reasonable to use both a dialogic and a monologic role-play task to generate speech. In addition to the role-play tasks, a more traditional speech-generation task was also carried out.

Next, a description of the speech eliciting tasks used for data collection is presented.

3.4.1 Dialogic role-play task

A dialogic role-play inspired by Porter Ladousse's (1987, p. 80) role-play called *The party* was specially created for data collection. The role-play consisted of a simulated class reunion party, where each character/role has to look for an old friend, talk about his/her life and interact to meet new people. Two different pairs of rolecards were developed for the dialogic role-play task (see Appendix C). These two different pairs were used so that practice effects could be controlled through counterbalancing of roles during pretest and post-test. In other words, participants did not repeat the same role from pre-test during post-test.

3.4.2 Monologic role-play task

A monologic role-play, based on the rolecards used by the ACTFL in their Oral Proficiency Interviews (OPIs) (cited by Halleck, 2007), was specially developed for data collection. The role-play consisted on participants simulating being psychologists giving a lecture to high school students. In a similar fashion to the dialogic role-play task, two versions of lecture were counterbalanced (see Appendix D). In lecture

version 1, the topic was family size, and participants spoke about advantages and disadvantages of living with a small nuclear family and with a large extended family. In version 2, participants spoke about advantages and disadvantages of different occupations.

3.4.3 Monologic picture-cued narrative task

As previously mentioned, monologues have been recurrently used as speech generation tasks. Among other monologic tasks such as picture descriptions (e.g. Möhle, 1989; Fortkamp, 2000; Xhafaj, 2006), movie-based narratives (e.g. D'Ely & Fortkamp, 2003; D'Ely, 2004, 2006; Bygate & Samuda, 2005), and picture-cued narratives (e.g. Bygate, 2001; Yuan & Ellis, 2003) have been repeatedly used in L2 Speech Production research. Narratives have been considered appropriate for oral data collection (e.g. Ellis, 1987; Foster & Skehan, 1996), especially because they "are familiar to most learners and can be manipulated naturally so as to be monologic rather than interactive" (Ortega, 1999, p. 122). Due to that, a picture-cued narrative task was chosen for this research.

Two versions of the narrative task (taken from Weissheimer, 2007) (see Appendix E) were counterbalanced. The two versions of the monologic task required that participants order eight pictures to form a narrative story. As the participants were informed, there was no correct sequence of pictures. Version 1 consisted of a set of eight pictures showing a man who seems to be trying to convince a woman to marry him. He offers her a number of gifts but she does not accept the proposal. In one of the pictures the man is in a car with another woman. Version 2, in its turn, consisted of a set of eight pictures showing a couple having dinner in a restaurant, while the man imagines different things he could do to the woman, such as breaking a bottle on her

head or biting her nose. In one of the pictures the man throws what seems to be an olive on the woman's face.

3.4.4 Profile questionnaire

A profile questionnaire (see Appendix B) was developed, based on Xhafaj (2006), and applied at the beginning of the research, after students signed the consent form. The main objective of administering a profile questionnaire was the assessment of participants' experiences with the English language, previous as well as current. Through the questionnaire the following data emerged: (a) number of years studying English in a formal setting; (b) how old they were when started studying English; (c) the existence and duration of experiences in an English speaking country; (d) which students had taken an entrance test to the Extracurricular course, and which had started in level 1; (e) what kind of contact they had with the L2 outside the classroom; (f) their self-evaluation regarding fluency, accuracy, and complexity of their oral performance; (g) which aspects they focused when speaking English (grammar, pronunciation, fluency etc.); (h) their affinities and reasons for studying English. Nevertheless, the data collected regarding students' self evaluation on fluency, accuracy, and complexity (f), and on the aspects they focused when speaking (g) was not used for this study. It was collected for a future analysis of the recordings, when I intend to investigate the trade-off effects of fluency, accuracy, and complexity.

3.5 Procedures of data collection

As already mentioned in Subsection 3.3.1 (Selection of participants), before starting the data collection all participants were informed of the nature of the present study. On May 16, 2007, during the groups' regular class hours – between 6:30 to 8:00PM for the experimental group, and between 8:10 to 9:40PM for the control group – in their regular classrooms – room 209 of the CCE/UFSC building A for the

experimental group, and room 210 of the same building for the control group - the research project was described in writing (see Appendix A) and orally, and participants had the chance to solve any doubts regarding the research. Then, they signed a consent form (see Appendix A), stating they were aware of what was expected from them. After that, they were also requested to fill in a profile questionnaire (see Appendix B). On this occasion, students were informed that the following class the groups would be taken (again, always during each group's regular class hours) to the Audio Laboratory, room 245 of the same mentioned building.

3.5.1 Pre-test

The pre-test, conducted in order to assess the oral fluency of both groups of students prior to the treatment received by the experimental group, occurred during the regular hours of three different class days (May 21, May 23, and May 28, 2007).

On May 21, I took each group to the Audio Laboratory to collect the monologic tasks of pre-test. At the lab, each student sat by one individual audio station, which consisted of one Sony audio recording table with one headset (headphone and microphone assembled), and a chair. The audio stations were previously prepared and ready to operate, and the students were instructed on how to operate them. The monologic tasks were recorded using 60 minutes TDK cassette tapes. Since each student had an individual station, the monologic tasks were recorded simultaneously by all students present.

The first task to be recorded was the picture-cued narrative. Prior to that, instructions for the task were given orally while the teacher showed a photocopy of the picture cues (see Appendix E). Students were then informed that there was no correct order for the pictures. Also, they were requested to speak for at least one minute, around three minutes and no longer than five. Then, participants asked questions and solved

doubts before receiving the material. Once each student received a photocopy of the pictures, they were not allowed to take notes before starting the narratives. After any remaining doubts were solved, and participants were ready, the recordings started.

After all the students finished recording the first task, they recorded the monologic role-play task. Again, they were requested to speak for at least one minute, around three minutes and no longer than five. Like in the first task, instructions were given and questions were answered before the actual recording. Once students received the rolecards (see Appendix D) and they were ready, the recordings started.

After all the students finished recording the second task, they returned to their regular classrooms to have classes with their regular teachers. They were informed that the following class day they would be called again to make one more recording.

On May 23, in each group's regular classroom, students were instructed to organize themselves in pairs, because each pair of students would be called individually to another classroom in order to record a dialogue[20]. Then, while the rest of the group remained in the classroom having classes with their regular teachers, I called each pair, one by one, to record their dialogic role-play task (see Appendix C) in another classroom. After each pair of students finished their recording, they returned to the classroom and another pair joined me for data collection.

Before starting the role-play, this researcher orally explained to each pair of students what situation they were going to simulate/role-play. Then, each student received a rolecard (see Appendix C) with their functional roles in the simulated situation, which they read carefully. After reading, students were able to ask questions and have their doubts solved. The role-plays begun once the students felt ready, and their performance was recorded using a Sony Mini-Disc player and a TDK MD disk.

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[20] Dialogues were collected in various different rooms of CCE/UFSC building A, according to room availability.

On May 28, data was collected with the students who were absent on May 21 and 23. First, I called them to the Audio Lab, and they simultaneously recorded the monologic tasks in the same fashion previously described. Then, each pair recorded the dialogic role-play individually with this researcher, also in the same fashion previously described. The students who were not recording their pre-tests were in their regular classrooms having class with their regular teachers.

Ideally, all the participants would be present on May 21 and 23, and this extra day of data collection would not be necessary. Or yet, the participants who were absent on the day of pre-test would be excluded from the study. However, due to the small number of participants, it was necessary to include one more day of pre-test data collection with students who were first absent. Students who were also absent on May 28 had to be excluded from the study.

3.5.2 Post-test

After the pre-test, and the following 5 weeks of English classes - with the treatment of role-play for the experimental group and no differential treatment for the control group- , the post-test data was collected. The procedures for post-test data collection were the same as the pre-test procedures.

On July 9 the monologic tasks were collected following the same procedures of pre-test, and on July 11 the dialogic tasks were collected following the same procedures of pre-test. This time, unlike pre-test, a third day of data collection was not necessary.

The basic difference between pre-test and post-test was the counterbalancing of the monologic narrative task versions (see section 3.3.3 and Appendix E), and of the roles played during the monologic (see section 3.3.2 and Appendix D) and the dialogic role-plays (see section 3.3.1 and Appendix C). That is, as previously explained, students who recorded version 1 of the monologic narrative during pre-test, recorded version 2 of

the same task during post-test, and vice-versa. Likewise, students who played role 1 on the monologic role-play during pre-test, played role 2 during post-test, and vice-versa. In the same fashion, students who played role A or B (set 1 of role-play pair) on the dialogic role-play during pre-test, played role C or D (set 2 of role-play pair) during post-test, and vice-versa.

3.5.3 Profile questionnaire

As already mentioned, on May 16 the participants answered a profile questionnaire after consenting to participate in this research. First, they received the questionnaire, which was read aloud. Then, participants had the opportunity to solve any doubts. Finally, students answered the questionnaires and handed them back to this researcher.

3.6 Materials for treatment

3.6.1 Course book for both groups

The materials used for teaching both groups were the textbooks and audio CDs from the *Interchange Third Edition* series (Richards, Hull & Proctor, 2005) level 3, regularly used by the 5th level of the extracurricular English courses, Units 5 to 8. While the students used the Student's Edition, the teachers from both groups – control and experimental- used the Teacher's Edition. Besides the content from the Student's Edition, the Teacher's Edition contains complete class plans and guidelines, which were followed by both teachers. According to the authors of *Interchange Third Edition* (Richards, Hull & Proctor, 2005, p. viii), this is the most successful series for adult and young adult learners of English, i.e. it is the world's best seller series. The authors claim that the series was created to integrate the four skills (speaking, listening, writing, reading) in a meaningful communication-oriented classroom, with strong focus on both fluency and accuracy (2005, p. viii).

3.6.2   Rolecards for the experimental group

Besides the common material, the experimental group also used rolecards (for all the rolecards used see Appendix F) for role-playing. As mentioned in section 2.1, rolecards are commonly used in role-plays and simulations. They usually contain information about participants' roles, the situation they are simulating, and their objectives during the role-play. Next, I provide two examples of rolecards. The first one was developed by Jones (1997) and is presented here for illustrational purposes merely (it was not used for treatment). The second one was specifically developed for this research project, based on the contents of Interchange Third Edition (2005).

> Canford – councillor
> You are a Conservative councillor and chairman of the Roads and Bridges Committee. You believe that the bridge should be built. You are absolutely sure that Collins and Sons plan is a good one. You have promised your golfing partner, Macintosh, that you will make sure the plans are approved. You need public support because there has been a lot of publicity about the scheme and suggestions of dishonesty and collusion have been made – unjustified of course. Persuade the members of the public to support the plan (Jones, 1997, p. 89)

> A. You are a volunteer working for AFS – an organization that promotes cultural exchange programs for teenagers – and you have to interview candidates to check their expectations regarding the program and whether or not they are ready to live in another country. Start the interview by greeting the candidate, and by asking name and age. Then, roll the die (*dado*) to determine what question to ask first (1-6). Ask it and add follow-up questions (example: Why? Why not?). Let the candidate speak. When s/he stops talking, roll the die for another question. Ask up to 4 questions; if you want add your own questions. The interview should take between 2 and 10 minutes. Finish the interview by thanking the candidate. Questions: (1) If you could live in a foreign country, what country would you like to live in?; (2) What country wouldn't you like to live in?; (3) Who is the person you would most like to go abroad with?; (4) What is something you would never travel without?; (5) What would be your two greatest concerns (preoccupations) about living abroad?; (6) What is the thing you would enjoy the most about living abroad?

3.7   Treatment

Prior to the beginning of treatment, in the first class after pre-test, the experimental group received a short explanation on what is simulation/role-play. After

that, they role-played an activity called "Roll-a-role", which was developed by Porter Ladousse (1987) in order to "introduce students to the concept of role, and which should make it easier for them to carry out role-plays" (p.19). Then, after this role-play, the actual treatment began.

During the treatment period of this study, the control group was taught by its original teacher, who was instructed not to use role-plays. The experimental group, however, was taught by this researcher. It is important to highlight that the classes were conducted in the same manner, with the same course book, *Interchange Third Edition 3* (Richards, Hull & Proctor, 2005). Moreover, this researcher not only observed some classes of the control group, but also conducted a collaborative work with its teacher, therefore assuring that role-play tasks were not conducted, and reducing differences in treatment other than the role-plays. In both groups the four skills (reading, writing, listening and speaking) received equal importance in the syllabus. The difference between the classes given to the two groups resided in some of the oral activities: while the experimental group was role-playing, the control group was engaging in a different kind of oral activity, such as dramatizing a dialogue or discussing a certain issue. Therefore, the two groups had the same time and opportunity to develop their oral skills, but through different oral task-types.

The teacher's edition of *Interchange Third Edition* 3 (Richards, Hull & Proctor, 2005) presents a step-by-step guide on how to conduct the classes for each unit. The teachers of both groups followed that guide. However, whenever the book presented an oral activity other than a role-play, the teacher of the treatment group conducted a role-play instead, using the same topic proposed by the book. Meanwhile, whenever the book presented a role-play, the teacher of the control group conducted another oral activity instead, using the same topic proposed by the book. Table 2 illustrates one oral

activity from Unit 5, and how it was conducted in each group. All the role-plays specially developed for this study are presented in Appendix F.

Table 2

Activity "Things to remember", in the experimental and control group

Objective: talk about local customs using when and if clauses (Richards, Hull & Proctor,2005, p.32)		
Group	**Material used by students**	**Procedure**
Control	Student's book page 34: A. Pair work: What should a visitor to your country know about local customs? Make a list. Include these points: dressing appropriately, staying in someone's home, traveling by bus or train, giving and receiving gifts, taking photographs, shopping. B. Class activity: Compare your lists around the class. Do any of your classmate's customs surprise you? Useful expressions: One of the most important things to remember is… Another thing to keep in mind is… One thing visitors often don't realize is…	Advised by the teacher's edition page T-34: 1.Students interact in pairs while making a list of local customs. 2.Each pair presents, orally, three customs of their list to the whole class, so they can compare lists.
Experimental	Rolecards based on student's book page 34: Rolecard A: You are a volunteer working for AFS – an organization that promotes cultural exchange programs for teenagers – and you help foreign students to adapt better to Brazil's customs. You are going to give a foreign teenager some information about Brazil's customs. Remember to ask the student his/her name, age, and country of origin. Be nice and answer his/her questions about Brazil, be free to invent. Be creative! The meeting must take a maximum of 5 minutes. Control the time. Some expressions you might need: When/If you visit someone's home/ go to a party, you aren't supposed to bring/arrive/eat… When/If you visit someone's home/ go to a party, it's the custom to bring/arrive/eat… Rolecard B:You are a teenager who has come to Brazil as an exchange student. Invent your name, age and country of origin. You are going to have a conversation with a counselor; s/he is going to give you information about customs in Brazil, so that you feel comfortable here. Ask him/her some questions about: What you do when people invite you to their home./ Who pays when you go to restaurants with friends./What you do when invited to birthday parties./What you do if a friend is in hospital./ How to call your teachers (first name, last name?)./ How to dress when you go to school, parties, beaches, church etc/ How to behave when you're staying in someone's home./ When and how you should give tips./ When and where it is OK or not to take photographs./ What is polite and impolite to do when having a meal./ How to greet females; males; older people etc. Ask any other questions you are curious about. Ask why the customs are like they are. The meeting must take a maximum of 5 minutes, so you don't have time to ask all the questions.	Following the role-play procedures described by the Review of Literature (section 2.1): In pairs, students simulate a meeting between a foreign teenager exchange student in Brazil and a counselor from AFS (the exchange program's organization). One student role-plays role A (counselor), while the other role-plays role B (exchange student). The teenager asks questions about customs in Brazil, while the counselor answers them.

The role-plays used with the experimental group followed the procedures advised in the role-play literature (e.g. Crookall & Oxford, 1990; Horner & McGinley, 1990; Jones, 1982; Bullard, 1990) described in the Review of Literature (section 2.1). The role-play tasks had three steps, namely *briefing*, the *simulation itself* and *debriefing* (Jones, 1982; Bullard, 1990).

First, during the briefing stage participants prepared themselves or were prepared for the simulation, being informed of everything they needed to know in order to fulfill their roles (Jones, 1982; Bullard, 1990). According to the literature, the briefing can be conducted all at once, prior to the role-play, or gradually, before and during the role-play, using different resources such as textbooks, newspapers, videos, pictures and music (Bullard, 1990). During this specific treatment period, briefing was conducted through tasks present in their textbook, prior to the simulation itself.

Then, during the simulation itself, the controller/teacher/researcher only observed and took notes to be later shared during debriefing, while the participants interacted and tried to accomplish the task(s) (Jones, 1982; Porter Ladousse, 1987; Horner & McGinley, 1990). In order to give all the students the opportunity to experience the two roles designed for each role-play, the students of the experimental group role-played each proposed role-play twice. That is, in a pair of students, the student who first role-played an AFS counselor on the previously mentioned "Things to remember" role-play, for example, role-played an exchange student in the second round of the same activity.

Finally, during the debriefing stage, the controller and the participants had a brief analytical discussion providing feedback about the simulation task, the errors and the difficulties experienced by the participants. The participants also wrote follow-up

questionnaires (see Appendix G) after each role-play[21] in order to register students'
comments during the debriefing stage. These questionnaires were not used to collect
data for this study, but rather to help the experimental group's teacher remember how
the role-plays happened.

Usually, after a role-play there are follow-up tasks in order to help students
overcome the difficulties and doubts which have emerged during the role-play and been
discussed during debriefing (Jones, 1982; Porter Ladousse, 1987; Bullard, 1990).
During this specific treatment period, the follow up activities were conducted through
tasks from their textbooks as well as brief explanations.

The experimental group participated in a total of eight different role-plays
(besides Porter Ladousse's (1987) "Roll-a role"), with two rounds of each. Each of the
role-plays is briefly presented below in Table 3 (for the rolecards used see Appendix F).

Table 3

Role-plays used for treatment, based on the teaching units of Interchange Third Edition

3 (Richards, Hull & Proctor, 2005)

Units	Role-plays	Objectives, according to Interchange Third Edition 3 Teacher's Edition (Richards, Hull & Proctor, 2005).
5 Crossing cultures	"Going abroad", adapted from Discussion, on page 32.	Discussing living in a foreign country (p. T-32).
	"Things to remember", adapted from Speaking, on page 34.	Talking about local customs using when and if clauses (p. T-34).
6 What's wrong with it?	"What's the problem?", adapted from Role Play, on page 38.	Role-playing a conversation describing problems between a customer and a store clerk (p. T-38).
	"Haggling", adapted from Role Play, on page 43.	Assessing one's ability to describe problems using nouns and past participles as adjectives (p. T-43).
7 The world we live in	"Problems in Floripa", adapted from Perspectives B, on page 44.	Discussing a campaign announcement; seeing the passive with prepositions in context (p. T-44).
	"Problems and solutions 1", adapted from Discussion, on page 48.	Discussing environmental problems and solutions; developing the skill of giving opinions (p. T-48).
	"Problems and solutions 2", adapted from Discussion, on page 48.	Discussing environmental problems and solutions; developing the skill of giving opinions (p. T-48).
8 Lifelong learning	"Choose a major", adapted from Role Play, on page 52.	Talking about choosing a major (p. T-52).

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[21]   As mentioned in the review of Literature (Section 2.1), collecting follow-up questionnaires is a
common procedure of debriefing role-plays/simulations.

As presented in Table 3, two different versions of a role-play were used during the teaching of Unit 7 (see Appendix F). This procedure was followed because while debriefing *Problems and solutions 1*, students mentioned having had many difficulties during the role-play, especially in proposing solutions to the problems being discussed (which was one of the objectives of the activity, as seen in Table 3). As already discussed in the Review of Literature (section 2.1), using a second version of a role-play (very similar to the first one) is a common procedure in integrating role-plays into the syllabus (Horner & McGinley, 1990). This is done in order to check whether the doubts and difficulties arisen during debriefing were overcome or diminished by the follow–up activities, giving the students the opportunity to simulate a similar situation again.

3.8 Data analysis

3.8.1 Digitization of files and recording of mp3 CDs

In order to facilitate the process of data analysis, the tape-recorded speech samples were digitized into mp3 files, using a simple Sony walkman tape recorder connected to a PC computer, and software called Sound Forge (version 6.0). Each speech sample was transformed into one individual mp3 file, which received a code (e.g. 19MRP) in order to maintain the participants' anonymity. After the digitization of the tape- recorded samples (monologic tasks) into mp3 files, the digital MD-recorded samples (dialogic tasks) were also converted into mp3 files, simply by connecting the Sony MD player to a PC computer. After that, for practical reasons, all the mp3 files were copied to a CD. These same mp3 files were also transcribed and analyzed by this researcher. In the next subsections, the process of analysis for obtaining the measures of fluency is explained.

3.8.2 Operationalization of fluency

As previously discussed in the Review of Literature, fluency can be defined in many different ways and can be operationalized by several different measures. For the purpose of this study, data was analyzed according to three quantitative measures of fluency: Speech Rate Pruned, Speech Rate Unpruned, and Mean Length of Runs. All the measures used for the purpose of this study approach fluency as a temporal variable, which is here understood as "the capacity to mobilize one's linguistic resources in the service of real-time communication" (Skehan, 1996, p. 48).

3.8.2.1 Speech Rate Unpruned (SRU) and Pruned (SRP)

As discussed in the Review of Literature, the speed in which language is produced – speech rate - has been considered to reflect temporal fluency (see, for example, Lennon, 1990; Ortega, 1999; Ejzenberg, 2000). For the purpose of this study, two versions of speech rate were used to operationalize fluency: Speech Rate Unpruned (SRU) and Speech Rate Pruned (SRP).

Unpruned Speech Rate (SRU) has been used as a quantitative speaker-based measure (Lennon, 1990; Ortega, 1999; Fortkamp, 2000; Figueiredo, 2007) of fluency. It reflects the relationship of articulation to silence (Fortkamp, 2000). For the purpose of this study, speech rate unpruned was calculated by dividing the total number of semantic units spoken (words and partial words, including repetitions) by the total time of speech (in seconds) and then multiplying it by 60. This calculation resulted in the number of words participants produced per minute.

Speech Rate Pruned (SRP), which reflects a more unimpeded straightforward articulation of ideas (Fortkamp, 2000), was calculated by dividing the total number of unrepeated[22] semantic units spoken (words and partial words) by the total time of

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[22] When repetitions were not a dysfluency marker, but rather a conversational rhetorical choice (such as an emphatic "really really"), they were counted for the measure.

speech (in seconds), and then multiplying it by 60. This calculation resulted in the number of words participants produced per minute without repetitions.

In both measures (SRU and SRP), contractions, such as *don't* and *can't*, were counted as 1 semantic unit.

3.8.2.2 Mean Length of Runs (MLR)

As previously stated in the Review of Literature, the length of fluent speech runs between pauses seems to be an indicator of oral fluency (Möhle, 1984; Lennon, 1990; Freed, 1995; Ejzenberg, 2000; Fortkamp, 2000). Hence, following the work of Fortkamp (2000), the mean length of runs (MLR) between pauses or pause chunks – filled or unfilled, of any length- was calculated as the mean number of semantic units produced (words and partial words, including repetitions). That is, the mean length of runs (MLR) was determined by dividing the total number of semantic units spoken by the total number of pauses or pause chunks. A criterion was established that when there were chunks of filled and unfilled pauses, the whole chunk was counted as one pause, as illustrated by the following excerpt (see section 3.9 for transcription conventions):

> (sp) I'm a (sp) psychologist and: what a psychologist (uhm) do? I: (sp) is very interes- interesting (eh) work (eh) as a psychologist I: I work with children (sp) and: (sp) and is very (ahm) important in: in school age because (eh) today is (uhm) (ahm) is necessary a psychologist in the school (uhm) (sp) well I choose (eh) psychology because I: (sp) I like: take care and: (sp) of- offer (eh) help to the: to the children (sp)
> (sample 02mrp – Elena).

In this excerpt there are 19 pauses – 9 silent or unfilled and 10 filled with hesitation markers (such as uhm, eh) – However, each of the pause chunks -- "(uhm) (ahm)" and "(uhm) (sp)" - were counted as one pause. This was a necessary procedure since mean length of run (MLR) reflects the length of *fluent speech* runs *between pauses*, and between those specific pauses in the pause chunks there were no semantic units. Counting the semantic units (60), and the pauses or pause chunks (17), it could be

established that the MLR of this specific excerpt would be 3,52 semantic units per fluent run. It can be noted that contractions such as *I'm*, are counted as one semantic unit.

3.8.3   Statistical analysis

In order to provide a careful and sound analysis of research results, the data was analyzed statistically by a professional statistician with the help of software SPSS version 15.0. First, an overall picture of all the participants' performance in the fluency measures (SRP, SRU, and MLR) was obtained through descriptive statistics. This process provided the minimum, the maximum, and the mean scores of general results as well as the standard deviation for each of the treatment groups.

For the purpose of answering research question 1 (how oral fluency is affected by the treatment of systematic role-plays), a General Linear Model (GLM) repeated measures analysis of variance was applied to the dataset. This statistical test provided a simultaneous analysis of variance of all the measures of oral fluency investigated – Speech Rate Unpruned, Speech Rate Pruned, and Mean Length of Runs – in the performance of both groups – experimental and control - on the three speech generation tasks – monologic narrative, dialogic role-play, and monologic role-play-. The GLM test indicated all existing significant differences within groups, by comparing pre-test to post-test performances, as well as between groups, by comparing the performances of the control group to the performances of the experimental group. In addition to that, the GLM repeated measures test also provided an analysis of the interaction between factors (within groups x between groups). This analysis determines the proportion of systematic variation, which is an effect of treatment, to unsystematic variation, which occurs due to chances or error. In simpler words, the GLM analysis can, in one single step, (a) inform statistically significant gains or losses between testing moments (pre- to post-test) for

each group, (b) compare the two groups in term of these gains or losses, and (c) indicate whether any gains achieved are caused by treatment.

Finally, in order to answer research question 2 (whether the oral fluency varies across different tasks), the mean performances of the 17 participants in each of the three tasks of pre-test were compared through ANOVAs. One ANOVA test was run for each measure of fluency investigated (SRU, SRP, and MLR), comparing the means in each of the tasks (monologic narrative, dialogic role-play, and monologic role-play). The ANOVAs indicated the presence or lack of statistical significance. Finally, post-hoc tests were conducted to identify the exact location of any significance encountered. Because the objective of this analysis was to identify the effect of different task-types on oral fluency, but not the effect of treatment, only the pre-test performances were taken into consideration for answering research question 2.

3.9   Data transcription

As seen in section 3.8.1, all recorded speech samples were digitized into mp3 files, which were recorded in a CD. In order to transcribe (see Appendix H for full transcriptions) the speech samples, this researcher listened to the mp3 files on a PC computer (wearing soundproof earphones) a number of times, while typing verbatim the entire stretches of speech, and rechecking transcriptions at least twice. Regardless of differences in the duration of speech samples, the whole samples were transcribed and taken into consideration for analysis. The procedures and conventions used in the transcriptions are described next.

For the measures of fluency adopted by this study (SRU, SRP, MLR), the actual duration of pauses was not important. However, silent pauses do not only signal disfluency, but they also serve articulatory purposes in speech. Thus, although it is difficult to distinguish disfluency and a pause made for rhetorical purposes on the sole

basis of its length (Fillmore, 1979), a cut-off point of .5 seconds was chosen[23].

Therefore, for the purpose of this research, any pauses that are shorter than this cut-off

are considered articulatory while pauses longer than .5 seconds are taken to indicate

hesitation.

Silent pauses (unfilled pauses) were first identified perceptually. Any unfilled

pauses that obviously lasted more than .5 seconds were immediately included in the

transcriptions. Then, all the pauses which were not so easily identified through

perception were measured with a stopwatch. Thus, all silent pauses longer than .5

seconds were included in the transcriptions and signaled as **(sp)**.

Besides silent pauses, all the other features of speech were identified

perceptually only. Based on Xhafaj (2006), all filled non-lexical pauses were

transcribed as **(uh)**, **(eh)**, **(uhm)**, **(ahm)**, and **(ah)**; words with elongations were

signaled by a colon (e.g., **the:**); words that are inexistent in English were indicated by

italics (e.g., ***desenvolved***); laughter is represented as **(laugh)**; **XXX** represents

unintelligible portions of speech; stretches of speech which were subsequently repeated,

reformulated or abandoned were underlined[24] (e.g., "it's **<u>a small</u>** a small nuclear **<u>fam-</u>**

family"); and partially uttered words were followed by a hyphen (e.g. " he **thin-** "). In

addition, a few new conventions had to be created due to the particularities of the

present study. For one thing, while Xhafaj transcribed only monologic speech, therefore

free of interruptions and overlapping, this researcher transcribed dialogic speech as

well. With the purpose of facilitating comprehension, dialogic transcripts present clear

distinctions between the interlocutors' speech turns, with signalization of overlapping

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[23] This cut-off point of .5 seconds was chosen following Riggenbach (1989) and Fortkamp (2000). Other cut-off points have been chosen by different scholars for various reasons (e.g. Lennon, 1990; Freed, 1995; Skehan, 1996).

[24] Repetitions for conversational/rhetorical purposes, not disfluency markers, were not underlined (e.g., "really really").

speech. Table 4 presents an excerpt of transcriptions to exemplify some of the adopted

conventions, presented on Table 5.

Table 4

Speech sample 22dp, Danilo and interlocutor

D	So hi
I	Hi man (laugh) how are you?
D	I'm fine and you?
I	Fine too
D	So I'm Jess Smith I'm: (sp) looking for Jules Gueller have you ever seen (sp) he (sp) in this party?
I	I ne- I never <u>see</u> see her than the college
D	So (eh) I 'm a <u>curs-</u> concert pianist I have (eh) (sp) fourty-five years and I have (sp) two (sp) sons: and: <u>I</u> I came to this party to new people <u>and:</u> and: to (laugh) find Jules Gueller 'cause (interrupted)
I	And are you married?
D	Yes I was 'cause <u>my</u> my husband died five years ago and <u>I</u> I'm very sad at moment but I'm here looking for a new love and: (sp) but (sp) I wanna (sp) to find a lot Jules Gueller <u>'cause</u> (laugh)/(laugh)/ 'cause we was very friends in the high school
I	(Eh) I never got married and I have <u>a jo-</u> a a daughter she is a: pianist (eh) <u>vio-</u> (eh) she plays violin and accoustic guitar <u>she:</u> she has Dawn Syndrome but she frequents her school normally (sp) and (sp) <u>I'm:</u> I'm work with a I'm a <u>envir-</u>environ:mentalist <u>I</u> I care <u>a p-</u> a park a natural park and I love the: nature and <u>I</u> I'm find Ariel Brown/Ariel Brown?/ Yes did you see her?
D	Yes (eh) (false cry and laugh) He was XXX five years ago
I	(laugh)/(laugh)/ oh, I'm sorry (laugh)/(laugh)/
D	oh and /(laugh)/ did you knew her?/(laugh)/

Table 5

Conventions of transcript

oh oh: ah! - interjections of understanding or recognition.
italics – words inexistent in English.
uhu - the same as yes.
(sp) - silent pauses.
(uh) (eh) (uhm) (ahm) – non-lexical filled pauses.
: - elongation.
examp- partially uttered words are followed by a hyphen.
(laugh) – laughter.
XXX - unintelligible speech.
<u>underline</u> - repeated, reformulated or abandoned stretch of speech (repetitions for conversational/rhetorical purposes, not disfluency markers, were not underlined).
(pronounced) - error in pronunciation which might lead to word misunderstanding.
(interrupted) - interruption that lead to sentence incompleteness.
/speech/ - short interactions during an interlocutor's turn of speech.
? - question intonation.
(sigh) – sigh.
(false cry) - pretended cry.
"Name" - company's, hospital's, school's or university's name.
(throat) – throat clearing.
(meaning) – wrong choice of word/correct meaning intended

CHAPTER IV

RESULTS AND DISCUSSION

The present chapter presents and discusses the results obtained by this small-scale quasi-experimental exploratory study. First and foremost, its main objective is to unveil how a 5-week period of instruction which includes the systematic use of role-plays affects oral fluency (Research Question 1). A secondary objective is to identify possible differences in oral performance across three oral tasks, a monologic picture-cued narrative, a dialogic role-play, and a monologic role-play (Research Question 2).

First, Section 4.1 presents the descriptive analysis of the oral performances of the two groups of participants (control and experimental) in terms of three quantitative measures of oral fluency - Speech Rate Unpruned (SRU), Speech Rate Pruned (SRP), and Mean Length of Runs (MLR)- , on three different tasks (monologic narrative, dialogic role-play and monologic role-play) in two testing moments (pre-test and post-test). Secondly, Section 4.2 presents the results of an analysis of variance – GLM repeated measures – of the same investigated measures in the oral performance of both groups in both pre-test and post-test, for all the three oral tasks, thus answering research question number 1. Then, Section 4.3 presents an ANOVA analysis of the same measures in the oral performance of all 17 participants on all the three oral tasks conducted during pre-test, which provides answers to research question number 2. Finally, Section 4.4 is devoted to the discussion of the results obtained through both the GLM repeated measures analysis and the ANOVA analysis.

4.1 Descriptive Analysis

This section presents the descriptive analysis of the performance of all the 17 participants, divided in two groups (control and experimental) in each of the quantitative measures investigated (SRU, SRP, and MLR), in each of the conducted speech-eliciting tasks (monologic narrative, dialogic role-play, and monologic role-play). Table 6, 7 and 8 report the minimum (*Min*) and maximum (*Max*) scores, the mean (*M*), and the standard deviation (*SD*) for each variable, in each task, for each group. Table 6 presents the scores in the monologic narrative, Table 7 refers to the dialogic role-play, and Table 8 to the monologic role-play.

Table 6

Monologic Narrative descriptive analysis

Group		SRU pretest	SRU posttest	SRP pretest	SRP posttest	MLR pretest	MLR posttest
Control	N	6	6	6	6	6	6
	Min	32,727	41,327	30,355	37,095	3,370	3,760
	Max	68,400	63,664	62,800	55,877	5,896	6,148
	M	48,907	50,002	45,327	45,487	4,842	4,795
	SD	14,8769	7,750	14,430	6,604	,948	,828
Experimental	N	11	11	11	11	11	11
	Min	30,869	33,962	29,565	33,584	2,592	3,555
	Max	75,757	100,402	72,727	77,487	7,812	10,090
	M	56,909	65,344	51,708	57,205	5,125	6,725
	SD	15,320	20,087	13,908	17,063	1,570	1,985
Total	N	17	17	17	17	17	17
	Min	30,869	33,962	29,565	33,584	2,592	3,555
	Max	75,757	100,402	72,727	77,487	7,812	10,090
	M	54,085	59,929	49,456	53,069	5,025	6,044
	SD	15,211	18,113	13,994	15,130	1,356	1,892

An inspection of the performances in the monologic narrative tasks (Table 6) indicates that both groups presented improvements in mean scores from pre-test to post-test in Speech Rate Pruned and Speech Rate Unpruned. However, the experimental group obtained greater gains in scores (+8,435 in SRU, and +5,497 in SRP) than the control group (+ 1,095 SRU and + 0,16 SRP). In mean length of runs, however, while

the experimental group presented an increment in scores (+ 1,6), the control group presented a slight reduction (- 0,047). Results also show that the two groups were not exactly equal at the beginning of the experiment: the experimental group presented the highest means for all measures in all tests. The statistical tests presented in Section 4.2 explain whether the differences are significant.

Table 7

Dialogic role-play descriptive analysis

Group		SRU pretest	SRU posttest	SRP pretest	SRP posttest	MLR pretest	MLR posttest
Control	N	6	6	6	6	6	6
	Min	62,970	51,000	59,405	43,090	4,070	4,720
	Max	100,000	110,400	99,047	109,600	6,562	8,063
	M	84,062	77,671	77,978	72,912	5,158	5,816
	SD	14,046	20,595	13,246	22,857	1,074	1,187
Experimental	N	11	11	11	11	11	11
	Min	67,090	68,834	60,000	62,208	3,296	3,680
	Max	118,857	126,428	112,000	116,129	8,633	9,736
	M	94,012	99,116	86,972	91,031	5,303	6,518
	SD	18,548	20,379	17,790	18,991	1,433	2,177
Total	N	17	17	17	17	17	17
	Min	62,970	51,000	59,405	43,090	3,296	3,680
	Max	118,857	126,428	112,000	116,129	8,633	9,736
	M	90,500	91,547	83,798	84,636	5,251	6,270
	SD	17,340	22,443	16,500	21,641	1,284	1,876

As regards the dialogic role-play task (Table 7), while the experimental group presented improvements from pre-test to post-test in all the measures investigated, the control group only improved scores in Mean Length of Runs.

In relation to SRU, while the experimental group presented an increment of + 5,104 in scores, the control group suffered a deterioration of -6,391. For SRP, in its turn, the experimental group presented gains of + 4,059 in scores, and the control group presented losses of -5,006. When it comes to MLR, while the experimental group presented an increment of +1,215 in scores, the control group presented gains of + 0,658.

Not unlike the performances in the monologic narrative task, the two groups were not equal in the pre-test: the means show that the experimental group outperformed the control group in all the measures of both pre- and post-test. Again, section 4.2 scrutinizes these results.

Table 8

Monologic role-play descriptive analysis

Group		SRU pretest	SRU posttest	SRP pretest	SRP posttest	MLR pretest	MLR posttest
Control	N	6	6	6	6	6	6
	Min	34,768	39,712	30,993	34,964	3,888	3,755
	Max	70,603	66,750	69,051	62,500	8,361	10,257
	M	50,096	51,870	47,373	46,856	5,605	5,956
	SD	13,789	11,568	14,560	10,445	1,628	2,345
Experimental	N	11	11	11	11	11	11
	Min	38,123	35,774	35,549	34,084	3,363	4,703
	Max	85,679	109,090	79,506	99,367	7,379	9,833
	M	64,003	74,669	58,172	67,583	5,521	7,525
	SD	16,917	22,591	14,907	20,482	1,374	1,866
Total	N	17	17	17	17	17	17
	Min	34,768	35,774	30,993	34,084	3,363	3,755
	Max	85,679	109,090	79,506	99,367	8,361	10,257
	M	59,094	66,622	54,360	60,267	5,551	6,971
	SD	16,888	22,066	15,279	20,014	1,417	2,120

As can be seen in Table 8, which concerns the monologic role-play task, the control group presented discrete improvements from pre- to post-test in relation to Speech Rate Unpruned (+1,774) and Mean Length of Runs (+ 0,351), and a slight reduction of scores in Speech Rate Pruned (- 0,517). The experimental group, in its turn, improved in all the three measures (+ 10,666 in SRU, +9,411 in SRP, and +2,004 in MLR). Initially (pre-test), the two groups performed differently: the experimental group outperformed the control group in speech rate (SRU and SRP), and the control group outperformed the experimental group in mean length of runs (MLR).

In sum, general results seem to indicate that: (a) groups were not equal at the beginning of the experiment; (b) there is a tendency favoring the experimental group on

the fluency measures. However, the raw results need to be analyzed through a GLM repeated measures test in order to verify whether these differences are statistically significant.

4.2 Results of the General Linear Model (GLM) repeated measures analysis of variance

The GLM repeated measures procedure can simultaneously provide an analysis of variance to the investigated measures of oral fluency (SRU,SRP, and MLR) in the performance of participants of the two groups (control and experimental) regarding differences within groups (pretest x posttest), between groups (control x experimental), and the interaction between factors. It provides an F ratio, which is used to determine the proportion of systematic variation (from the treatment effect) to unsystematic variation (from chances or error).The F ratio is the variance between groups divided by the variance within group[25].

In GLM repeated measure analysis, profile plots can be used to visualize the gains (or losses) in performance of the groups (control and experimental) between the pre- and the post-test. Profile plots are graphs which compare the marginal means of the groups through line plots, the first point on a line being the score on the pre-test, and the second point the score on the post-test. Each group is represented as a different line (in this case in different colors) on the same plot.

I shall now present the profile plots for each task (monologic narrative, dialogic role-play, and monologic role-play) in each of the three measures (SRU, SRP, and MLR), and report whether there were any significant gains in scores depending on the different treatment conditions.

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[25] The farther the F ratio is from 1, the stronger the effect of treatment.

The following nine plots (Figure 2, 3, 4, 5, 6, 7, 8, 9, and 10) present two colored lines. The green line shows the marginal means of the experimental group, and the blue line the marginal means of the control group. A horizontal line, parallel to the horizontal axis, means there are no differences in performance between the pre-test and the post-test. An ascending line reveals gains in performance from pre- to post-test, whereas a descending line means deterioration in performance between testing moments. The more slanted a line is, the greater the existing differences between tests. Moreover, when the two lines being compared are parallel to each other, it means that the variance (gains or losses) obtained by the two groups (from pre- to post-test) are not different from each other. Contrarily, the greater the difference in angles between lines, the greater the differences between variances (gains or losses) obtained by each group.
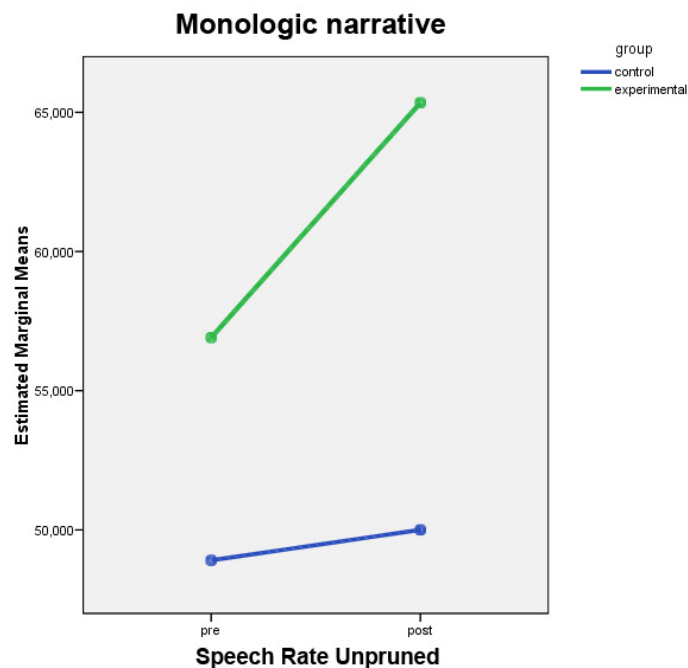
Figure 2. Speech Rate Unpruned (SRU), monologic narrative task

As can be visualized on the profile plot, the two groups did not perform equally in terms of SRU on the monologic narrative task during pre-test. However, a between

groups analysis indicated that this initial difference was not statistically significant. The statistical tests revealed that the differences within groups were also not significant. Neither was the interaction between factors.

Nevertheless, the profile plot reveals a tendency which favors the experimental group, since the green line (experimental) is visibly more slanted than the blue line (control), which is almost parallel to the horizontal axis. In other words, the gains in mean achieved by the experimental group (+8,435) were greater than those achieved by the control group (+1,095).

These results regarding Speech Rate Unpruned in the monologic narrative task reveal that both groups increased the number of words (and/or partial words) - repeated or not – between testing moments. And although the experimental group outperformed the control group, the gains obtained were not significantly different depending on the treatment received.
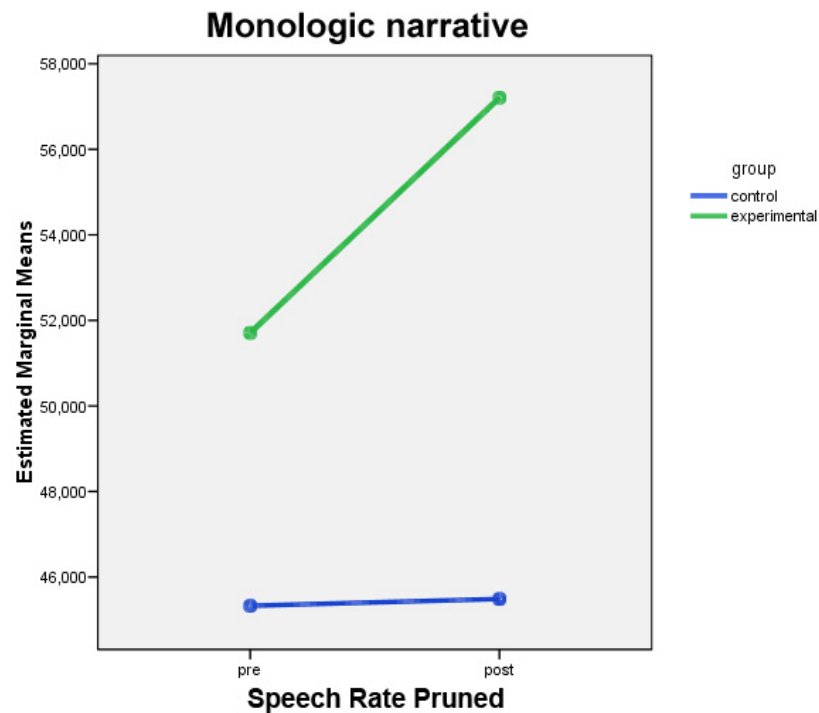
Figure 3. Speech Rate Pruned (SRP), monologic narrative task

As regards the Speech Rate Pruned performance in the narrative task, the same tendencies were maintained. That is, there were non-significant initial differences between groups. Moreover, the gains of the experimental group from pre- to post-test were greater but not significantly greater than those achieved by the control group. While the experimental group incremented their performance in +5,497 unrepeated words (and/or partial words) produced per minute, the control group increased their performance in only +0,16 unrepeated words per minute. The angles of the plot lines provide a visualization of this difference between performances of the two groups. While the green line ascends in a very slanted manner, the blue line is practically parallel to the horizontal axis.
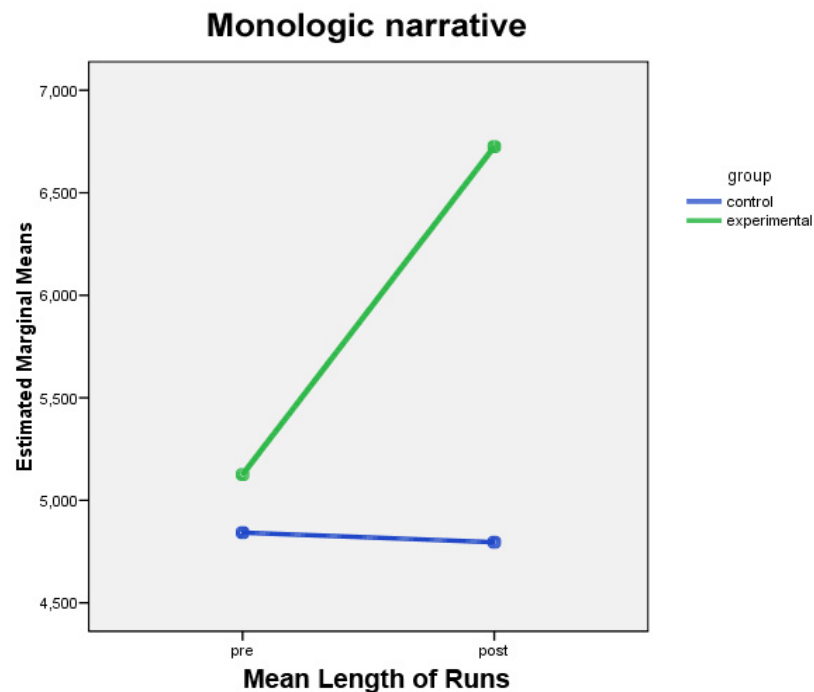
Figure 4. Mean Length of Runs (MLR), monologic narrative task

As shown by figure 4, the results obtained regarding the performance in Mean Length of Runs in the monologic narrative task were visibly different from those

previously reported (SRU and SRP). While the blue line descents, the green line ascends in a very slanted angle.

First, the groups were only slightly different at the beginning of the experiment, being the performance of experimental group minimally better than the performance of the control group. This difference, not unlike that of SRU and SRP, was not significantly different.

Second, an analysis of differences within groups, however, presented a significant difference (F=4,828; p= 0.044). Not only the experimental group significantly improved from pre- to post- test (+1,599), but the control group presented a discrete deterioration (- 0,046) in scores. In other words, while the experimental group increased the number of words produced between pauses, the control group decreased.

Finally, an analysis of the interaction factor indicated that there was a significant difference in the gains (or losses) obtained by the groups (F= 5,426; p=0,03). That is, there were significant differences between performances (from pre- to post- test) of the two groups, and these differences are a result of the different treatments received.
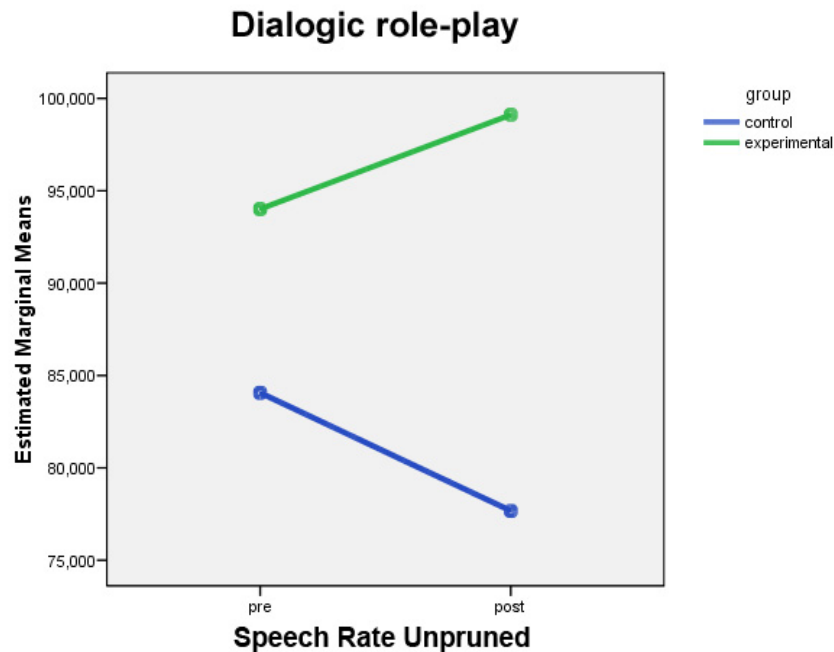
Figure 5. Speech Rate Unpruned (SRU), dialogic role-play task

As can be seen in the profile plot, the tendency in SRU scores in the dialogic role-play task also seems to favor the experimental group. While the blue line descends in a very slanted manner, the green line ascends.

Similarly to the SRU scores in the monologic narrative task, no significant differences were found on the between groups analysis. That is, despite the considerable difference between groups during pre-test, this difference was not statistically significant.

Likewise, no significant differences were found in neither the within groups analysis, nor in the interaction factor. Nevertheless, while the experimental group incremented their speech production in +5,104 words (and/or partial words, repeated or not) per minute, the control group decreased their speech production in -6,391 words (and/or partial words, repeated or not) per minute.
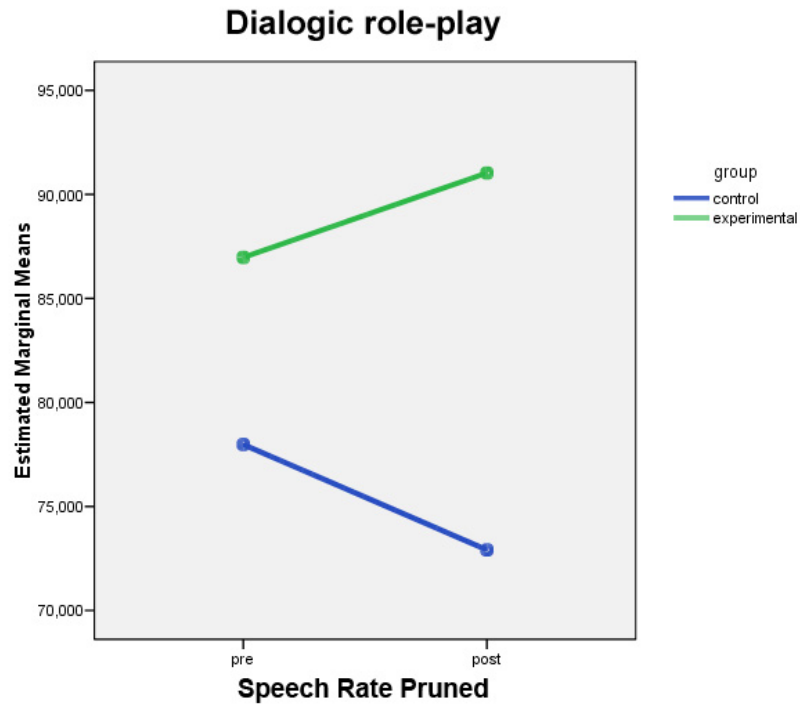
Figure 6. Speech Rate Pruned (SRP), dialogic role-play task

As can be seen in Figure 6, the results on Speech Rate Pruned in the dialogic task follow the same tendencies of results on SRU. The experimental group increased their speech production in +4,058 unrepeated words per minute, whereas the control group presented losses in SRP (-5,066 w/m). Once again, the initial differences were also statistically non-significant.

Despite the fact that the experimental group improved while the control group deteriorated, no significant differences were found on within groups analysis. Moreover, the interaction between factors was also non-significant. In other words, even though the raw scores favor the experimental group, no statistical significance was found according to treatment received.
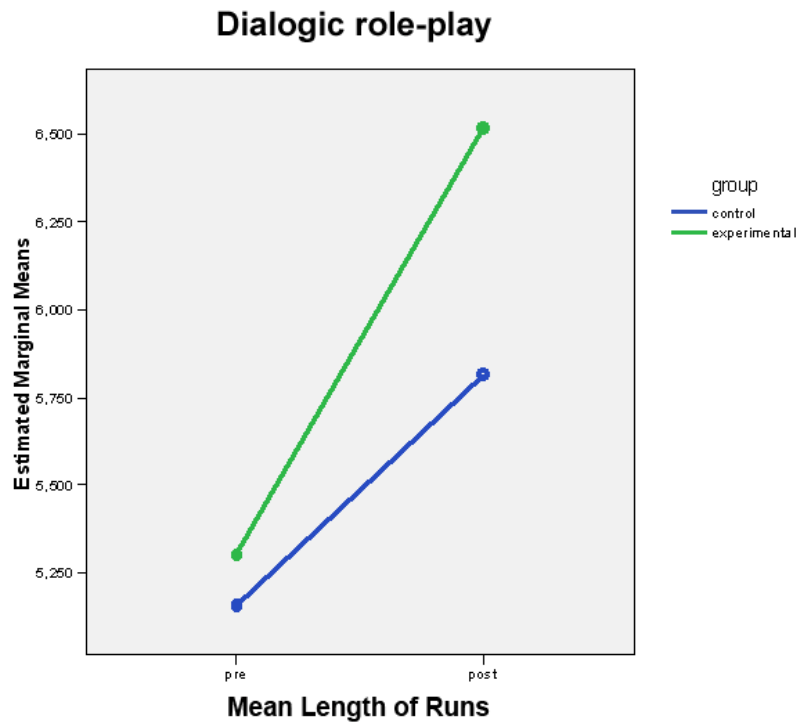
Figure 7. Mean Length of Runs (MLR), dialogic role-play task

A slightly different pattern of results was obtained regarding MLR. As can be visualized on the profile plot, the initial difference between groups was discrete and non-significant, and both lines – blue and green – ascend in a very slanted manner.

Statistical significance was attained only for the within factor (F= 5,801, p=0,029). In other words, both groups improved significantly between testing moments, but their gains were not significantly different from each other. Similarly to SRU and SRP results, the profile plot seems to suggest a slight advantage for the experimental group, which improved their speech production in +1,215 more words between pauses from pre- to post-test, against an increase of +0,657 obtained by the control group. No significant differences were found regarding the interaction factor.
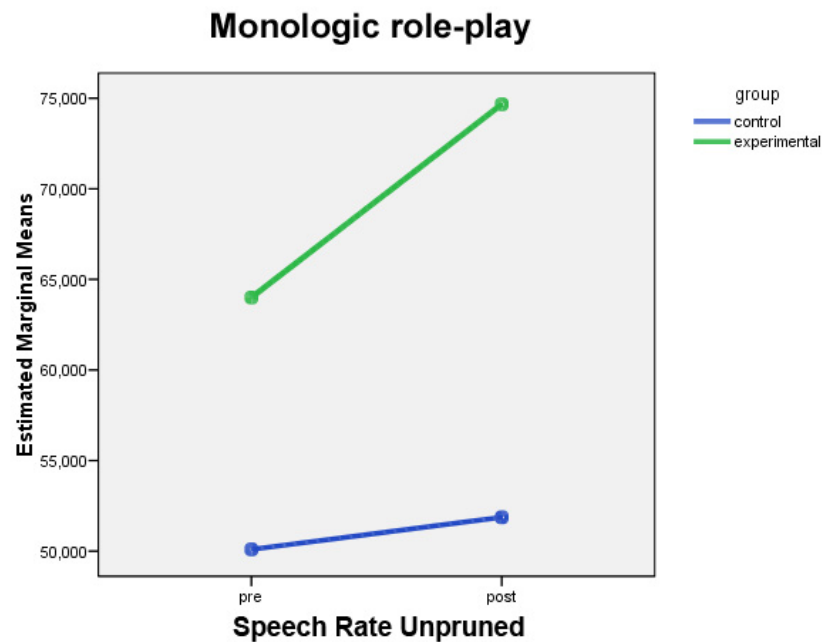
Figure 8. Speech Rate Unpruned (SRU), monologic role-play task

Differently from the previous measures and tasks, the two groups performed significantly different during pre-test (F=4,548, p=0,05) on the monologic role-play task in terms of SRU.

The within groups analysis also revealed a significant difference (F=4,694, p=0,047). That is, both groups improved in Speech Rate Unpruned on the monologic role-play task. However, no significant differences were found in the interaction factor. This means there were significant gains from pre- to post-test for both groups, but these gains (while the experimental group improved in +10,666 words per minute, the control group produced +1,773 more words per minute) were not significantly different according to treatment conditions.

It is possible to speculate that the significant initial differences between the two groups neutralized the effects of treatment on SRU. Nevertheless, the angles of the two

lines on the profile plot (the green line ascending in a more slanted manner that the blue one) illustrate the greater improvements obtained by the experimental group.
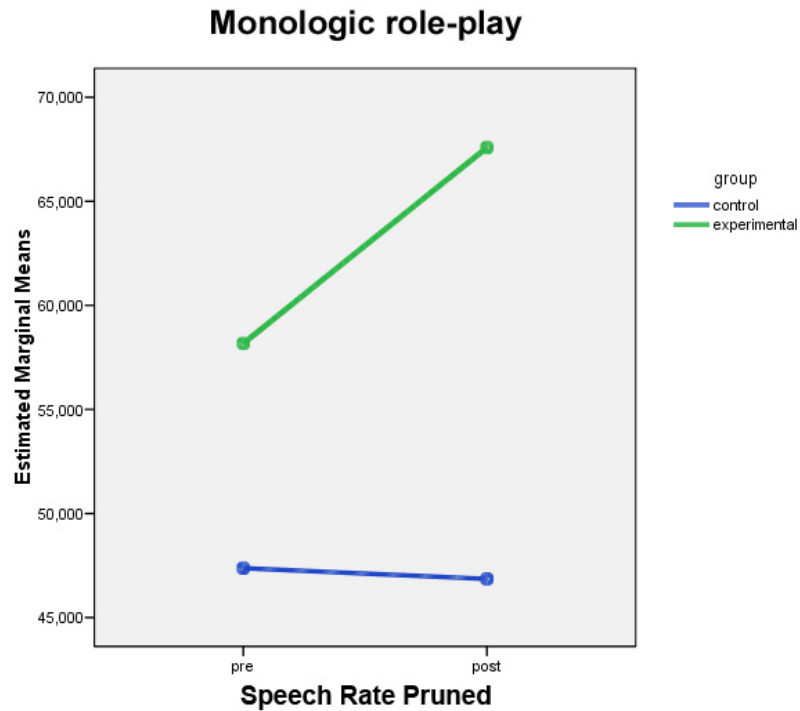
Figure 9. Speech Rate Pruned (SRP), monologic role-play task

Similarly to results in SRP on the monologic narrative task and on the dialogic role-play task, no significant differences were found in SRP on the monologic role-play task in any of the factors analyzed. That is, not only the initial differences were non-significant, but also the within groups difference and the interaction factor.

Nonetheless, as can be seen on the profile plot, the green line is slanted and ascendant, while the blue line is slightly descendant, almost parallel to the horizontal axis. The profile plot illustrates well the fact that the experimental group incremented their oral production in +9,411 unrepeated words per minute, whereas the control group presented a slight deterioration in SRP (-0,517).
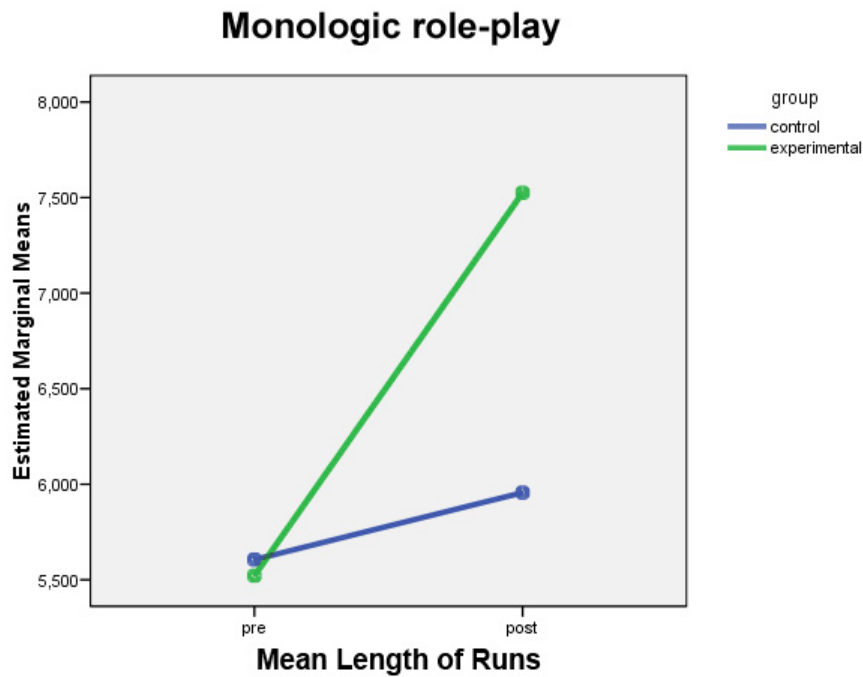
Figure 10. Mean Length of Runs (MLR), monologic role-play task

The results obtained regarding the performance in MLR in the monologic role-play task are similar to those obtained in the same measure in the monologic narrative task. The groups were only slightly different at the beginning of the experiment, being the performance of the control group minimally better than the performance of the experimental group. This initial difference was not significant.

Not only the within groups factor was found significant (F=15,013, p=0,01), but also the interaction factor (F= 7,406, p=0,016). These results indicate that both groups significantly improved in MLR from pre- to post-test, but the gains obtained by the experimental group (+2,003 more words produced between pauses) were significantly better than those achieved by the control group (+0,350 more words produced between pauses).

Summarizing, the results of the GLM analyses provide answers to research question number 1: *How does a 5-week period of instruction which includes the*

systematic use of role-plays affect oral fluency, as elicited by two dialogic tasks and one

monologic speech generation task?

After 5 weeks of instruction which included the systematic use of role-plays, the participants of the experimental group presented improvements in all the three quantitative measures of oral fluency investigated - Speech Rate Unpruned, Speech Rate Pruned, and Mean Length of Runs – on all the three speech-generating tasks conducted – monologic narrative, dialogic role-play, and monologic role-play -. However, not all these gains were statistically significant, only the ones obtained in Mean Length of Runs, for all tasks, and in Speech Rate Unpruned, for the monologic role-play task.

Moreover, when these improvements are compared to those achieved by a control group of participants, by means of a statistical analysis, only the significant gains achieved in Mean Length of Runs for the two monologic tasks (narrative and role-play) can be attributed to the treatment received (role-plays). In other words, for this specific group of students during this specific experiment, the use of role-plays in an EFL classroom fostered significant improvements in one aspect of L2 oral fluency – Mean Length of Runs - on the production of two monologic oral tasks – a narrative, and a monologic role play-.

4.3 Results of the ANOVAs analyses of performances on the three different tasks

When investigating the trade-off attentional effects between fluency, accuracy and complexity, a number of scholars have claimed that L2 speech production is influenced by task-type (e.g. Foster & Skehan, 1996; Vásquez, 2004). Although accuracy and complexity are beyond the scope of this study, it seems valid to investigate whether the three different tasks used to generate speech (monologic narrative, dialogic role-play, and monologic role-play) resulted in different performances in terms of oral fluency (operationalized by SRU, SRP, and MLR). Above

all, the difference in performances across tasks is here approached because research has indicated that fluency is a "context-dependent phenomenon that varies within an individual across tasks" (Ejzenberg, 2000, p. 311).

For the purpose of comparing performances across different tasks, the means obtained by all the 17 participants in each of the three tasks of pre-test, in each of the three observed measures, were compared through an ANOVA test. In other words, three ANOVA tests were run: one for each measure, comparing the mean performances in each of the three tasks. Whenever the ANOVA indicated a significant difference, post-hoc tests were run in order to identify the exact location of this difference. Only performances of pre-test were analyzed so that any significant differences could be attributed to task-type, and not to the effect of treatment. Next, Tables 9, 10, and 11 present the descriptive results of this data set, followed by the results on the ANOVAs and post-hoc tests.

Table 9

Descriptive results SRU ANOVA

Test	Mean	Std. Deviation	N
Monologic narrative scores	54,08500	15,211903	17
Dialogic role-play scores	90,50059	17,340741	17
Monologic role-play scores	59,09482	16,888907	17
Total	67,89347	22,944863	51

The ANOVA test for Speech Rate Unpruned indicated a significant difference (p = .05) between performances on the different tasks, with an F ratio of 24,3009. The post-hoc test showed that participants performed equally or similarly on the two monologic tasks (narrative and role-play), but significantly different on the dialogic

role-play task. As can be seen on Table 9, participants spoke significantly faster (SRU) on the dialogic task, when compared to their performances on the two monologic tasks.

Table 10

Descriptive results SRP ANOVA

Test	Mean	Std. Deviation	N
Monologic narrative scores	49,45606	13,994832	17
Dialogic role-play scores	83,79818	16,500608	17
Monologic role-play scores	54,36059	15,279235	17
Total	62,53827	21,426771	51

Following the same tendency, participants produced significant differences in Speech Rate Pruned, with an F ratio of 25,079 at the .05 level. Post-hoc tests revealed that means on the monologic tasks were equal in relation to each other, but significantly different in relation to the means on the dialogic task. As can be seen on Table 10, participants spoke significantly faster (SRP) on the dialogic task, when compared to their performances on the two monologic tasks.

Table 11

Descriptive results MLR ANOVA

Test	Mean	Std. Deviation	N
Monologic narrative scores	5,02588	1,356840	17
Dialogic role-play scores	5,25188	1,284402	17
Monologic role-play scores	5,55135	1,417824	17
Total	5,27637	1,344449	51

As regards oral fluency in terms of Mean Length of Runs, no statistically significant differences were found between performances on the three tasks, whether monologic or dialogic. This lack of difference can be visualized on Table 11.

In sum, these results answer research question 2: *Is there a difference between*

oral performances, in terms of fluency, on the three different tasks (monologic picture-cued narrative, monologic role-play, and dialogic role-play)?

During this experiment, (a) participants performed equally on the two monologic tasks in all the three measures (SRU, SRP, and MLR); (b) participants presented significantly different performances on the dialogic task when compared to the monologic tasks, but only in Speech Rate (SRU and SRP); (c) participants performed equally on all the tasks (dialogic or monologic) in relation to Mean Length of Runs. In other words, there was a significant difference only in relation to Speech Rate when the monologic tasks were compared to the dialogic task. Thus, participants spoke significantly faster on the dialogic task.

Based solely on these results, which are to be taken carefully since this is a small-scale exploratory study, it can be concluded that: (a) as previously claimed by other researchers (e.g. Riggenbach, 1989; Ejzenberg, 1992, 2000), speakers spoke faster on dialogic tasks, when compared to monologic tasks; (b) the mean length of runs were not affected by the task type when in comes to the comparison of monologic and dialogic tasks.

4.4 Discussion of results

To the best of my knowledge, this is the first study to investigate the effects of role-plays in L2 oral fluency. Therefore, its results cannot be compared to those of previous studies on role-plays and any attempts of interpretation must be conducted in an exploratory fashion.

After 5 weeks of treatment, participants of the experimental group significantly improved their L2 oral performance in relation to Mean Length of Runs on all the three tasks, and speech rate only in the unpruned (SRU) version on the monologic role-play task. However, the analysis of the interaction factor indicated that only the gains

achieved in MLR are significantly different from those achieved by the control group. Nevertheless, this result must be closely observed. First of all, the main difference between the performance in SRU and in MLR during the monologic role-play task was the initial scores obtained by the two investigated groups. That is, on the pre-test the experimental group and the control group obtained similar Mean Length of Runs scores, but significantly different Speech Rate Unpruned scores. This difference in starting point may have prevented any gains in SRU achieved by the experimental group (pre- to post-test) to be considered statistically relevant for the interaction factor analysis.

Despite these results, as can be visualized on the figures and tables previously presented, the experimental group improved in all measures (SRU, SRP, and MLR), and all its gains were greater than those achieved by the control group. Hence, despite the methodological complication of an initial difference for SRU on the monologic role-play task, and the lack of significance in relation to the other gains achieved by the experimental group, these results seem to indicate that the systematic use of role-plays in the EFL classroom might foster not only improvements in Mean Length of Runs but also in speech rate. Among other possible explanations for the lack of significance, one can speculate that a longer period of treatment might result in greater gains, and therefore significant. Nonetheless, further research is needed to confirm this tendency.

Having discussed the results in relation to the measures improved, the most striking result is the fact that the systematic use of dialogic role-plays fostered significant improvements in monologic performance, but almost none in dialogic performance. That is, the only measure improved by the experimental group during dialogic performance was MLR, and this improvement (+1,215) was found not significantly different from the improvement obtained by the control group (+0,658).

In order to discuss this intriguing result scores must be closely examined and

carefully interpreted. For that purpose, Table 12 offers a close look at the mean scores obtained by the experimental group.

Table 12

Experimental group's mean scores

Task	SRU pre	SRU post	SRU gains	SRP pre	SRP post	SRP gains	MLR pre	MLR post	MLR gains
Monologic Narrative	56,909	65,344	8,435	51,708	57,205	5,497	5,125	6,725	1,6
Dialogic Role-play	94,012	99,116	5,104	86,972	91,031	4,059	5,303	6,518	1,215
Monologic Role-play	64,003	74,669	10,666	58,172	67,583	9,411	5,521	7,525	2,004

As can be seen, the task which yielded greater gains in scores (SRU, SRP, and MLR) was the monologic role-play, followed by the monologic narrative, and finally, by the dialogic role-play. The fact that the oral performances on a role-play task benefitted the most from (role-play) treatment was not unexpected. The surprise lies on the fact that this task is monologic rather than dialogic. Not only that, but the performances on the dialogic role-play task, a task-type to which participants were exposed for 5 weeks, improved the least. Nonetheless, however surprising this fact may be, it seems to suggest that, because the most repeated or trained task-type (dialogic role-play) was the one least improved, the improvements obtained were not a result of task training or task repetition, but rather to the role-play technique itself.

One possible influencing factor for the dialogic task having presented the most discrete gains, as can be seen on Table 12 and Section 4.3, may be the initial difference between performances across tasks, i.e. during pre-test participants spoke significantly faster on the dialogic role-play. Hence, one could argue that the dialogic task presented less room for improvement, when compared to performance on monologic tasks. However, this idea must be approached with caution, mostly because initial differences

across tasks applied to Speech Rate measures only, and not to Mean Length of Runs, the measure which indicated most gains from pre- to post-test. Next, as an attempt to better understand this unexpected result, the different natures of monologic and dialogic speech are briefly discussed.

For Levelt (1989), conversation is "the most primordial and universal setting for speech", "the cradle of all language use" (p.29). When compared to nonconversational forms of speech (such as a radio report, a tape-recording or a lecture), conversations are more contextualized. That is, interlocutors share a spatio-temporal setting, and have to tune their contributions to the turns and contributions of each other (p. 29). Although Levelt refers to free interaction between (at least two) interlocutors, it can be argued that his claim also applies to dialogic tasks such as the one used for this study. Under this perspective, speakers – whoever they may be – are more familiarized with dialogues than with monologues, and can rely on the shared context as well as on the interlocutors' contributions when producing speech.

The oral performance in different tasks does not depend solely on the familiarity with a task and the amount of contextualization provided, but on an elaborate combination of components. As already discussed on the Review of Literature, Robinson (2001a, 2001b, 2003) claims that differences in task demands are influenced by task complexity, task conditions, and task difficulty. Based on Robinson (2003), it can be argued that differences in task complexity and task conditions may have played a role in the results obtained on this study, as regards the different performances on monologic and dialogic tasks. In relation to task difficulty, although it probably influenced performances, no claims may be made, since no affective or ability factors have been controlled.

It is possible to infer that the monologic tasks presented greater complexity than

the dialogic task, not only due to the lack of familiarity with monologues, but also because of different levels of reasoning demands. Whereas on the dialogic task participants had to simulate a reunion party and simply exchange previously provided role-related personal information, the monologic tasks demanded more reasoning. The picture-cued narrative, for instance, required that participants interpreted the pictures and decided on an appropriate order of events. While one version of the monologic role-play task (lecture on careers) comprehended choosing which occupations to lecture about, and reasoning which aspect of each occupation represented an advantage or a disadvantage, the other version (lecture on family size) required definition skills, and the ability to weigh advantages and disadvantages of living in large or nuclear families.

Moreover, it seems that the conditions of the dialogic task, i.e. two-way information exchange with an interlocutor to share the discursive space, are more favorable than those of the monologic tasks. This claim is corroborated not only by the results obtained through the ANOVA analysis (Section 4.3), but also by previous research conducted by renowned scholars. That is, as can be seen on Tables 9, 10, and 11, both investigated groups presented more fluent performances on the dialogic task – in terms of Speech Rate (SRU and SRP) - when compared to the monologic tasks. These results are consistent with those obtained by previous research. In her seminal doctoral thesis, Riggenbach (1989) compared L2 oral performances in monologic and dialogic tasks, and concluded that the lack of interlocutors (monologues) forces the speakers to fill the discursive space themselves (p.139), resulting in the production of more unfilled pauses and slower speech rate, and consequently less fluent speech. Likewise, Ejzenberg (1992) demonstrated that the interactivity present in dialogues pushes the speakers to perform more fluently; and that different tasks seem to have different impact on a speaker's "display of oral fluency" (2000, p. 309).

Assuming that the monologic tasks were more demanding in terms of cognition and task conditions than the dialogic task, it seems reasonable to argue that the treatment of systematic use of role-plays in an EFL classroom fostered greater gains in fluency when elicited by more complex tasks (monologues). Since prior to the experiment participants where already somewhat more fluent in dialogic tasks, the treatment did not result in significant changes on dialogic oral fluency. It is my belief that in order for role-plays to foster greater gains in dialogic performance, a speaking mode which seems to be more familiar and less demanding than monologues, the treatment must last longer than 5 weeks.

Both Skehan (1998) and Robinson (2003, 2005)[26] advocate that more complex tasks degrade fluency. In fact, this claim is sustained by this study's pre-test results. At that starting moment, participants performed more fluently on the dialogic – and simpler – task, when compared to the more complex monologic tasks. However, after 5 weeks of systematic role-plays, participants of the experimental group profited from treatment, and improved their fluency on monologues.

As presented on Section 4.3, participants performed differently - monologues x dialogue - on pre-test in terms of Speech Rate, and equally in terms of Mean Length of Runs. That is, their initial performance in terms of Mean Length of Runs was virtually the same when monologues and dialogue were compared, but significantly different in terms of Speech Rate. Having that in mind, it is possible to infer that, at least for this population during this specific experiment, the difference in task complexity and task conditions only affected oral fluency in terms of Speech Rate, but not in Mean Length or Runs. In other words, the two different task modes – monologues and dialogue –

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[26] Although Skehan (1998) and Robinson (2003, 2005) agree that fluency is degraded by complex tasks, they present different positions regarding the influence of task complexity on accuracy and complexity. Since these two aspects of oral performance are beyond the scope of this investigation, their shared opinion regarding fluency will suffice for this discussion.

interfered in participants' number of words produced per minute, but not in the number of words produced between pauses. This might indicate a tendency for task complexity to deteriorate some aspects of fluency - such as Speech Rate - but not others – such as Mean Length of Runs -. Due to the small- scale exploratory nature of this study, further investigation is needed to confirm or disprove the validity of these results.

Another interesting result, rather incidental, was the fact that no significant differences were found between the performances on the monologic picture-cued narrative and the monologic role-play task (Section 4.3), in any of the fluency measures investigated. This specific piece of evidence seems to imply that, at least for this study, monologic role-plays can correlate to one of the most traditionally accepted speech generation tasks – narrative – on the assessment of oral fluency. Thus, it may be argued that, as has been suggested by Gene Halleck (2007)[27], monologic role-plays can be valid elicitation devices to assess oral production. It is my belief that the use of this task-type to generate L2 speech production in future research should confirm (or disconfirm) the reliability of monologic role-plays on the assessment of not only fluency, but other aspects of speech production such as accuracy and complexity.

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[27] Gene Halleck (2007) approaches the validity and reliability of role-plays as a methodology to generate data for assessment of oral proficiency. Even though proficiency is not investigated by this study, I believe the same task-type might be used to assess oral performance.

CHAPTER V

CONCLUSION

However modest this research endeavor might be, it represents a first attempt towards a better understanding of the effects that a specific task-type – role-play - may have on L2 speech production. Above all, the central objective of the present study was to unveil how a 5-week period of instruction which included the systematic use of role-plays affected oral fluency. A secondary objective was to identify possible differences in oral performance across three oral tasks, a monologic picture-cued narrative, a dialogic role-play, and a monologic role-play. In the present chapter, I summarize the findings of this investigation and present my conclusions regarding them on section 5.1. In addition, in section 5.2 I also present the limitations of this study, as well as suggestions for further investigation. Then, in section 5.3, I address the implications of this study's findings to SLA and pedagogy. Finally, in section 5.4, I present my final words on the study.

5.1 Conclusions

After analyzing the results obtained by this study, the most important findings were:

1. When compared to a control group, the systematic use of role-play tasks in an EFL intermediate classroom fostered significant improvements in oral fluency, at least in terms of number of words produced between pauses (Mean Length of Runs) during monologic performance. As MLR has been acknowledged as an efficient measure of oral fluency (e.g. Lennon, 1990; Fortkamp, 2000), this specific finding indicates that oral fluency can in fact profit from role-play tasks.

2. When compared to a control group, five weeks of English classes including the systematic use of role-plays were not enough to foster significant improvements in oral fluency in terms of speech-rate (SRU and SRP).

3. When compared to a control group, five weeks of English classes including the systematic use of role-plays were not enough to foster significant improvements in oral fluency when speech is elicited through dialogic role-play tasks. This was a rather unexpected result, since dialogic role-play was the exact task-type to which the experimental group was exposed during treatment, and task-repetition has been supposed to result in oral performance improvement (e.g. Bygate, 2001).

4. There seems to be a tendency to favor the use of role-plays in the EFL classroom, since the experimental group improved its performance in all measures investigated (SRU,SRP, and MLR) in all the tasks performed (monologic narrative, dialogic-role-play, and monologic role-play). However, this conclusion must be approached with caution since not always the mentioned improvements have been statistically significant.

5. During pre-test, the 17 participants performed statistically equally during the monologic role-play task and the monologic narrative task in all the three measures investigated (SRU, SRP, MLR). This result suggests that monologic role-plays can be as reliable as monologic narratives in the assessment of oral performance, at least in terms of oral fluency.

6. During pre-test, the 17 participants spoke significantly faster (SRU,SRP) on the dialogic task when compared to performance on the two monologic tasks. This result is consistent with previous studies (e.g. Riggenbach, 1989; Ejzenberg, 1992) in which dialogic tasks elicited more fluent performances than

monologues.

7. During pre-test, the 17 participants performed similarly on the three speaking tasks in terms of MLR. That is, there was no difference across task-types (whether monologic or dialogic) in the number of words produced between pauses.

Although results suggest that, to some extent, role-plays may be beneficial to oral fluency, it is prudent to remember this study is a modest first attempt to unveil the relationship between role-play and speech production. This is a small-scale exploratory study which presents a number of limitations. In the next section I address such limitations and propose suggestions for further research.

5.2 Limitations and suggestions for further research

Because of the following limitations, the results of this small-scale exploratory study should be treated with caution:

a) Sample size: although there is no reason to assume that the small number of participants (11 in the experimental group and 6 in the control group) invalidates the results obtained in any way, or that their performance was atypical of L2 learners of English, it would be ideal to have a larger sample size. Especially because the smaller the sample size the smaller the probability that statistical tests find significant differences. Furthermore, with such a small sample results cannot be generalized to other populations or circumstances. However, participant mortality (evasion or non-completion of all phases of experiment) was beyond my control as a researcher. Nonetheless, if I were to conduct this investigation again, I would assure a larger sample, even if that meant having more than one experimental group and one control group.

b) L2 proficiency level: for practical reasons and in order to increase the ecological

validity of this study, two intact groups were chosen for the investigation. However, the proficiency level of the learners in these two groups has not been tested. Their proficiency levels were assumed comparable due to the fact they were all students of the same course level (5th semester). Although the statistical analysis indicated a significant initial performance difference between groups in only one task (monologic role-play) in one measure (SRU), it would be ideal that both groups presented equal levels of proficiency, and equal pre-test performances on all tasks of pre-test. Ideally, a proficiency test should be carried before pre-testing, and only students with equal results should be included in the study. For this study, this would reduce even more the already limited number of valid participants.

c) Artificiality: even though the use of two intact groups increase the ecological validity of the study, the recordings of pre- and post-test were made in a laboratory (or laboratory-like in the case of the dialogic role-plays) setting. Ideally, participants would record themselves in the classroom, while performing their regular speaking activities. Nonetheless, this would make impossible to control for different record conditions for each student. Moreover, it would not be feasible to provide equal quality recording equipments to all the participants at the same time. Recording dialogues is also a very demanding task, and because of that dialogic speech is often excluded from empirical research. Since dialogues are the "universal setting for speech" (Levelt, 1989, p.29), as a researcher I preferred to include dialogues, but control the conditions under which they would be recorded.

d) Duration of treatment: due to time constraints, the treatment was limited to 5 weeks of an English language course (which took place twice a week for one

hour and a half). Based on the results obtained by this study, it is possible to infer that a longer treatment period might foster greater effects on oral fluency. Ideally, treatment should last no less than a complete course semester, i.e. four months.

e) Teacher difference: different teachers taught the two groups during the treatment period. Thus, one may argue that the significant differences in gains obtained by the groups might not be attributed solely to treatment difference, but also to teacher difference. Hence, it would have been ideal if the same teacher had taught both groups. As I could not find any other teacher acquainted enough with the advisable procedures of role-play tasks, I had no other choice than teaching the experimental group myself. To avoid this limitation, I should also have taught the control group.

f) Limited number of tasks to elicit speech: even though this study included both monologic and dialogic speech generation tasks, it has been argued that the use of a series of different tasks should be used for investigations on L2 speech production (Duff, 1993). Because of time constraints only three different task-types were used.

g) Limited features of speech production analyzed: ideally, an investigation on L2 speech production should analyze various aspects of speaking - such as fluency, accuracy, and complexity - and unveil the relationship between them. Since only fluency was analyzed, it is not possible to verify, for instance, whether role-plays produce any effects on the trade-off between fluency, accuracy and complexity. On top of that, different measures should be used to operationalize each of these features. Due to practical constraints, such as time, only one aspect of speech production was chosen – fluency – and it has been operationalized

through only three different measures (SRU, SRP, and MLR).

h) Due to time constraints, there was no control regarding individual differences such as aptitude, anxiety, motivation and working memory capacity. Thus, one could argue that participants' performance cannot be attributed exclusively to treatment effects.

i) No qualitative data was collected, with neither groups, regarding the participants' opinions and attitudes towards the treatments to which they were exposed (regular English classes with no role-play tasks, or English classes with the systematic use of role-play tasks). Ideally, this data should be collected before and after treatment.

Based on the limitations presented, a few suggestions are proposed for further research on the relationship between role-play tasks and speech production.

First, it would be extremely valuable the conducting of a new research endeavor trying to overcome the limitations previously mentioned. That is, maintaining the same research objectives, but improving a number of aspects. Thus, the two groups investigated should have more learners, and the same teacher should teach both of them for a period of at least one semester. Prior to the beginning of treatment, participants should be selected based on a proficiency test, so that both groups be homogeneous. The tests should consist of a greater number of task-types, and participants' performance should be analyzed in terms of various aspects of speech production – such as fluency, accuracy, complexity and lexical density -, and each of these aspects should be operationalized by many different quantitative measures. If possible, students should be recorded in a less artificial setting, their classroom. In addition, individual differences, such as working memory capacity, should be controlled, and qualitative data regarding students' opinions and attitudes towards treatment should be collected.

Second, as far as fluency is concerned, evidence suggests that innate cognitive limitations (working memory capacity) may determine, to some extent, L2 fluency, as measured by speech rate and MLR (Fortkamp, 2000), and as pause distribution and MLR (Xhafaj, 2006). To the best of my knowledge no study has been conducted so far, whether in terms of oral fluency or other aspects of speaking, to understand the role of working memory capacity during oral performance on role-play tasks. Therefore, as regards working memory capacity, a whole study on the influence of working memory capacity during monologic and dialogic role-play performance would be very interesting.

Third, as this is only a first attempt to understand the effects of role-play on language learning in terms of empirical (quasi-) experimental research, a series of other studies would be highly beneficial both to the field of Simulation and SLA research. The effects of role-play should be investigated not only in relation to fluency, but to a plethora of other aspects of speech production. Moreover, speaking is only one of four language skills; reading, writing, and listening are yet to be investigated. Although there are studies regarding role-play tasks in writing classes, for example, as far as I know experimental research such as this one is still to be conducted. Furthermore, it would also be interesting the investigation on role-play tasks as a means for L2 oral assessment in the language classroom (testing).

Finally, I believe that after some research, and clearly more evidence that role-plays are really beneficial to language learning in a number of aspects, the development of class materials specifically designed to systematically include such task-type would be interesting. In parallel, it is of utmost importance that teachers are educated on the concept of role-play tasks, the advisable steps on conducting them in the classroom, and the reasons to do so.

5.3 Implications to SLA and pedagogy

The major pedagogical implication of the present study concerns the implications of the systematic use of role-play tasks in the EFL classroom. That is, if role-plays are beneficial to L2 language learning, at least in terms of oral fluency as elicited by MLR, they should be systematically introduced in the language classroom. For this to happen, a series of pre-requisites apply: (a) further research needs to be carried out to understand how language learning is influenced by role-plays; (b) universities need to offer courses on role-play tasks, preparing teachers to use them; (c) textbooks need to propose role-play tasks in an informed manner, i.e. specifying clear goals and steps to be followed by teachers; (d) teachers need to read and research the literature on role-plays and simulations; (e) teachers must be prepared to help students overcome any reticence towards role-play tasks; (f) schools and language institutes need to be open and prepared to the systematic use of role-play tasks. Hence, we are still a long way from seeing the systematic use of role-plays efficiently included in language schools' syllabi. In spite of that, advancing this process, through research and education, is a compelling objective for those who wish to contribute to SLA research and language teaching.

In relation to the implications to SLA, a few modest contributions were made to the field: (a) it corroborates the idea that fluency is too a complex construct to be simplified into some very specific features for operationalization; (b) it claims for a more comprehensive approach to speech production, one that includes the investigation of more than only fluency, but fluency in relation to aspects such as accuracy, complexity, and lexical density; (c) it corroborates the research results which indicate that task-type influences speech production, mostly by advancing a task-type not commonly used in L2 speech production research; (d) it suggests that oral performance

in monologic role-play tasks can correlate to that obtained through monologic narratives, a task-type recurrently used for eliciting speech; (e) it provides evidence that role-play tasks can in fact contribute to the development of oral fluency, at least in terms of MLR during monologic performance.

In addition to SLA and pedagogy, this study has also yielded some implications to the field of Simulation, to which role-play tasks belong. First, it claims for a better terminology, since *role-play* is a misleading term, which does not encompass the particularities of such task-type. Most importantly, it provides evidence that role-play tasks may foster improvements in oral fluency.

Concluding, although this was a small-scale exploratory study, I am proud to have provided some modest contribution to the field of SLA research, especially L2 speech production research, as well as to the field of Simulation.

5.4 A final word on the study

This research endeavor was of utmost personal importance to me, not only as a researcher, but also as an English teacher. It impelled me to improve as a teacher and researcher, and to better understand the specificities of the speaking skill, as well as the implications of using role-play tasks in the EFL classroom.

First and foremost, I began researching motivated by my teaching experience, during which I saw many textbook materials proposing role-play activities, taking for granted that teachers would know what 'role-play' meant and how to conduct them. My curiosity, and lack of knowledge concerning such activities, led me to investigate the theme. Reading and interviewing my fellow colleagues, I concluded that although there are many publications regarding role-play, Brazilian teachers usually do not have any access to them, and conduct role-play activities solely based on their own intuition and experience. I then became convinced that I needed to further investigate role-play tasks,

and understand how role-plays can be beneficial to language teaching and learning.

For me, conducting this M.A. research meant discovering exactly what role-plays were, how to conduct them, and starting to understand the relationship between role-playing and developing speaking skills. Obviously one single study would not disentangle all the aspects and specificities of this relationship, but I feel that it was a much valid first attempt. I now know that it is perfectly possible to systematically conduct role-play tasks in an EFL classroom, and that these tasks can promote positive effects in students' oral performance - at least in terms of oral fluency, at least in number of words produced between pauses (MLR), at least during monologic speech - . It is a modest beginning, but every long journey starts with a first step.

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APPENDICES

UNIVERSIDADE FEDERAL DE SANTA CATARINA
CENTRO DE COMUNICAÇÃO E EXPRESSÃO
DEPARTAMENTO DE LÍNGUA E LITERATURA ESTRANGEIRA
Programa de Pós-Graduação em Inglês e Literatura Correspondente

Aprender a falar uma língua estrangeira é uma tarefa bastante complexa, que vem sido estudada por diversos pesquisadores em todo o mundo. Estas pesquisas podem contribuir para a qualidade e eficácia do ensino de língua estrangeira, especialmente no que diz respeito a habilidade oral. Como mestranda do Programa de Pós-Graduação em Inglês e Literatura Correspondente da Universidade Federal de Santa Catarina, gostaria de lhe convidar a participar de um projeto de pesquisa sobre o desenvolvimento da habilidade oral em inglês.

Você está sendo convidado(a) a participar deste estudo por estar em processo de desenvolvimento da habilidade oral em inglês e, mais especificamente, por ser aluno do Curso Extracurricular de Língua Inglesa oferecido pela UFSC. Por favor, leia o termo de consentimento abaixo para se informar melhor sobre minha pesquisa. Se você aceitar participar e se concordar com a informação aqui apresentada, assine onde indicado. Uma cópia ficará comigo, pesquisadora responsável pelo projeto, e outra com você.

Formulário do Consentimento Livre e Esclarecido

Título do Projeto: Implications of role-plays to EFL oral performance: an exploratory study (Implicações de "role-plays" na performance oral de Inglês como língua estrangeira: um estudo exploratório) – Later the title has changed -

Objetivo do Estudo: O objetivo deste estudo é descobrir como o uso de algumas tarefas orais chamadas "role-play" contribuem para o desenvolvimento da habilidade oral em inglês como língua estrangeira. Os dados coletados neste estudo serão utilizados na minha dissertação de Mestrado que tem como orientadora a Prof. Dra. Mailce Borges Mota (UFSC/CCE/DLLE/PPGI – mailce@cce.ufsc.br), e também para publicação de artigo(s) científico(s).

Procedimentos: Se você aceitar participar deste estudo, você será solicitado a realizar as seguintes tarefas: (a) narrar uma estória em inglês com base em figuras; (b) fazer um monólogo em inglês com base numa situação simulada da vida real; (c) fazer um diálogo em inglês com base numa situação simulada da vida real; (d) participar de uma entrevista em inglês. Estas

tarefas serão feitas duas vezes por cada participante, uma no início da pesquisa e outra ao final. Cada tarefa deve tomar mais ou menos 5 minutos. Em todas as tarefas, suas respostas serão gravadas em fita K-7 ou MD, para posterior análise. A realização das tarefas será em horário de aula e será feita aqui mesmo, no laboratório do CCE. Além destas tarefas, você deve participar normalmente das aulas de sua turma do Curso Extracurricular.

Riscos e benefícios do estudo: Não há riscos em participar deste estudo. Antes de realizar as tarefas, você terá tempo de se familiarizar com elas e fazer todas as perguntas que quiser, até se sentir totalmente confortável com elas. Você não receberá nenhuma nota ou crítica pela sua performance, não há problema algum em apresentar erros enquanto fala inglês. Em contrapartida, você poderá aprender mais sobre o desenvolvimento da sua habilidade oral. Ao final da pesquisa, os resultados do estudo serão tornados públicos, mas sua identidade será totalmente preservada e não será incluída nenhuma informação que possa identificá-lo (a). Somente a pesquisadora deste projeto e sua orientadora terão acesso aos dados coletados.

Natureza voluntária do estudo: Sua decisão de participar ou não deste estudo não irá afetar você ou sua relação com a Universidade de nenhuma forma. Se você decidir participar e depois decidir desistir, não tem problema. Você poderá desistir a qualquer momento. Peço apenas que você me notifique, você não precisa se justificar.

Pesquisadora responsável: Juliana Kumbartzki Ferreira (julianakf@gmail.com/ (48)99690698)
Declaração de consentimento:
Declaro que li a informação acima. Quando necessário, fiz perguntas e recebi esclarecimentos. Eu concordo em participar deste estudo.

Nome: _____ Data: _____

Assinatura do Participante   Assinatura da Pesquisadora

APPENDIX B

Profile Questionnaire

UNIVERSIDADE FEDERAL DE SANTA CATARINA
CENTRO DE COMUNICAÇÃO E EXPRESSÃO
DEPARTAMENTO DE LÍNGUA E LITERATURA ESTRANGEIRA
Programa de Pós-Graduação em Inglês e Literatura Correspondente

PROFILE QUESTIONNAIRE

Name:
_____

Male ( ) Female ( ) Age: _____   Mother tongue: _____
Education: _____
Professional activity (if any): _____
E-mail address: _____
Phone number: _____ Extra curricular level: _____
Group: _____

Answer the following questions either in English or in Portuguese. Don't worry about the possible mistakes you might make concerning either grammar or vocabulary. The purpose here is not to evaluate your written performance. Seja sincero(a), não responda aquilo que você acha que queremos ouvir, mas sua real experiência/opinião. Thank you very much.

How long have you been studying English (please indicate if you stopped and started again throughout the years)? Where have you studied English? (at school, in a private Language course, etc.) If you studied in more than one place, please indicate the time spent studying in each one of these places. Ex: mar1998-jul2000 CCAA, jul2001-dec2004 UFSC, 2007 UFSC.

_____
_____
_____
_____

Have you ever been to an English-speaking country? If so, how long did you stay there? What was (were) the purpose(s) of your trip(s)?

_____
_____
_____
_____

When was the last time you were in an English-speaking country?

_____
_____
_____

When you started the Extra curricular English course, did you take any entrance test? If so, in which phase were you placed?

_____

_____

Do you speak English regularly outside class? How many hours a week? With brazilians?

_____

_____

6.Do you chat (typing, not speaking) on the internet in English? How many hours a week? With brazilians?

_____

_____

7.Do you consider yourself fluent? Why? Why not?

_____

_____

_____

_____

8.Evaluate your level of grammatical accuracy when speaking English (0-5), and your opinion about correctness (A-C). If you find necessary, write comments.

(0)I speak very incorrectly.

(1)I make many mistakes.

(2)I make some mistakes.

(3)I make few mistakes.

(4)I usually speak correctly.

(5)I speak very correctly.

(A) I don't care about correctness.

(B) I sometimes worry about correctness.

(C) I worry a lot about being correct.

Comments:_____

_____

9.If you had to choose, which would you prefer: (a) speaking very fluently, even if not so grammaticaly correct, or (b) speaking very correctly, even if not so fluently.Why?

_____
_____

_____
_____

10.Choose the sentence which better describes your spoken English. If none satisfies you, write your own.

(0)I use only simple structures and vocabulary.

(1)I usually use simple structures and vocabulary, but sometimes I elaborate a little.

(2)I am frequently able to produce more complex sentences such as this one.

(3)The level of complexity of my spoken English resembles that of a native speaker's, specially regarding vocabulary usage.

(4)_____
_____
_____

11. Do you focus in any aspects when you are performing orally in English? Which ones? For instance, are you concerned with grammar? Pronunciation? The content of the message? The interlocutor? Etc? Refer to any of these topics and/or insert any other aspects you generally focus on.

_____
_____
_____
_____
_____
_____

12.Do you like English?
_____
_____

13.Why do you study English?
_____
_____
_____

14.Do you study or speak other languages?
_____
_____
_____

APPENDIX C

Rolecards used for the dialogic role-play task

Role-play title: The party

A **dialogic** role-play for EFL learners from elementary level upwards, adapted from Porter Ladousse, G. (1987). *Role Play*. Oxford: Oxford University Press (p.80).

Time: around 15 minutes

Aim: Testing participant's oral performance during a simple role-play task, which will serve as pre- and post-test for a mixed design research study.

Language: looking for an old friend, getting to know someone

Procedure:
Each pair of students/participants is going to role-play and be recorded in private sessions with the researcher.
1)Briefing (Preparation):
  a) Brainstorm with the participants the ideas that come to mind when they hear the expression "Reunion Party". Elicit from them the meaning of the word "reunion", write any related vocabulary mentioned by them on a white board or sheet of paper; Ask them if they have already been to a reunion, and how the experience was.
  b) Tell them they are going to participate in a reunion themselves, and give each of them one role card (notice the names used are unisex, so gender of participants or character/roles are not an issue).
  c) Ask them to read their cards individually and solve any doubts before starting to role-play. Tell them not to show their information to the partner.
2)The task itself: Don't interfere, only record while they role-play.
3)Debriefing: Since this is a role-play designed for a test, debriefing is neither necessary nor profitable.

Important: To avoid practice effects, the pairs of students are going to take different versions of this role-play task as pre- and post-test. For pre-test, half of the groups (experimental and control) will take test version 1 while the other half will take test version 2. For post-test, there is counterbalancing, i.e. students who already took test version 1 are now going to take version 2. Thus, the pair of students who used rolecards A and B during pre-test, are going to use cards C and D during the post-test, and vice-versa.

Rolecards received by participants:

Test Version 1 Rolecards

A: Your name is Chris Patton, you are a 45 year-old doctor, and you have married your high school sweetheart, Sidney Frances, who is now a French teacher. You had 3 kids together: Anna, who is 20 and studies History at UCLA; and the twins Jeremy and John, who are 15 and are just starting high school. Five years ago Sidney left you for a

colleague from work. It was an ugly divorce, you can't even be together in the same room, and that's why you're the only one attending the reunion. Nowadays you are looking for a new love... preferably someone like you, who likes water sports and traveling. You came to this party to look for an old high school friend you lost contact with, Sam Garver. If you don't see Sam around, ask people if they know anything about your old friend. You are also eager to see your old classmates again and meet new people.

B: Your name is Jamie O'Connor, you are a 44 year-old travel agent. You have never gotten married, especially because you spent most of your time traveling around the world. This doesn't mean you didn't have lots of relationships! You did, for instance, you were engaged to your school sweetheart, Sam Garver, but it didn't work out, nowadays you are good friends. Now you're ready to settle down and find a real life partner. You are a single parent, your son Antonio is 16 years old. He's at home with a low fever, it's probably not serious, but you're not sure. You came to this party to look for an old high school friend you lost contact with, Sidney Frances. If you don't see Frances around, ask people if they know anything about your old friend. You are also eager to see your old classmates again and meet new people.

Test Version 2 Rolecards

C: Your name is Jess Smith, you are a 45 year-old concert pianist. You have married your high school sweetheart, Ariel Brown, who you loved very much. Unfortunately, Ariel died five years ago. You got really sad for a long time, but now you're ready to start a new life, you know that Ariel would want you to be happy. You had 2 kids together: Todd, a 23 year-old personal trainer, and Lola, a lovely girl who is only 10. Lola and you love to camp together, and also to make funny duets, while you play the piano she sings and dances. You are a very lively and fun person, so making new friends won't be a problem. You came to this party to look for an old high school friend you lost contact with, Jules Gueller. If you don't see Jules around, ask people if they know anything about your old friend. You are also eager to see your old classmates again, and perhaps meet a new love...who knows?

D: Your name is Alex Benjamin, you are a 46 year-old park ranger. You have never gotten married, but you had a daughter with your school sweetheart, Jules Gueller. Nowadays you are only good friends. Your daughter, Daphne, is 14 years old. She plays the violin, the acoustic guitar and the bass guitar. You don't know much about music, but you're very proud of Daphne. You've been told she is a brilliant musician, and the fact that she has Dawn syndrome has never been an issue for any of you. She always attended regular schools and will probably major in music once she goes to college. You became a park ranger because you are an environmentalist, you simply love nature! You're always full of energy and a very social person. You came to this party to look for an old high school friend you lost contact with, Ariel Brown. If you don't see Ariel around, ask people if they know anything about your old friend. You are also eager to see your old classmates again, and perhaps meet a new love...who knows?

APPENDIX D

Rolecards used for the monologic role-play task

Role-play title: The lecture

A **monologic** role-play for EFL learners from intermediate level upwards, adapted from the role-cards used by the American Council on the Teaching of Foreign Languages (ACTFL) in their Oral Proficiency Interviews (OPIs), according to: Halleck, G. B. (2007). Data generation through role-play: Assessing oral proficiency. *Simulation & Gaming*, 38(1), p. 91-106.

Since this is a monologic role-play used to elicit oral performance, no briefing or debriefing is necessary. The role-cards will suffice.

Version 1:

You are a psychologist specialized in family issues. You are giving a brief lecture to a group of high-school students. The teacher of this group asked you to talk a little bit about family size. Explain that in some societies small, nuclear families are the norm (ex: parent(s) and child(ren)), while in others, large, extended families (ex: parents, children, grandparent(s), maybe cousins etc.) are more common. Explain the advantages and disadvantages of both types of family. Take a stand supporting your preferences for a large, extended family or small, nuclear family.

Version 2:

You are a psychologist specialized in career orientation. You are giving a brief lecture to a group of high-school students. The teacher of this group asked you to talk a little bit about different occupations. Explain what the attributions of at least 3 different occupations are. Then, tell the advantages and disadvantages of each of them. Take a stand explaining why you chose to be a psychologist.
Suggestions of occupations: teacher, doctor, engineer, police officer, psychologist, artist, pilot, athlete.

APPENDIX E

Pictures used for the monologic narrative task

Test version 1
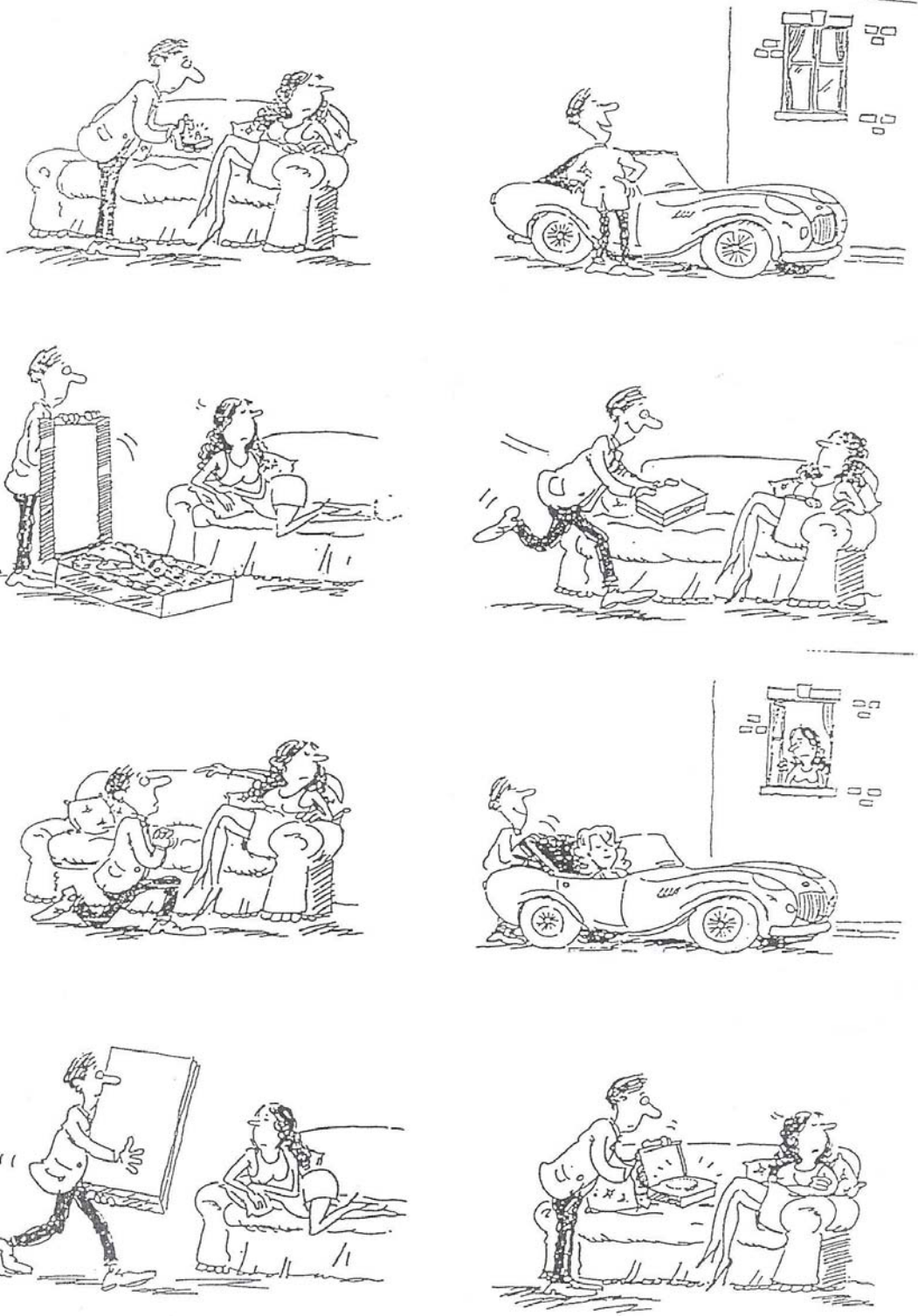
APPENDIX E

Pictures used for the monologic narrative task

Test version 2

APPENDIX F

Role-play tasks used for treatment

As explained on Chapter 3, all the role-play tasks used for treatment are adapted from existing tasks taken from Richards, J.C., Hull, J. & Proctor, S. (2005).

Role Play Unit 5 - Going abroad, adapted from Discussion, p. 32. (Material: 1 die + 1 set of rolecards per pair of sts.)

A. You are a volunteer working for AFS – an organization that promotes cultural exchange programs for teenagers – and you have to interview candidates to check their expectations regarding the program and whether or not they are ready to live in another country. Start the interview by greeting the candidate, and by asking name and age. Then, roll the die (dado) to determine what question to ask first (1-6). Ask it and add follow-up questions (example: Why? Why not?), letting the candidate speak . When s/he stops talking, roll the die for another question. Ask up to 4 questions, if you want add your own questions. The interview should take between 2 and 10 minutes. Finish the interview by thanking the candidate. Questions:

1. If you could live in a foreign country, what country would you like to live in?

2. What country wouldn't you like to live in?

3. Who is the person you would most like to go abroad with?

4. What is something you would never travel without?

5. What would be your two greatest concerns (preocupations) about living abroad?

What is the thing you would enjoy the most about living abroad?

B. You are a teenager, invent your name and age. Use the die (dado) to determine your personality (1-6). You are a candidate to take part in a cultural exchange program. You are going to be interviewed by one member of the AFS organization. Be nice and show you are interested and motivated.

4) You are shy, you love the Asian culture and music, you are very connected to your mother, you hate fast food.

5) You are very extroverted and you have a girl/boyfriend. You love to party and you have heard that Spanish and British people love it too, you don't like the french language very much.

6) You are full of energy, you love extreme sports and surfing. Your brother is your best friend. You don't like very big and urban cities.

7) You are an environmentalist, you love nature and animals. You are fascinated with the African continent, you are not afraid of adventures. You live with your grandmother who you love very much.

8) You are very shy, you have a big family you love and your mother wants you to learn English. You like studying, reading and going to museums. You are not a fan of sports and contact with the nature.

9) You are a "gourmet". You love cooking and eating different kinds of food. Your father always cooks with you, he's your best friend. You know that France is famous for their "cuisine", and that India has very spicy and interesting food. You don't like American or English food.

_____

Role Play Unit 5 page 34- Things to remember (Material: 1 set of rolecards per pair of sts.)

A. You are a volunteer working for AFS – an organization that promotes cultural exchange programs for teenagers – and you help foreign students to adapt better to Brazil's customs. You are going to give a foreign teenager some information about Brazil's customs. Remember to ask the student his/her name, age, and country of origin. Be nice and answer his/her questions about Brazil.

Be prepared to talk about meals, visits, parties, greetings, clothes etc. If you don't remember the custom in Brazil, be free to invent. Be creative! The meeting must take a maximum of 5 minutes. Control the time.

Some expressions you might need:

- When/If you <u>visit someone's home/ go to a party</u>, it's the custom to <u>bring/arrive/eat</u>...
- When/If you <u>visit someone's home/ go to a party</u>, you aren't supposed to <u>bring/arrive/eat</u>...

B. You are a teenager who has come to Brazil as an exchange student. Invent your name, age and country of origin. You are going to have a conversation with a counselor, s/he is going to give you information about customs in Brazil, so that you feel comfortable here.

Ask him/her some questions about:

- What you do when people invite you to their home.
- Who pays when you go to restaurants with friends.
- What you do when invited to birthday parties.
- What you do if a friend is in hospital.
- How to call your teachers (first name, last name?).
- How to dress twhen you go to school, parties, beaches, church etc.
- How to behave when you're staying in someone's home.
- When and how you should give tips.
- When and where it is OK or not to take photographs.
- What is polite and impolite to do when having a meal.
- How to greet females, males, older people etc.

Ask any other questions you are curious about. Ask why the customs are like they are.The meeting must take a maximum of 5 minutes, so you don't have time to ask all the questions.

_____

Role-Play Unit 6 What's the problem?, adapted from Role Play, p.38. (1 set per pair: 2 different customers so that on the second round of the task, the student who role-played role A – salesperson – has the chance to role-play role C – customer – while the student who role-played role B – customer – can then be a salesperson – role A)

A. A customer returns a product to the store where you work. The customer claims there is a problem with it. Ask lots of questions to be sure there is really a problem. Ask to see the product and the receipt. Ask about the date when s/he bought the product. Ask about the way s/he used the product. If there's really a problem offer an exchange for another product, or a store credit. Your store usually does not give refunds in cash. Be polite and nice, you want the customer to return to the store. Apologize for any trouble the customer has had. Try to solve the problem in about 5 minutes.

B. You bought a hair dryer last week and after trying to use it 3 times you've decided to return it to the store. It didn't work properly. After about 1 minute of use it started to overheat and stopped working. There was a burning smell. You think you didn't do anything wrong, and the product is bivolt so you don't know what the problem is. You prefer to get a refund in cash, but if the salesperson is nice to you, you'll accept an exchange. The only problem is that you forgot the receipt home, but you remember who sold it to you.

C. You bought a DVD player last week and after trying to use it 3 times you've decided to return it to the store. It didn't work properly. In the middle of the film you were watching, the DVD started skipping scenes. You tried to watch 2 other movies, but the same thing happened again. You were watching "pirate" DVDs, but you don't think that is the problem. Ask the salesperson to test it with an origianl DVD just to check if the same happens. You prefer to get a refund in cash, but if the salesperson is nice to you, you'll accept an exchange.

Role-play Unit 6, adapted from page 43 – Haggling (1 set of role-cards + 1 picture of the car per pair)

A: You want to buy a cheap car because you only have $5000. You are going to buy a "fixer upper". Person B has the car you need, but the price is too high. Describe the problems presented by the car, and what needs to be fixed, so that you can haggle (pechinchar) and reach the price you want. Of course B is going to try to negotiate to get more money, so start by offering less than you intend to pay for it.

For example: "A: Well, I like the car, but the door is scratched, it needs painting. I'll give you $3000.

B: Oh, no way! You'll spend less than $50 in paint. I'll sell you for at least $7500.

A: There is also a problem with the ceiling, it's dented, it needs to be fixed...What about $3500?..."

Remember these types of damage: scratch-scratched/break-broken/leak-leaking/tear-torn/crack-cracked/dent-dented/stain-stained/chip-chipped/burn-burnt.

Haggle until you get it for $5000.

B: You want to sell your old car. It has a lot of problems, it's a "fixer upper". Person A wants to buy the car. Person A is going to haggle (pechinchar) because of all the damages presented by the car. Of course you are going to try to negotiate to get more money, so start by asking for more money than you intend to get for it.

For example: "A: Well, I like the car, but the door is scratched, it needs painting. I'll give you $3000.

B: Oh, no way! You'll spend less than $50 in paint. I'll sell you for at least $7500.

A: There is also a problem with the ceiling, it's dented, it needs to be fixed...What about $3500?...

B: Sorry, but that is impossible. I'll let you have it for $6500 then........"

Remember these types of damage: scratch-scratched/break-broken/leak-leaking/tear-torn/crack-cracked/dent-dented/stain-stained/chip-chipped/burn-burnt.

You cannot sell it for less than $4500, but the best would be to get $5000 or more. Remember you need to sell it today, so negotiate well.
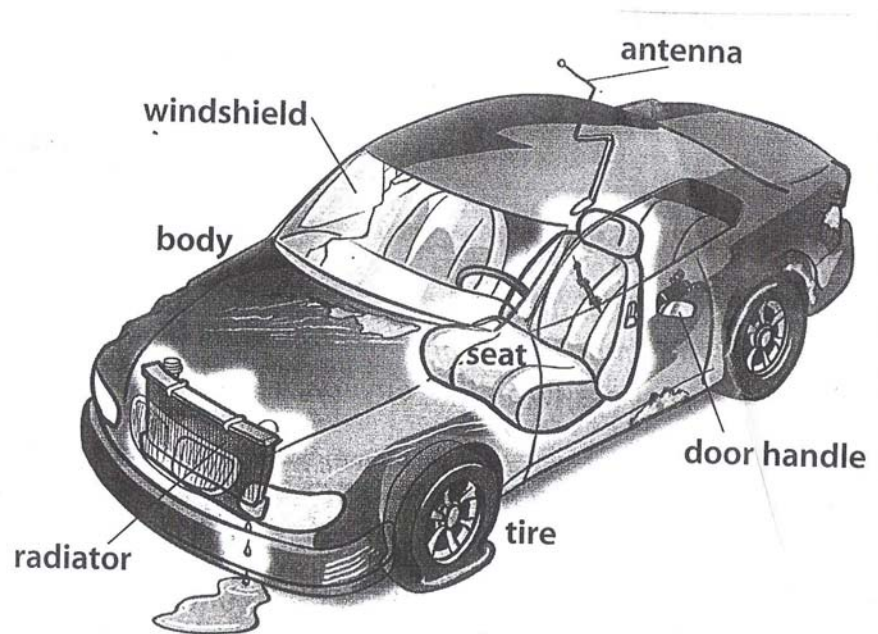
Illustration taken from Richards, J.C., Hull, J. & Proctor, S. (2005, p.43).

Role-Play unit 7 – problems in Floripa, adapted from Perspectives B, on page 44. (1 set per pair of participants)

A: You know that the Tourism Department of Florianópolis is making a lot of advertisements saying that Floripa is a perfect paradise. You know that is not true. You are a **journalist** writing an article called " Floripa is not the paradise you think it is". For that, you are going to interview an ecologist about the problems faced by the city. Ask him/her questions about: the quality of the water on the beaches; traffic; preservation of the swamps (mangues); air pollution; water supply (abastecimento); garbage collection and what the municipality (prefeitura) does with the garbage; what happens to sewage (esgoto) and if it is treated; areas of permanent preservation; the sand dunes; the lakes (Peri and da Conceição) etc. Ask as many questions as possible in a period of 5 minutes.

Ex: **You: What about the dunes? Are they being preserved? Is the air being polluted? How?**

Ecologist: Oh, not so much. They have been destroyed because due to the building of luxury resorts and mansions. In Santinho beach, for example.... (...) And the air is been polluted everyday by...

B: You are an **ecologist** who lived all your life in Florianópolis. You love this island. You are very worried about how it has been systematically destroyed, while the Tourism Department keeps calling more and more people to visit and live in Floripa. A journalist is going to interview you about the problems in Floripa, such as pollution and destruction. Answer all his/her questions. The interview should take about 5 minutes.

Ex: **Interviewer: What about the dunes? Are they being preserved? (..)Is the air being polluted? How?**

You: Oh, not so much. They have been destroyed because due to the building of luxury resorts and mansions. In Santinho beach, for example.... (...) And the air is been polluted everyday by...

Role-play Unit 7 Problems and solutions 1, adapted from Discussion, p.48 (1 set per pair)

A: You and your partner are members of an organization which is concerned (worried) with social and environmental problems of our planet. You are having a meeting to choose a new campaign to engage in. You are going to talk about different problems and its causes, and propose possible actions to solve the problems. In the end of the meeting, after discussing many problems, you and your partner have to decide on which action (only 1) you are going to concentrate your forces.

Example:

"A: The rivers are being polluted by industrial residues. The factories are even pumping chemicals into the rivers. What can we do?

B: Well, one thing to do about it is to get a TV station to run a story about it.

A: Yes, another way to stop them is to talk to the factories' management."

These are the problems you are going to mention:

- drug trafficking and criminality/caused by: lack of job opportunities, social injustice, bad public education, corrupted police, middle and high class youth addicted to drugs etc.
- ocean pollution/ caused by: petrol leaks (oil spills), dumping of toxic wastes and garbage, boating pollution(gasoline and other residues) etc.

Remember to mention the causes of the problems. You have about 5 minutes.

B: You and your partner are members of an organization which is concerned (worried) with social and environmental problems of our planet. You are having a meeting to choose a new campaign to engage in. You are going to talk about different problems and its causes, and propose possible actions to solve the problems. In the end of the meeting, after discussing many problems, you and your partner have to decide on which action (only 1) you are going to concentrate your forces.

Example:

"A: The rivers are being polluted by industrial residues. The factories are even pumping chemicals into the rivers. What can we do?

B: Well, one thing to do about it is to get a TV station to run a story about it.

A: Yes, another way to stop them is to talk to the factories' management."

These are the problems you are going to mention:

- excess of garbage, full landfills/caused by: excessive waste generated by consumerism, lack of recycling programs etc.
- increasing numbers of homeless people/ caused by: lack of public housing programs, lack of jobs, lack of education, rural workers losing their small farms and moving to the city etc.

Remember to mention the causes of the problems. You have about 5 minutes.

_____

Role-play Unit 7 p. 48 Problems and solutions 2 adapted from Discussion, p.48

(1 set per pair)

A: You and your partner are members of an organization which is concerned (worried) with social and environmental problems of our planet. You are having a meeting to choose a new campaign to engage in. You are going to talk about **different problems** and its **causes**, and propose possible actions to **solve** the problems. In the end of the meeting, after discussing many problems, you and your partner have to decide on which action (only 1) you are going to concentrate your forces.

Choose 1 or 2 of these problems to mention:

- famine
- global warming
- government corruption
- HIV/AIDS

Some ideas of actions: organize a demonstration/ start an e-mail campaign/ stage a sit-in/ boycott a product or service/ circulate a petition/ write a letter to a newspaper/ call the politicians/ distribute pamphlets/ hold an awareness campaign in schools/ etc etc.

Remember to mention the causes of the problems. You have about 5 minutes.

Some ways to express problems:

- The air **is being** pollut**ed by** fumes from cars and trucks.
- City streets **are being** damag**ed as a result of** heavy traffic.
- Many parks **have been lost through** overbuilding.

Some ways to suggest solutions:

- One thing **to do about it** is **to talk** to the company's management.
- Another way **to stop them** is **to get** a TV station to run a story.

B: You and your partner are members of an organization which is concerned (worried) with social and environmental problems of our planet. You are having a meeting to choose a new campaign to engage in. You are going to talk about **different problems** and its **causes**, and propose possible actions to **solve** the problems. In the end of the meeting, after discussing many problems, you and your partner have to decide on which action (only 1) you are going to concentrate your forces.

Choose 1 or 2 of these problems to mention:

- HIV/AIDS
- overpopulation
- political conflicts
- poverty

Some ideas of actions: organize a demonstration/ start an e-mail campaign/ stage a sit-in/ boycott a product or service/ circulate a petition/ write a letter to a newspaper/ call the politicians/ distribute pamphlets/ hold an awareness campaign in schools/ etc etc.

Remember to mention the causes of the problems. You have about 5 minutes.

Some ways to express problems:

- The air **is being** pollut**ed by** fumes from cars and trucks.
- City streets **are being** damag**ed as a result of** heavy traffic.
- Many parks **have been lost through** overbuilding.

Some ways to suggest solutions:

- One thing **to do about it** is **to talk** to the company's management.

- Another way **to stop them** is **to get** a TV station to run a story.

_____

Role-play Unit 8 Choose a major, adapted from Role Play, p. 52. (1 set per pair)

A: You are a career counselor in a high-school. You help senior students (terceirão) choose their college major. You are going to have a 5-minutes meeting with one student to help him/her choose his/her course. Suggest majors, ask about the student's preferences. If the student asks details about each major, explain what they want to know. In the end of the meeting, the student must have chosen 1 major. Make the student explain his/her choices. The conversation will besimilar to this one:

"A: **Would you rather study** Broadcasting **or** Criminology?

B: Humm, I'm not sure. What do people study in Criminology? What do criminologists do?

A: Well, criminologists work with the police or FBI to solve crimes, or to prevent crimes from happening.

B: Oh, that's interesting. **I would prefer to study** Criminology.

A: OK. And... **Would you prefer to study** Criminology **or** Fashion?

B: **I'd rather study** Fashion.

A: Why?

B: Because I'm very creative and **I'd rather work** with clothes than crimes.

A: Well, **would you rather study** Fashion **or** Film Studies?..."

Here are some majors you can propose/compare:

- Environmental Science
- Exercise Science
- Fashion
- Hospitality
- Interior Design
- Broadcasting
- Nutritional Science
- Criminology
- Economics
- Engineering
- Languages and Linguistics
- Business
- Law
- Humanities (History, Philosophy, etc)
- Health Sciences
- Arts
- Math and Statistics
- Any other major you want to include

B: **You are a senior high-school student** (terceirão). You are going to have a 5-minutes meeting with a career counselor who will help you choose your college major. S/he is going to suggest some majors. Ask questions about the majors, so you can make a good choice. Explain the reasons for your preferences. At the end of the meeting you should have chosen 1 major. The conversation will besimilar to this one:

"A: **Would you rather study** Broadcasting **or** Criminology?

B: Humm, I'm not sure. What do people study in Criminology? What do criminologists do?

A: Well, criminologists work with the police or FBI to solve crimes, or to prevent crimes from happening.

B: Oh, that's interesting. **I would prefer to study** Criminology.

A: OK. And... **Would you prefer to study** Criminology **or** Fashion?

B: **I'd rather study** Fashion.

A: Why?

B: Because I'm very creative and **I'd rather work** with clothes than crimes.

A: Well, **would you rather study** Fashion **or** Film Studies?..."

Here are some majors you can compare:

- Environmental Science
- Exercise Science
- Fashion
- Hospitality
- Interior Design
- Broadcasting
- Nutritional Science
- Criminology
- Economics
- Engineering
- Languages and Linguistics
- Business
- Law
- Humanities (History, Philosophy, etc)
- Health Sciences
- Arts
- Math and Statistics
- Any other major you want to include

APPENDIX G

Follow up questionnaire

Name:

Date:

1. What happened and how did you act?

2. What is your opinion about it and how did you feel?

3. Did you have any difficulties? Was there anything you were not able to say in English or to do?

4. What have you learned or perceived?

APPENDIX H

Transcriptions

Conventions of transcripts

oh ah - interjections of understanding or recognition.

italics – words which are either incorrect or inexistent in English.

uhu - the same as yes.

(sp) - silent pauses.

(uh) (eh) (uhm) (ahm) – non-lexical filled pauses.

: - elongation.

 examp- partially uttered words are followed by a hyphen.

(laugh) – laughter.

XXX - unintelligible speech.

<u>underline</u> - repeated, reformulated or abandoned stretch of speech (repetitions for conversational/rhetorical purposes, not disfluency markers, were not underlined).

/interrupted/ - interruption that lead to sentence incompleteness.

/speech/ - short interactions during an interlocutor's turn of speech.

? - question intonation.

(sigh) – sigh.

(false cry) - pretended cry.

(throat) – throat clearing.

Samples' Transcriptions

Whenever participants interacted (dialogic tasks) with students later excluded from the study their names are omitted and they are simply referred to as Interlocutor. Whenever participants mentioned their own real names they have been replaced by pseudonyms.

22 mrp Danilo's pre-test (4'56")

hello people (sp) how are you doing? my name's Danilo* I study (sp) psychologist in UFSC and: (sp) today I'll talk to you: about (sp) family (sp) a big or a small family? (sp)

what you do that is better? (eh) both: have: positive points and negative points (sp) so (sp) I'm beginning talking about (sp) small families (sp) in small families you have (sp) the parents and th- *childrens* (eh) (sp) usually a small family have one two (sp) until (sp) three *childrens* and: have (uhm) (sp) some points positive like: in a: small family the people are very (sp) (uhm) (sp) the contact with with the person about this group is more: (sp) (uhm) (sp) this- there are more contact with the people and they are (uhm) it's a group more: how can I say? sociable sometimes 'cause (sp) 'cause you have just two brothers or one brother and: and: (sp) and they they spend all day together all that XXX that you do is together: you talk more with this people and in a big family like (eh) that you you live with your grandfather grandmother with your brothers a lot of brothers ten bothers fifteen brothers your parents sometimes your (sp) uncle and: this family (sp) I think that the positive points are that (uhm) this kind of family is more is more exciting sometimes the people are more happy because they in a group with more people (uhm) in contact with a lot of (sp) things and: and: and very different ways to say to see (eh) a point and this very interesting I think but (uh) in my opinion the better family is (sp) there isn't a better family you are happy (sp) you can be happy in both 'cause (sp) the important it- is with (sp) who are the people not how many are so but I I I have just (sp) one sister and: and I like very much live in a small family (sp) (uhm) that's all people see you goodnight or XXX and bye bye

SRU	SRP	MLR
61,0135	58,3783	8,3611

22 mrt Danilo's post-test (6'04")

hi people my name's Danilo* and I'm here to: talk: (sp) to you a- a little about (eh) the different careers that (uhm) that you can choose (sp) in your lives and: (sp) I will start talking about me (eh) I'm I'm choose being a psy- ps- psychologist 'cause I really really (sp) I'm really really interested in: (sp) in discovery how people feelings and how is th- the feelings about the people the different feelings a-about the people (sp) and: and: (sp) I'm I really really curious about the: (sp) the the human mind and I think that it's (eh) (sp) there's a point that that it's very (sp) very interesting to to to be study and: (sp) now: let's talk about you (eh) I have here (sp) a little sug-suggestions of occupations teacher: you can be a teacher if you: you you feel comfortable (eh) teaching: talking with people: if you are: (uhm) sociable 'caus-'cause teachers are talking every time to different kinds of people and you are all the time (eh) all the time you are in contact with another people you can choose to be a doctor (sp) a doctor XXX this occupation this jobs are to people that are more: (uhm) how can I say:? *systematics* maybe: I don't know (eh) you can be a doctor if you you like (sp) to help another people to: to study (sp) to study about the: human body (sp) the: the sickness the: the cures for a lot of disease (sp) and: another occupation it's police officer if you like to: to be in dangers in some situations of- or if you if you: are interested in: fight against the: (sp) the thief the: the robbers (eh) all the: bad persons that are in our society (sp) these this occupations that I I: (sp) I speak to you now there are just a little of the: (sp) just a little (sp) in front of the big number big number that we have of jobs today we have a lot of jobs in the most different occupations and: I think there isn't (eh) (sp) disadvantages in a job I think you you will happy in the job in your job and you you must be comfortable in the occupation that (sp) you do or that you have (sp) this is all bye bye

SRU	SRP	MLR
59,1758	49,7802	10,2571

22 dp Danilo's pre-test with Interlocutor (Danilo's speech time: 84")

D	so hi
I	si man (laugh) how are you?
D	I'm fine and you?
I	fine too
D	so I'm Jess Smith I'm: (sp) looking for Jules Gueller have you ever seen (sp) he (sp) in this party?
I	I ne- I never see see her than the college
D	so (eh) I 'm a curs- concert pianist I have (eh) (sp) forty-five years and I have (sp) two (sp) sons: and: I I came to this party to new people and: and: to (laugh) find Jules Gueller 'cause /interrupted/
I	snd are you married?
D	yes I was 'cause my my husband died five years ago and I I'm very sad at moment but I'm here looking for a new love and: (sp) but (sp) I wanna (sp) to find a lot Jules Gueller 'cause (laugh)/(laugh)/ 'cause we was very friends in the high school
I	(eh) I never got married and I have a jo- a a daughter she is a: pianist (eh) vio- (eh) she plays violin and accoustic guitar she: she has Dawn Syndrome but she frequents her school normally (sp) and (sp) I'm: I'm work with a I'm a envir- environ:mentalist I I care a p- a park a natural park and I love the: nature and I I'm find Ariel Brown/Ariel Brown?/ yes did you see her?
D	yes (eh) (false cry and laugh) He was XXX five years ago
I	(laugh)/(laugh)/ oh I'm sorry (laugh)/(laugh)/
D	oh and /(laugh)/ did you knew her?/(laugh)/

SRU	SRP	MLR
80	77,142	6,2222

22 dt Danilo's post-test with Rudney 16 dt (Danilo's speech time: 171") (Rudney's speech time: 108")

D	hi
R	hi
D	my name's Chris Patton what's your name ?
R	my name's (uh) Jamie O'Connor
D	and: Jamie what you do you're doing here in this party?
R	well I: I: I stay here for a: party (uh) I: I found a my friend when I (ah) my friend (ah) lost you contact for her (uhm)for him many years ago
D	and: did you fin- did (uh) did you find it (sp) here?
R	no no no no I: I don't find yet yet
D	you are searching searching for him?
R	yes I'm searching
D	did you have (eh) *childrens* or: wife:?
R	I have a: girlfriend
D	and what it's what is (sp) hers her name?

R	(uhm) Sam Garver/(uhm)/
D	And: what about your job?
R	(eh) I'm a: travel agent
D	(uhm) I'm doctor are you sick?
R	(laugh) no no I don't sick <u>I'm </u>I'm very well
D	(uhm) let me see: (sp) did you meet (eh) some girl that is single now 'cause I'm looking for a new love (eh) I'm divorce (eh) five years ago and <u>I:</u> I'm eager <u>to see:</u> to find a new love and: did you meet some girl that's it's single now?
R	it's a question(laugh) or? /yes yes/ I don't understand your question.
D	(uhm) /(laugh)/ let me see (uhm) <u>I'm</u> (sp) I'm (sp) searching (sp) I'm looking <u>for</u> for a girl 'cause I'm single I'm not married I'm single /yes yes I understand/ did you meet (eh) or are you: watching some <u>gir-</u>girl that it's single <u>withou-</u> without a boyfriend for me ?/for you?/'cause I'm looking for a girl / (laugh)/ and I have a lot of love to give
R	you want <u>I</u> I search for you (laugh)?/yes/
D	I'm /(laugh) It's very difficult/ very shy and <u>I don't know</u> I don't know how to speak to girls It's very embarrassing for me
R	I prefer you do (eh) look <u>your-</u>yourself
D	but it's so difficult to me <u>I:</u> (sp) I think that I'm back to my home <u>w-</u>without a girlfriend
R	<u>it's a</u> it's a (uhm) big problem (laugh)
D	so: (uhm) did you like <u>to:</u> to do any sports or job or hobbies?
R	I <u>don't</u> don't have <u>any</u> any sports in the moment because (uh) <u>the job</u> (uh) my job is (uh)*occuped* /<u>spend</u> spend all the time/ <u>spend</u> spend (uh) <u>m-</u>most time <u>of</u> of life there
D	yes I like <u>to to</u> to traveling and practice water sports <u>'cause</u> but it's very difficult for me too 'cause I'm doctor and I'm very busy all the time I have a lot of: patients and: I think that you are a little sick (sp) <u>your</u> your skin is a little: (uhm) *pálido*(laugh)/(laugh)/

Danilo's

SRU	SRP	MLR
90,9526	83,5087	8,0625

Rudney's

SRU	SRP	MLR
65,5555	56,6666	4,72

22mhp Danilo's pre-test (03'29")

John wants to marry (sp) with Jane (sp) but Jane don't wants marry with him (sp) and so: (sp) he take (eh) (sp) him car and: (sp) <u>go:</u> go away <u>and:</u> and: (sp) he will buy <u>a:</u> a gift (sp) to give (sp) to Jane (sp) and: (sp) he's very excited to give (sp) this present but: <u>he is very</u> (uhm) (sp) he's very XXX and: John <u>don't:</u> <u>don't wan-</u> (sp) don't want to marry with him so he *buyed* a crown (eh) but: he still: given no: and: he buy a present (sp) that is very very big (sp) <u>and:</u> (sp) and she always say no no no (sp) and: one day (sp) <u>he:</u> he takes car: (sp) and: get a mother it's: inside this car (sp) 'cause: she did all the things that are possible <u>to:</u> to ask Jane marry but: she always say no (sp) he asked to (sp) his mother to ask Jane (sp) to marry with him but (sp) Jane: (sp) is not sure (sp) she

is in the window but: she look to John with the face of *droubt* and (sp) she's very (sp) happy and: (sp) your mother: (sp) ask Jane (sp) but Jane (sp) say: no again (sp) John buy a dress to Jane (sp) but she: always say no: again again and no no so John: (sp) go away to the house (sp) look to the window (sp) and think Jane (sp) I'm go away forever (sp) he get his car and go away: to find (sp) another girlfriend

SRU	SRP	MLR
61,1483	57,9904	5,0714

22mht Danilo's post-test (04'10")

Paul is a man (sp) that (sp) not to: express your feelings and: he is: (sp) having a dinner with: with his wife and she's very ugly she she: (sp) hate he hate her and:(sp) she's very: (uhm) (sp) she's a person (uhm) (sp) she's a person very: boring and: (sp) they are having a dinner and during the dinner (eh) Paul is thinking all the time in in hit (eh) his wife (eh)'cause (uhm) they are married (sp) since (sp) nineteen eight and: (sp) since then: (sp) he was: very unhappy with this situation (sp) he: he wants a lot the divorce (uh) but then she is not she she's really happy with they: (sp) they marry and: they relationship and she keeps eating and eating and drinking and drinking (sp) and: all the time Paul imagine a lot of situations (eh) he just want to: (sp) to kill: to kill: his wife and the name of his wife is: (sp) Anastasia and: Anastasia have a really really (sp) big: (sp) nose and: and (sp) and Paul now is thinking in (sp) in eat (uh) in to eat (eh) the nose of (sp) his wife (sp) but I think that (sp) Paul really wants to kill: (sp) his wife 'cause (sp) she is really really really hunger (sp) hanger and: she eats a lot and: he thinks that the check it it probably: it will cost a lot and (sp) and: he think (sp) that (sp) killing (eh) his wife (sp) he fi- she finally (eh) will stop to eat and: the check (sp) would cost (sp) more cheap

SRU	SRP	MLR
53,52	48,48	5,1860

20 mrp Tammy's pre-test (4'06")

goodnight everyone I'm a psychologist specialized in: family (sp) I: have graduate in: UFSC and I am here tonight to talk a little about (sp) family and: as your teacher asked me (sp) I will talk (sp) a little about it (sp) so: (sp) a little family (uhm) have (sp) (uhm) advantages and disadvantages and: (sp) and a large family too (sp) a small family is good because (sp) the parents (sp) can: (sp) give more attention (sp) for their children and: give: a good life: good school: they can spend more with the children (sp) but: in a large family (sp) (uhm) a large family have more parents and the children (sp) can be: (sp) stay with your cousins grandparents and: (sp) I would prefer a: big family (sp) cause' (sp) generally then: (sp) the people can talk and: (sp) for me a big family is more happier: than a small (sp) family sometimes (sp) cause' many people can help (sp) when other need (sp) and: (sp) XXX that it's (sp) everyone: can learn with other people (sp) and: (sp) learn with experience so is (sp) other-others' experience (sp) so: is it and goodnight for everyone and: (sp) thank you for attention

SRU	SRP	MLR
40,7317	40,2439	4,9117

20mrt Tammy's post-test (4'43")

goodnight everyone I'm a psychologist and: I'm: here tod-tonight because I would do I will do a brief lecture (uhm) about different occupations (sp) so: (sp) I gonna talk about a doctor (sp) to be a doctor have: advantages and disadvantages and: (sp) one advantage is: (sp) because you can help peoples and: with her: help and: (sp) you can: (sp) you can help everyone but the same time you have to work (uhm) lot hours hours and: maybe you can't have so much time for yourself (sp) (uhm) another occupation (sp) an great occupation is: to be a teacher 'cause you can teach *childrens* or adults and is very good (sp) profession (sp) you can teach so many things you can teach someone (sp) how to learn (sp) or how to speak (sp) but: (sp) in the: in our country (sp) this job (sp) is (sp) this job isn't (sp) isn't (sp) th-(uhm) (sp) the government not (sp) pay so much for the teachers (sp) and it's a problem (sp) and: a nice: job too is to be psychologist (sp) like me and: 'cause you can help the people with different problems peoples have problem with the family: with yourself when he have to (sp) choose why occupation he want wants and: is very good to be a psychologist 'cause: all that (sp) so: (sp) I like so much to be here tonight and: (sp) I hope you can: (sp) choose your: (sp) future occupation thank you

SRU	SRP	MLR
45,5830	43,2508	6,5151

20mhp Tammy's pre-test (03'29")

(uhm) a guy *gived* (uhm) a present to your girlfriend but he: (sp) she doesn't like it and: so (sp) the guy: *goed* to your home with your car and: called her (uhm) and: *gived* to her another present but she doesn't like it too so: (sp) she's a girl (sp) and then: (sp) he wanted to (sp) see your girlfriend happy but he: but she doesn't like nothing (sp) he give to her (sp) so: (sp) him apologize to her but (sp) she: (sp) she's boring with her wit- (sp) his attitude and: a day he finds some girl and this gir- this girl like (sp) (uhm) likes the guy and: his presents (sp) and: the first girl (sp) was sad 'cause (sp) the guy have a new girlfriend (sp) and: (sp) but she never likes (sp) to presents he give to her

SRU	SRP	MLR
34,7368	33,5885	5,7619

20mht Tammy's post-test (01'57")

woman and a man: was (sp) having a dinner when: suddenly (sp) she: fight with him (sp) and: (sp) he said: ok but: t- (sp) same time: he thin- he was thinking (sp) in: how: (sp) he f- I can: if I could (sp) fight with she too (sp) and: (sp) suddenly a piece of food (sp) flied until: the nose's woman (sp) and then: she always fight with him (sp) so: the man was thinking I fight with her with a bottle: or with a lamp (sp) and: he was dreaming and: (sp) and (sp) do anything with her nose (sp) but: (sp) the end: it (sp) was a dream and: everything (sp) finished well

SRU	SRP	MLR
48,2051	47,6923	4,7

20dp Tammy's pre-test with Elena 02 dp (Tammy's speech time: 101") (Elena's speech time: 182")

E	(uh) are you: (uh) Jenny?
T	(uh) no
E	I remember I remember you I'm Jamie (sp) Jamie O'Connor remember?
T	oh yes:
E	oh how are you?
T	I'm fine (uh) I'm Chris Patton
E	(sp) (ahm) (sp) _Do you do you: (sp) do you know Sydney?
T	yes: Sydney Frances?
E	yeah
T	oh (sigh) you don't know I: have married with Sydney /oh/ but today (uhm) we don't (sp) stay (sp) we don't stay together (uhm).
E	my old friend (sp) wa-was married (uh) with you (laugh)(uhm)
T	yeah we have three kids
E	really?
T	yes: (uh) Ana Jeremy and John Jeremy and John are twins
E	oh: beautiful (laugh)
T	and you how are you? Your life?
E	well (eh) I'm forty-four years old (sp) and I'm travel agent and I never: (eh) got married (sp) but I: all the time I'm I'm traveling around the world (sp) in Italy United States France (sp) /(uhm) it's nice / and last last week I knew that this re-reunion (uhm) (er) (uhm) (uhm) (sp) (uhm) I knew about this reunion (sp) and I (uh)I don't travel (eh)/ to come back?/ to com- to to come to this th- reunion and: (sp) I remember Sydney and John: and Paul: and George (laugh) and Ringo (laugh)/(laugh)/
T	oh I'm looking for Sam Sam Garver
E	what?
T	do you remember Sam?
E	oh Sam Garver yeah I'm engaged with with him (sp) (uhm) but now (uhm) we are good friends /(uhm)/ he's a doctor(sp) /oh yes?/ and work in: Hospital Universitário yeah did you?
T	No I didn't I don't know that I didn't
E	and I have a son (sp) I'm a single parent /yeah?/ yeah: I'm very happy (eh) he is Antonio he's (uh) 16 years old (sp) and he: study: (uh) in CEFET
T	(uhm) I know this place (sp) "CEFET" is a: /yeah/ good good university /yeah/ school
E	and what are you doing now?
T	(uhm) I'm a doctor
E	oh: where? where do you: works (sp) work?
T	I work: (sp)
E	(whispering) Carmela Dutra
T	Carmela Dutra (laugh)/oh/ with *womans* (eh) (uhm)/you are/ and have babies
E	oh yeah and and where do you live?
T	I live in Florianópolis (ah) a small city /a beautiful place/
E	do you know this guy?
T	oh I don't remember
E	oh these eyes: (sigh)

Tammy's

SRU	SRP	MLR
62,9702	59,4059	4,0769

Elena's

SRU	SRP	MLR
75,4945	69,8901	5,4523

20 dt Tammy's post-test with Julia 18 dt(Tammy's speech time: 83") (Julia's speech time: 75")

J	hey: (uhm) my name's Alex Benjamin do you remember me?
T	Alex? oh don't know: maybe: (sp) you are: (sp) the friend: of my: (sp) (laugh)
J	(laugh) oh (uh) what's your name sorry?
T	my name's Jess Smith
J	hey Jess (uhm) I used to: be the: the president (sp) of our little group at the school don't you remember me?
T	oh yes: the president (sp) I remember:
J	so tell me: how is your life now?
T	oh my life's ok it's good I'm: I'm married and I have two kids kids
J	what's their names?
T	their names is: Lola and Todd (sp) oh my k-kid Todd have twenty-three years old (laugh)
J	oh: (laugh) ok
T	and you? what happened with you?
J	oh: (sp) I'm: now I'm a park ranger and I have a daughter Daphne she's fourteen years old (sp) and: she plays a lot of instruments violin guitar: but tell me: what do you do now?
T	oh I'm play: piano
J	oh really? you have to meet: (sp) Daphne maybe:
T	yes (sp) maybe we can play together
J	yeah maybe: you can XXX
T	oh I'm look for: Jules Gueller (sp) you: did you seen her?
J	no I didn't we: used to be good: friends: (uhm) you know she is: Daphne: mom I don't know if you know/oh/ and I'm look for Ariel Brown have you seen her?
T	oh Ariel I'm married with: him but: (sp) unfortunately he died five years ago
J	really?/yes/ oh sorry
T	ok: now it's ok but (sp) I /interrupted/
J	I just didn't know about it (uhm)ok: (sp) so I'm going
T	ok I'm going too
J	(laugh) bye/bye (laugh)/

Tammy's

SRU	SRP	MLR
73,0120	72,2891	5,05

Julia's

SRU	SRP	MLR
110,4	109,6	6

18 dp Julia's pre-test with Rudney 16dp (Julia's speech time: 141") (Rudney's speech time: 77")

J	hey: how are you?
R	fine (sp) fine
J	(uhm) sorry I don't remember your name: (sp) you are:?
R	my name is Jess: Smith
J	oh I know: you are that guy who did basket in high school no?
R	no no I: /no?/ I play: piano (laugh)
J	oh did you? oh ok oh my daughter plays (sp) violin
R	yes violin is good (sp) good music
J	oh sorry I don't know (sp) too much about music but I: I enjoy to k- sh- to stay with her and: (sp) (eh) and listen she: (sp) she plays and oh it's nice (sp) but tell me how about your life now what are you doing?
R	(uh) my life is good now but: I don't: I don't your name I don't know / don't you know me?/
J	I'm Alex Benjamin (sp) do you know?
R	oh I don't remember specific (laugh)
J	(uh) I did (uh)
R	what do you do? What what do you doing?
J	I'm (sp) at the high school I was that girl who did ballet and: (sp) and and I didn't (sp) really go to school sometimes because (uh) doesn't matter who I am (sp) have you seen: Ariel? around?
R	Ariel I don't know
J	don't you know? (uhm) I'm looking: for him (sp) (eh) we are really we are we used to be really good friends in high school (uhm) are you enjoy- are you enjoying the party?
R	oh is very good party but: I: (sp) I want: meet the: the Jules Gueller do you: know?
J	oh I already saw (uhm) she was in front of the building (uhm) I think she was looking for you
R	where? Where?
J	in front of the building (sp) she is with a red (uhm) red pants and (sp) brown shoes it's it was: (sp) strange
R	strange?
J	strange (sp) yeah
R	oh (uh) I: I would like to: to ask: if you: (sp) if you: know my: two kids
J	I'm? no: (sp) what (sp) are they names?
R	oh (eh) one is (eh) the man is Todd (eh) he he he is a twenty: three years old years and: Lola (sp) is (uh) ten years
J	oh (sp) ten years is a difficult age (sp) yes my daughter it's fourteen years old and yeah it's really difficult time
R	your daughter?
J	my daughter / daughter?/yeah (sp) Daphne (sp) it's my daughter
R	I don't know (laugh)
J	don't you know? ok /XXX/ where are you living now?
R	I live in: in: Florida
J	Florida? oh it's a nice (sp) nice place yeah I live here near here two: two houses near here

R	two houses?
J	yeah ok I'm going to look for Ariel ok?
R	ok
J	ok see you
R	thank you

Julia's

SRU	SRP	MLR
88,5106	82,1276	4,3333

Rudney's

SRU	SRP	MLR
97,4025	80,2597	4,3103

18 mhp Julia's pre-test (02'30")

(uhm) a boy was in front of (sp) he: his girlfriend (sp) with his new car and (sp) after that he propose her but he didn't accept because he didn't have (sp) she didn't accept because he didn't have a: a: (sp) bring (sp) (uhm) that thing we put in our finger when someone's proposer and he bring it but she didn't like and she just look (sp) to the other side (sp) and: after that he bring her a really nice coat (sp) in big box and she didn't look also (sp) and after that he brings a (sp) really nice (sp) (uhm) present (sp) really nice present and: she didn't like also she was really (sp) ugly but she he really loves her and: after months (sp) (uh) he was trying to: (sp) to propose her but she never accept so (sp) he (sp) he arrived with a new girlfriend in front of her house (sp) and: (sp) she: (sp) she was very sad because his new girlfriend was beautiful (sp) and: (sp) she didn't (sp) get married with him (sp) now she's really ugly and: sad and: she's alone (sp) just looking (sp) just looking for the window (sp) outside

SRU	SRP	MLR
68,4	62,8	5,8965

18 mht Julia's post-test (02'11")

(uhm) a couple name Victor and Christina was having dinner in a beautiful restaurant (sp) and she started talking with him (sp) and: he was *borried* and feel old (sp) and: (sp) after that he start thinking (sp) funny XXX things about that woman (sp) the first one was he maybe can bite her nose (sp) and (sp) it makes him laugh (sp) after it he: (sp) thought a lot of (sp) funny XXX funny things like (uhm) touch his shoes in her face (uhm) (sp) broke the bottle her (sp) new face and so (sp) after that she noticed (sp) he was different and (sp) say no with her and he also thought about (sp) get his (sp) ring and (sp) throw in her face maybe (sp) in in her face maybe her eyes and (sp) she (sp) she also (sp) he also think (sp) in: (sp) he also think in: (sp) broke her face with his no- (sp) he also think in broke his her face with his hand

SRU	SRP	MLR
63,6641	55,8778	4,7931

18 mrp Julia's pre-test (03'52")

(uhm) hey everyone: (sp) goodnight: (sp) I'm a psychology from: (sp) Laguna (uhm) I'm here to talk to you about family (sp) <u>in:</u> (sp) (uh) I'm from a small family (sp) in my house lives my father my mother two brothers and me (uhm) my: old brother it's: an really nice guy (sp) we: go eat together every time we can and: (sp) he's really nice (sp) but my young brother is really bad guy (sp) he comes to <u>my h-</u> my: (sp) place every time and make really really bad (sp) things there (sp) <u>somet-</u> ok (sp) he is: only six years old and he loves to draw (sp) but ok (uhm) I'm here (sp) let's talk about my family (sp) the <u>advantages about:</u> advantages about small families is you can talk to everyone everyday you really know everyone (sp) and: (sp) your mother and father they have (sp) more time for (sp) each one of you (uhm) <u>they can take</u> they can take care (sp) of you and your brothers (sp) more than (sp) if you have more than <u>s-</u> six seven brothers (sp) and: a big family (sp) it's a problem because that <u>they don't can-</u> they can't take care about everyone and sometimes the old brother have to take care about the youngs brothers and: sister so (uhm) even I'm from a small city and a small family I know exactly <u>how to</u> (sp) how is living in a: big family because my boyfriend he has eight brothers so (uhm) the <u>best</u> best party from a big family is (sp) the parties you know? it's a big party with (sp) too much food too much drinks and everyone happy and talk louder it's really nice when the party (sp) begins from (sp) midday until three A.M four A.M. (sp) and <u>the</u> (sp) the (sp) grandfather and grandmother are there and everything is nice (sp) but sometimes it's difficult to live with big family you never know (sp) about everyone every day (sp) and: today it's more difficult living in a big family so you have to choose how many (sp) *childrens* do you want and take care (sp) with your boyfriend and girlfriend ok? XXX thanks goodnight

SRU	SRP	MLR
70,6034	69,0517	5,9347

18 mrt Julia's post-test (04'00")

hey people I'm here <u>to ta-</u> to tell you (sp) (uhm) a little bit of (sp) psychologist (sp) banker and: a doctor (sp) <u>you can:</u> you can make me questions and: (sp) after that I'll be outside to: listen you (sp) and: (sp) give you answers if you want ok (sp) I'm a psychologist because I (sp) always want to analyze people and give they (sp) <u>my</u> (sp) my why (sp) do you understand that like? if you tell me a <u>st-</u> a history I can tell you what I think (sp) without no problem because I can analyze that and tell you that (uhm) now think about be psychology means (sp) sometimes you just start thinking about people what you don't like what you dislike (sp) and: <u>it's</u> it's really bad situation like if you meet someone for the first time you just analyze that <u>and always</u> and sometimes it's difficult to separate your work your job and your: free time ok (sp) banker is someone who works <u>in a:</u> in a: (sp) oh (sp) a bread store like (sp) things have to be done about six A.M. sometimes before (sp) and (sp) it's difficult to us because <u>he sleeps</u> (sp) he has to sleep early and (sp) but it's nice (sp) you can invent different (sp) kind of bread (sp) it's nice (sp) and a doctor is someone who cares about people who <u>looked</u> looks after people (sp) and who: <u>always</u> (sp) always have to: (sp) take care of you (sp) he can XXX (sp) he can care about people (sp) and (sp) <u>he</u> he's someone with <u>the</u> (sp) the job that you can work everywhere every time you want (sp) and: I think is: (sp) you have no normal life it's difficult to have someone (sp) because (sp) sometimes three A.M. someone can call your place XXX and it's three A.M. but you have to go because you are a doctor (sp) if

you decide to be a woman' doctor a <u>gyni- gyn- gyno-</u> gynecologist I think and you: can (sp) wake up three A.M. and my kid is *borning* you have come here if you won't go you have to go because it's your job (sp) ok people I'm outside if you want thank you

SRU	SRP	MLR
66,75	62,5	6,068

16 mhp Rudney's pre-test (04'49")

(uh) my friend (eh) was a girl with a: (sp) boyfriend (sp) but: <u>they:</u> (sp) <u>they:</u> (sp) they don't: have <u>a:</u> <u>very</u> very time for a dinner (uh) so (eh) boyfriend (eh) he think this (uh) (uh) make: a: (sp) a question (sp) <u>for:</u> for: <u>her</u> (throat) her girlfriend and: she said (eh) <u>for</u> for him (eh) that: (uh) <u>don't</u> (uh) <u>don't make</u> <u>don't</u> (uh) well don't make <u>a:</u> (sp) (ah) the dinner (sp) if he (eh) eat yesterday (eh) but: he thinks (eh) <u>he who</u> (sp) <u>she:</u> (sp) she: (sp) well (sp) I don't know (laugh) <u>she:</u> (sp) <u>she drink a:</u> (sp) she drink a: wine and: (sp) and <u>a:</u> (sp) he: think (uh) <u>about:</u> (uh) (eh) about your situation (sp) but: <u>he think</u> (uh) (sp) <u>you:</u> he think he: don't like (sp) <u>your</u> your girlfriend because <u>she:</u> she is <u>very:</u> (uh) (sp) very impossible <u>very:</u> (sp) very: irritant (sp) <u>and:</u> and <u>he:</u> (sp) he don't like (eh) <u>to</u> <u>s-</u> to sad (uh) story (sp) <u>but the:</u> (sp) so (sp) <u>she: he:</u> he: looks for her and: <u>he thinks</u> (sp) <u>and you th- you th-</u> he thinks (eh) <u>what</u> what she: <u>don't like me</u> don't like him *né* (sp) but the dinner (eh) was a very: good (sp) <u>what:</u> what she: don't like he (sp) <u>what she</u> (sp) <u>I think</u> I think this story is very confuse (sp) but: (uh) (sp) <u>the:</u> the start of story is (uh) interesting but the finish I don't know (sp) because <u>the: she:</u> she's friend (sp) <u>the:</u> (sp) the girlfriend and her boyfriend is very: (eh) irritated (uhm) with her

SRU	SRP	MLR
40,6920	33,4256	3,3793

16 mht Rudney's post-test (04'43")

this story <u>we:</u> (sp) <u>we:</u> (sp) <u>I:</u> I will count (sp) for you is the woman and man (sp) the man (uh) arrive in the house of woman and <u>offer</u> (sp) offer <u>to:</u> (sp) to her <u>the:</u> (sp) the: present (sp) for her (sp) but <u>she:</u> (sp) <u>don't</u> (sp) <u>she:</u> (sp) <u>she:</u> she don't (eh) want your: present (uh) the present is (sp) because (eh) <u>he:</u> he want to: marry for her (sp) but (eh) <u>she d-</u> she don't want married <u>for him</u> with him *né* (uh) (sp) then the man spend <u>very</u> very: time <u>for:</u> (sp) for: convince to <u>the:</u> (sp) the woman (sp) <u>the:</u> (sp) for a: (sp) to do a: (sp) your: girlfriend (sp) because: she: *recused* (sp) to do married for him (sp) in the other (eh) story <u>the:</u> the man <u>the:</u> think the girl <u>for for</u> (sp) to married <u>with h-</u> with him and (sp) she (eh) arrived in the house <u>with</u> with by <u>car</u> sport car and (uh) he arrived in the house she <u>your</u> (uh) (uh) the mothers of (sp) the girl (eh) (uh) looking for the windows (sp) what they: (sp) <u>don't</u> (sp) don't say (eh) hello (sp) the man and the girl (eh) married and go out to vacation (sp) (uhm) they <u>go to:</u> (sp) go to Europe for the: moon (laugh) <u>moon</u> moon vacation (sp) I don't know (sp) it's very interesting this story (uh) is very interesting I don't stand because <u>the:</u> when <u>the:</u> (sp) the peoples don't (eh) accept (eh) present for her <u>the girl or the:</u> (sp) <u>the girl</u> (sigh) (throat) (sp) (uhm) the story is the man and girl don't like accept the present XXX ok my story is very difficult thank you

SRU	SRP	MLR
47,0671	41,9787	4,1886

16 mrp Rudney's pre-test (04'41")

(uh) good evening (eh) students (uh) <u>I:</u> (sp) I'm talk (uh) about (uh) <u>littles</u> little (uh) about *differents* occupations (uh) <u>in: this ca-</u> in this case (eh) <u>abou-</u> about teacher for example (uh) <u>when when</u> when you (sp) went (uh) to be a teacher (sp) <u>you:</u> (sp) you have <u>a:</u> a very <u>pati-</u> patience (uh) but the: teacher is a: (sp) profession (eh) who: <u>don't:</u> (uh) don't: (eh) (sp) take: (uh) (uh) <u>very:</u> very time <u>for:</u> (sp) for <u>your:</u> your occupations (sp) because <u>you:</u> (sp) <u>you have</u> you have a: dedicates for: (uh) many many hours of your time and the: (uh) <u>dis-</u>*disciplinations* in class for <u>your</u> (sp) <u>your:</u> your themes (sigh) (eh) <u>for</u> for to be a good teacher is important you have (uh) (uh) (uh) very many hours XXX study (uh) your theme (uh) you'll have a like (uh) to do (sp) it (sp) <u>other:</u> other *profission* <u>is about</u> <u>is a:</u> different is a: (eh) engineer engineer is a *profission* you have <u>a:</u> (sp) a study: very: mathematics and physical and chemical and (uh) <u>you:</u> you can be (uh) (sp) many hours (uh) <u>s-</u>studying (uhm) during five years or six years an<u>d:</u> and: (uh) you don't make questions you have a good *profission* (uh) if you like the study the (uhm) mathematics (eh) you have like <u>a: projects</u> to do projects (sp) ok this is very: <u>difficult</u> difficult (uh) to finish <u>this</u> this exercise (eh) but I like to do it thank you

SRU	SRP	MLR
40,9964	35,4448	6,2444

16 mrt Rudney's post-test (04'38")

XXX so I'm a psychologist specialized in families (eh) (eh) in a: (sp) reunion with a: (sp) group (uh) of high school I am presenting the (uh) <u>many:</u> many: types of (uh) (sp) (uh) (sp) (uhm) families and (uh) (sp) family size (sp) the family size is (sp) <u>this</u> the (sp) type: <u>n-</u> nuclear families or (sp) the large families (sp) <u>nuclear families is: is the:</u> (sp) <u>the:</u> (uh) <u>nuclear</u> nuclear families about parents and children (sp) <u>and</u> and large families is a: extended families (sp) (eh) parents children <u>gran-</u>grandparents (eh) maybe cousin (sp) the: (sp) advantage (sp) for <u>a: a:</u> large families (sp) is <u>the: the big:</u> the big: XXX (sp) because we have <u>many:</u> many friends <u>many</u> many (eh) types of relationships (sp) and: (sp) you have a: (sp) XXX (sp) because is a <u>more</u> more peoples you: (uh) take: ideas for (uh) *infrent* your problems (uh) <u>in a</u> (sp) in <u>a:</u> (sp) a few (sp) families small families the: (sp) parents and children is XXX more difficult <u>to:</u> (sp) to living conditions (uh) in <u>societ-</u> societies (uh) the: small nuclear families (sp) (eh) (sp) take <u>a:</u> a state XXX (sp) (throat) I think the: small families are not so good (sp) (uhm) <u>many:</u> many (sp) the children and the: (sp) parents (sp) don't know grandfathers and: cousins (sp) it is a <u>very:</u> very: (sp) not happy (sp) my vocabulary is: difficult <u>the:</u> (sp) sorry <u>I don't</u> I don't (sp) continues the: present (sp) I'm sorry ok?

SRU	SRP	MLR
39,7122	34,9640	3,7551

02mrp Elena's pre-test (05'02")

(ahm) goodnight friends: I'm Elena* <u>a ps-</u> a psychologist I'm specialized in career orientation and I want to tell you about (eh) (ahm) a variety of (uh) occupations that <u>I can: that</u> I can: (sp) choose (sp) in: our life (sp) I'm a (sp) psychologist and: what a psychologist (uhm) do? <u>I:</u> (sp) is very <u>interes-</u> interesting (eh) work (eh) as a

psychologist <u>I:</u> I work with children (sp) <u>and:</u> (sp) and is very (ahm) important <u>in:</u> in school age because (eh) today <u>is</u> (uhm) (ahm) is necessary a psychologist in the school (uhm) (sp) well I choose (eh) psychology because <u>I:</u> (sp) I like: take care and: (sp) <u>of-</u> offer (eh) help <u>to the:</u> to the children (sp) well you may be a teacher: a: police officer: an artist and a psychologist too well as a teacher <u>we:</u> we may: teach languages: history (uhm) science (sp) and other: (sp) (ahm) subjects (sp) and the problem is: <u>the:</u> (sp) the pay (sp) that (uh) the school (uhm) offer (sp) to the teacher (eh) a doctor is: an occupation (sp) <u>very</u> (ahm) (sp) very: (sp) important (sp) in a society (sp) and: (sp) there are many (eh) specialization or specific works by a doctor (sp) in a *consultory* in a hospital (sp) (uhm) <u>an artist</u> <u>have have a:</u> (sp) <u>a:</u> (sp) an artist (ahm) <u>can:</u> (ahm) (uhm) (sp) (uhm) can paint: sing: (ahm)

SRU	SRP	MLR
34,7682	30,9933	3,8888

02mrt Elena's post-test (06'42")

Well: children: good evening (sp) I'm a: psychologist Vera Maria Penteado I'm specialized in family (sp) your teacher tell me to: speak about (sp) the: types of family (sp) in: our society (sp) <u>and I can</u> (eh) (sp) <u>you</u> (eh) you can ask to me: your doubts about (eh) family size (sp) well (sp) (eh<u>) I can:</u> (sp) you can remember that in: <u>th-</u> the society (eh) establish the different <u>ways:</u> ways of life (eh) our customs are (sp) *historics* (sp) and: the family is (uh) (sp) not a problem but <u>a situat-</u> a situation a historic situation a social situation and: (sp) yesterday (sp) we had <u>the family</u> the nuclear family (sp) and today there are (eh) *anothers* kinds of family (sp) and: (sp) there are people (uh) preoccupied with the different (eh) forms of family (sp) and: the rules (eh) (uh) may help <u>the:</u> the couples or the people that (sp) don't want to: build a family: a traditional family with a father a mother and a child (sp) (eh) I know (eh) <u>a</u> a school where the children <u>lived lived</u> live with the <u>gran-</u> grandparents (sp) the grandmother grandfather and the mother and father <u>are</u> (uhm) are *knowed* for <u>the: the:</u> the children (eh) there are (sp) (eh) <u>types</u> different types of family (sp) and (eh) a nuclear family (sp) or: a different family can be: good or bad positive or negative (eh) this (uh) depend (uh) of: the conditions social economics (eh) <u>cultural</u> (eh) cultural (sp) and: in a democratic society (sp) this different types of family must (eh) *conviver* (sp) <u>in a:</u> (sp) in a good way (sp) today: the people (uh) must (sp) <u>travel: no no travel no the people must</u> (uh) <u>work:</u> (sp) work a lot to: keep her (uh) customs (sp) (uh) *de consumo* the people must consume very things (sp) because if they don't <u>cons-</u> consume <u>they: will not</u> (sp) (uh) (sp) they will not (sp) recognize *reconhecida nao sei como dizer* as (eh) *como cidadãs não sei como dizer se as pessoas não consumirem não serão reconhecidas como cidadãs elas não vão aparecer* well (sp) I finished <u>my:</u> my talking and: good evening for all

SRU	SRP	MLR
40	37,1641	4,5423

02mhp Elena's pre-test (04'13")

well (sp) a couple is (uh) on dinner (sp) sitting <u>on a:</u> on a table and: (sp) (uh) the two (uh) people <u>are</u> (uh) <u>two old old</u> (uhm) (sp) is someone old (sp) she is Mary and he is John (sp) Mary is drinking and eating (eh) (sp) <u>and he</u> (uhm) (sp) and John is: thinking in situations are strangers (eh) <u>he imagine</u> (eh) <u>that is a:</u> (sp) on the table: (uhm) (sp)

(uhm) (uhm) they don't: don't talk (sp) she: doesn't look at John and: (sp) he is (uh) in silence and: think many situations about Mary (sp) but situations (eh) the negative situations she is in pain in h- in his *thinkings* (eh) (sp) (uhm) maybe: the two are (sp) no friends but (uhm) (sp) I don't know (sp) how I I say (uhm) on the table there (sp) are a bottle of wine (uhm) (sp) (uhm) maybe is a restaurant and: (sp) (eh) (ahm) (sp) he's thinking that situations about Mary and she is: (eh) drinking wine (uh) suddenly and: happy (sp) and he think he thinks he think about negative situations (uhm)

SRU	SRP	MLR
32,7272	30,3557	4,3125

02mht Elena's post-test (04'01")

(uhm) once upon a time (sp) John and Mary (sp) John is (ah) in love with Mary (sp) but Mary is (eh) very distant from him (eh) he loves he loves her and: she wants to make her happy and for this he: brings to her a lot of gifts (sp) like clothes a jewelry jewel a car a new car (sp) and: and a lot of gifts or presents I don't know how I can say this word (eh) but Mary (eh) (eh) Mary don't *não se importa né* the acts of (uh) John (eh) (eh) (sp) well (eh) in the moment Mary: (uhm) close her eyes and: (sp) and don- and don't don't want don't wanna look to John (sp) and: (sp) he is very: preoccupied because: he loves Mary (sp) well she is: (eh) (sp) (uhm) what can I say about this pictures? I don't know (eh) I don't (sp) I don't remember the words to: to say (sp) well John and Mary are a couple of modern people (sp) and this: and this time is very difficult that the people *dialoguem como é que eu posso falar dialoguem* (eh) the people they doesn't they don't talk (sp) about themselves about *theirselves* and: (sp) well I don't

SRU	SRP	MLR
41,3278	37,0954	6,1481

02dt Elena's post-test with Cristiane 24dt (Elena's speech time: 220") (Cristiane's speech time:112")

C	hello: how are you?
E	fine I know you?
C	(uhm) I guess: what's your name?
E	my name is Alex Alex Benjamin
C	yeah my name's Jess Smith (uh) are you studying: (eh) what year?
E	well I'm: I'm a an old (uh) student of this this this class this class and I'm looking for a friend an old friend do you know Ariel Brown?
C	Ariel Brown? yeah (uh) he was my: (sp) husband (laugh) but (eh) he dead
E	oh really? oh: what a pity (uhm) (uhm) well an- and what do you do (eh) (eh) we can (eh) (eh) (eh) talk about the past (eh) your husband (sp) ok?
C	(uhm) we have two kids together Todd (uhm) he have twenty-three years old and: Lola she have (eh) ten years old
E	oh I have a a daughter (sp) my daughter is (sp) Daphne and she is (eh) 14 years old where's your: your children ? where are your children? (uh) they are here? in the: in the party?
C	(uhm) Lola yes Lola (eh) was playing with (eh) other children but Todd (uh)

		stay home with your: girlfriend (sp) and your daughter is here?
E		oh no she (eh) plays the violin and now she is studying (sp) at this (eh) (eh) music <u>I don't:</u> I don't know nothing about music but <u>I I:</u> I like to hear when my daughter is (eh) training the violin
C		I'm a concert pianist and: my daughter (eh) sing when I: play <u>the</u> the piano and she <u>sing</u> and dance for me
E		wonderful (uhm) (eh) Ariel Brown <u>would</u> (uh) would like <u>to</u> (eh) (eh) (sp) to know: about <u>this</u> (eh) (sp) (uhm) this capacity <u>this</u> (eh) (eh) (eh) do you understand?
C		yeah he saw that she sing for me <u>and:</u> and we play together
E		<u>do you like</u> (eh) <u>do you are</u> do you are preoccupied with the: environment (uh) problems? Today we (eh) speak (eh) about this problem in society (sp) <u>do you:</u> (uhm) (uhm) what do you think about the problems (eh) that the scientist (eh) (sp) XXX <u>discuss-</u>discussing?
C		I think <u>the:</u> discussing this problems is necessary because: (uhm) the people: (eh) have <u>to:</u> to know what's happening in the world and discussing: (eh) <u>we:</u> we know about <u>the:</u> the problems <u>and</u> and make with the problems (laugh)
E		(eh) <u>I: I:</u> I had <u>study:</u> I had (uh) I am a park ranger because <u>I'm</u> I am very interested in <u>this in</u> this problems and I think (eh) this is (eh) a little help that I can: make to the world to the nature and to <u>my: t-</u> to the people to my friends and brothers in the earth
C		yeah it's wonderful (sp) congratulation (laugh)

Elena's

SRU	SRP	MLR
51	43,0909	5,6410

Cristiane's

SRU	SRP	MLR
75,5357	72,3214	5,4230

13 mrp Regina's pre-test (6'12")

(eh) hi students I'm a psychologist and I'm here to: (sp) (ah) introduce you about some occupations for: (sp) <u>help</u> help you (eh) I'm psychologist and I: graduated <u>on:</u> in UNISUL and: before I: choose this (sp) occupation <u>I:</u> (sp) <u>I:</u> (sp) I do: an: orientation (ah) too like you and: I did (eh) twice (sp) and: it (eh) helped me a little because I: didn't know <u>what I:</u> (sp) what <u>I:</u> (sp) <u>do</u> I will do (eh) so: I'm here to introduce you about some (sp) occupation and if you: have some: questions about them: (eh) be: free (sp) to ask me so I will: first (eh) about (eh) engineer and: this profession (sp) you: (sp) have to (sp) have <u>faci-</u>facility (eh) in math (uh) <u>ch-</u>chemistry and physics but <u>It's</u> it isn't all (eh) (sp) (uh) <u>the graduatio-</u> (eh) <u>have t-</u> (eh)(sp) probably five years and: (sp) (eh) <u>you</u> you can work (sp) in: some place make a projects (eh) studies (sp) with others (eh) work with (ah) materials and have <u>s-</u> (eh) some: engineers types (sp) and: (sp) (eh) (ah) <u>they</u> the disadvantages are if you are (ah) much difficult in math (sp) chemistry (ah) and: physics (eh) other occupation is athlete <u>in</u> in this occupation <u>you:</u> you have to: like sports and <u>prac-</u>practice: practice sports (eh) and: (eh) for: <u>this o-</u> (eh) choose (sp) this occupation you have (sp) it's interesting (eh) <u>th- you</u> (eh) <u>have</u> (sp) (eh) you have good alimentation (uhm) and: (sp) <u>adsvant-ads-</u>advantages <u>is you:</u> (sp) you don't earns very good and a psychologist <u>I: I'm s-</u> I am a suspect to: talk because I am but it's <u>a:</u> a: great

career and you have some ar- areas areas some place to work and: you: you work with people the human and make (eh) groups and: make (eh) (sp) some (eh) searches researches (sp) and: the disagree: the disag- sorry the disadvantages is (eh) you: have to study (sp) lot to be a: a good professional and have to: (sp) search (eh) pl-place (eh) change city: because this (eh) profession this occupation eh (sp)eh

SRU	SRP	MLR
44,6774	40,8064	4,4677

13 mrt Regina's post-test (2'48")

hi peoples I am a psychologist specialized in family issues and: today we are we will talk (uh) about (eh) families nuclear fam- small families nuclear families and: (eh) large families (eh) that some societ-soc-societies have these (eh) types of families (eh) changed the the si- family size (eh) the nuclear families is: (uh) when the family is composed abou- with father mother and children (eh) or only father and mother because it's (eh) also is: considered (eh) family but the people don't (eh) considerate (sp) (eh) and the large family's when have s-some people like (eh) father mother the *childrens* the grandparents (eh) cousins (eh) mother-in-law: father-in-law: and: (sp) (eh) (ah) doesn't (sp) doesn't (eh) have the (eh) (uh) (sp) the ideal family (sp) but (eh) (uh) in different soc-societies have (eh) different families my family is (eh) a large family and I like it and the advant- ad-advantages these small families is that you don't have so many parents familiars to talk to visit and in large families you can and my family is: like that we travel every: year to visit (eh) my grandma: my cousins and: it's very: cool very happy

SRU	SRP	MLR
61,4285	58,2142	6,6153

13 mhp Regina's pre-test (02'02")

I was in a restaurant with my boyfriend and: (eh) he: he told me some- some- something that I (sp) didn't like and: I think (eh) I talk an- (eh) (sp) and (ah) and: (sp) I contin- I continue my dinner (sp) and talk talk to him and drank (eh) and I'm ima- imagining (eh) I fight with him and: he: fight with me and: he: very: (sp) (eh) nervous (sp) and: I continue my dinner whe- while I talk about it (sp) my (eh) the food (sp) was very: good and the drink too we're- we: (sp) we were: (sp) drink wine (sp) and: in this date we: was comm- commemorate we: (sp) us date

SRU	SRP	MLR
47,2131	41,8032	5,0526

13mht Regina's post-test (02'40")

(eh) some some some day: (sp) a friend told me that: (eh) that his: she's boyf- (eh) his boyfriend (eh) (sp) and that som- some day they: they was (eh) have a problem (sp) (eh) and: she: h- they discuss and: she: broke with him (sp) with the: the relationship so: (eh) she said that (eh) stayed home and your boyfriend (eh) (sp) went (eh) (eh) a a ti- (eh) a time hour an hour in you- in your house to (eh) to: (sp) to give up (sp) no to: no

I'm sorry (sp) to: (sp) to leave your your things like a: a sweater a jacket a: a jeans in hour an hour two ho- each hour at two three four and: she: (sp) she di- she did (eh) (sp) do nothing and: he: (sp) he come back in other hour to leave other things (sp) so (eh) so: in: finally (sp) she: (sp) she saw she: she ask sorry (sp) and: they: (sp) they starts a relation again (sp) the: (sp) goodbye

SRU	SRP	MLR
52,125	42,375	5,5172

27 mrp Paula's pre-test (5'37")

so (uhm) goodnight people: I am a a psychologist (sp) and my specialization is in: career orientation (sp) today (ah) I wi ll talk about three about the different occupations (eh) (eh) if you have a doubt please ask me ok? (sp) so (eh) I will I'll speak about the occupation teacher (sp) if you: want to be a teacher you need to like to: to speak (sp) you need to like (uh) (uh) to speak with people you need to: to be very patient you need to: to be (uh) patient helpful you don't you don't you don't be a (ah) temperamental basically you (sp) you have to: (sp) you have to be: very patient special-specially if you want to work with child because child is (uh) sometimes is very scary (sp) the: the advantages of this: job (sp) this career (sp) is (uh) (uh) always be always information (sp) always (uh) s -stay with different people (sp) and the disadvantages is (eh) you need to: to: you need (sp) to (uh) (uh) very dif- very work to your house you need (uh) (sigh) ok and: (sp) if you want (sp) to be a doctor you need (sp) to be ver- you don't wan- you don't (sp) yo- (uhm) if you if you want to be a doctor it's necessary t-to be very: (sp) very: (uhm) courageous because (sp) you: you will see b- (eh)(sp) b-b-b-bloody (eh) if you need to be (throat)doctor (uhm) and the advantage (sp) of this job is the: the: the money (sp) if you: work if you work so good you will you will be rich in the future and disadvantages is the: the: (sp) a lot of b-bloody if you XXX and (sp) if you want to be an at- an athlete you: you need to be v-very health bec- health because this activity (sp) it's very interesting it's (uh) different activities because you see different (sp) different persons and the activities have different *musics* (sp) and: and: the first the the main advantage of this this career is the health is the this career (sp) it's: it's very healthy for you and disadvantage is the: is it- (sp) it's tired if if you if you (uhm) if you (uhm) run a lot for example you you will be very ti- very tired in the final of day for example (sp) finally I I'll speak about my career I 'm a psychologist I choose the career because I: I always like (sp) to understand the mind of the people (sp) I like the: (throat) (uh) I like I always like to understand why and what the people the people think about a job about a life about their family and (sp) specially I: I choose the career because I like I love to understand the mind of the people (sp) so I: I tell about my career if you have some doubts please ask me ok? (sp) thanks

SRU	SRP	MLR
76,2017	64,9851	7,3793

27 mrt Paula's post-test (03'45")

so I'm a I'm I'm a p- a psychologist specialized in: family issues and: I'm giving a lecture to a group of high-school students (sp) the issue is about family about (uh) family size sp so I: I will give ad-advantages and disadvantages that (eh) h- then t- (uh) (uh) hav-have when you when you have a big family for example (sp) if you have a big

family like parents sp children grandparents (eh) living in a same p- in a same house and: you: you live in a funny house because the there because every days (uh) will have *differents* issues for for talk for example you can talk with your grandmother about your about your child (sp) if you have (uh) if you had a grandfather you you: you you: you can talk to him about your your child (sp) about your job (eh) whatever if you have a s- if you have a small family probably you you sometimes you'll be: you'll be feeling alone because maybe (eh) because usually (eh) if you have s- just your husband or if you have just your father and your mother probably (eh) the couple (eh) go out to work and: and you s- you you'll be you will be alone at at home for example (sp) you you doesn't you don't have nobody for talk for for (uh) for (uh) talk about works or: or parties for examples (sp) and: in a: in a poor countries normally is usual (uh) the families the families the poor families h-have m-many child in the: more des-*desenvolved* more *desenvolved* countries the c- the most common is a: a small family because the: the life it's so expensive (sp) and and people make a plan about your family about the: the: the sons: and: so is (uh) (throat) (sp) (uh) probably if you if you get married (eh) if you get married late depends of the situation you will be a-another son for example for for *womans* (uh) for wo- for woman (uhm) have (ah) a: disadvantage that is the: (uh) the years so (eh) depends of *independs* of the kinds of the family are (uh) big or small and the family (uh) will need to be *unid* (sp) the: the people (uh) the people need to be patient with others (sp) and people need listen the ideas with others

SRU	SRP	MLR
94,4	76	9,8333

27mhp Paula's pre-test (04'32")

the: history: it's about a couple (sp) (eh) who (eh) who (sp) went to a restaurant (sp) and: she cook and: (sp) he cook (sp) (eh) a lot (sp) sh- (eh) the: the woman likes fish and the man likes barbecue and the man: invite the woman: to eat (eh) barbecue so the: the woman s- s- the woman was: very worried about (sp) the: the dinner because she hate fish (sp) and: th- the man worried about dinner because she: she: she's interesting (uhm) the man (sp) during during the dinner (sp) the: the woman (eh) think (eh) was think about the old boyfriend that (uh) the old boyfriend the: (sp) her old boyfriend loves (uh) fish but the new boyfriend hate: hate fish (sp) and when the: when the food comes (sp) the: the woman hate the food and the man loved (sp) the man was: worried (sp) and: in: (sp) to surprise the woman (sp) when (uh) when the: dinner it was happening the woman w- the woman (sp) s- thinking about what happened if: they: they (sp) if they put (uh) put in the head of man (sp) during the dinner (sp) the fish: (sp) the fish: that was in the: the man (uh) w- was (sp) was: (uh) moving (sp) and the man was eating (sp) a lot and the fish moving in the: in the glass of wine (sp) during (sp) the: the dinner (sp) they like finished (sp) and the: the man was: very: very scared because she: because he: doesn't see: the man: (sp) and she and he was worried if: if the: (throat) the food finish (sp) (eh) because the: the woman (sp) it- the woman was very: very happy with the food (sp) (uhm) finally the: the man (uh) thinking about what happened if he: (sp) if he: (sp) (uhm) if he: I don't know (sp) the nose of man I don't remember (sp) so finally the: the food finish: and the couple (sp) (eh) the couple w- was very: very happy with the dinner and with the date (sp) the: the: funny and (sp) special date

SRU	SRP	MLR
64,1911	52,2794	5,2909

27mht Paula's post-test (03'11")

so the history (sp) this story it's about a couple that finished that finished the relationship (sp) and: the: the couple divorced and the man (eh) tried to: (eh) (sp) tried to: (uh) (sp) and the man tried to: (sp) to ju- to (sp) just together with the woman so (eh) the man gives (eh) a: a ring for the woman (sp) but she: she hated the ring because she has a: she has the same ring (sp) so the: th- the man (eh) the man tried to: to to (sp) to do another another thing for: for: for to con- *conquistate* (meaning seduce) th-the woman (sp) so the man think that it was interesting to sing a song on the window (sp) of the house woman (meaning the woman's house) (sp) but the man doesn't doesn't do (ah) doesn't sing for the man (sp) so (eh) the man tried to give a gift a a big gift like a dress for example but the: the wo- the woman doesn't like the dress because the dress it was very: serious and: she likes (uh) she likes dress comfortable (sp) and: th- le- let's (sp) and after that the the man gives another gift for the woman h-he gifts a: a box of chocolates but the woman hated chocolates because (uh) sh- because if the woman ate chocolates he w- he will get some weight so he do- h- she hated chocolates (sp) so: the last: the last way to try to: to have the woman it was a: (sp) a expensive gift (sp) the man think that the that it would be interesting give for the woman a car: a car: a yellow car because the woman loves yellow (sp) so: the wo- the woman it was (uh) it was (uh) XXX the woman the woman like liked the car but the woman doesn't (sp) doesn't want (uh) come back to the man finally: the woman the man give another gift for the woman but she hated the gift and she: she she doesn't want come back to the man and the couple was (sp) and the couple divorced

SRU	SRP	MLR
100,4020	77,4874	10,0909

13 dp Regina's and Paula's pre-test 27 dp (Regina's speech time: 110") (Paula's speech time: 183")

R	hi (laugh)
P	hi hello how are you?
R	I'm fine I how long time (laugh)
P	yes sorry but I don't remember your name what's your name?
R	I'm Jess Smith (eh) and you? Sorry
P	I am Alex: do you remember of me?
R	no sorry (laugh) /oh no problem/ and: so: (eh) what are you doing?
P	I: I I XXX I'm working wh- f- (eh) environmental clauses: because I I love natural and animals and plants and you?
R	I'm a: concert pianist and: (eh) (sp) (eh) and: you: are married? Mar- you have married?
P	no I I don't get married but I I have I have a a daughter and my daughter it's a (sp) she plays violin (sp) and /what she plays?/ (eh)violin /violin/ and acous- acoustic guitar do you do play piano? /yes/ oh ok my daughter it's a very good mu-musician
R	I: I have a two: kids and my daughter (eh) sings and dance (eh) wh- (eh)while I

	play the piano
P	(uhm)<u>your</u> your kids (eh) likes (uhm) piano?
R	yes (laugh) but (uh) they <u>don't</u> (eh) (eh) don't (sp) <u>practise practice</u> XXX <u>practice</u> practice
P	<u>h-</u> how long do you play piano?
R	(uhm) twenty years (laugh) /XXX/ Oh twenty years/
P	what kind of music do you like play (sp) in piano? like classic? jazz? <u>or:</u> or rock?
R	I love classic music (laugh)
P	<u>specially:</u> do you like a special classic <u>sin- singer</u> singer? for example Mozart Beethoven?
R	yes yes (laugh) all the classic music
P	I don't like classic music <u>bec-</u> I prefer: popular music
R	that's good too and: (sp) you know Jules Gueller? <u>you:</u> /Jules Gueller?/ you remember:?/yes/
P	(uhm) Jules Gueller it's the father of my daughter / (uhm) (laugh)/do you remember in the graduation that we have <u>a</u> a date (sp) and this date was very: interesting /(laugh)/ because in this date (laugh) we concepted our daughter /your daughter/
R	<u>You:</u> Jules: is coming? (eh) <u>He's:</u> he's: here?
P	<u>I d-</u> I don't <u>s-saw:</u> I don't saw Jules but <u>I</u> I expected they comes to this party because <u>th- sh-</u> he studied <u>with</u> with us so (eh) so how this party is <u>a grad- is</u> a reunion party I expected to saw Jules
R	(ah) ok and Jules (eh) get married? Or have other kids:?
P	<u>I d-</u> I don't know Jules get married because <u>I</u> I don't speak with him <u>for a</u> for long time
R	I'm too <u>I:</u> <u>I</u> I would like to meet with him (sp) <u>tonight</u> XXX tonight
P	and (eh) <u>d-do you</u> can I invited you <u>for</u> for when <u>t-to</u> XXX to see a movie with me on: Sunday?
R	yes
P	ok /(laugh)/ what time?
R	(eh) eight o'clock
P	eight o'clock? ok
R	It's good? (sp) for you?
P	for me it's good

Regina's

SRU	SRP	MLR
67,0909	60	3,8437

Paula's

SRU	SRP	MLR
84,9180	75,7377	8,6333

13 dt Regina's and Paula's post-test 27 dt (Regina's speech time: 163") (Paula's speech time: 104")

P	hi: how are you:?
R	hi I'm fine and you?

P	I'm fine thank you (laugh)
R	(uhm) sorry I forget your name: what's your name?
P	my name's Jamie /Jamie? oh/yes
R	and: what's your: occupation? what are you doing?
P	(eh)I'm a tra- (ah) I'm a tra-travel agen- agent and you what's your occupation?/travel?/ travel agent /agent? oh I see oh/
R	(eh) my? my occupation?/yeah your occupation/ I'm a doctor /yeah?/ yes: and: (sp) so you like to (laugh) travel ?
P	yes /you travel a lot/
R	(eh) and you: saw Sam Garver (sp) tonight?
P	no I I I didn'- I didn't see Sam why do you f-find S-Sam?
R	(sp) what I: ? sorry? what I:?
P	sorry why do you looking for Sam?
R	(eh) Sam is a old friend and I: I would like to me-meet him (eh) (sp) I: you you said that you are travel: /agent/ agent I love (uh) travel I: I like to travel with my kids I have three kids
P	and: (uh) whi- which countries do you know?
R	(ah) I I I know: (laugh)(eh) I love to travel to Europe (ah) (eh) France my: my: ex h-husband (eh) w- is a French/ (uhm)/ now he's a he's a French teacher teacher /(uhm)/ but we: divorce /(uhm)?/
P	you are divorced?
R	yes we: we had a ugly divorce
P	(ah) and today you are interested in a- in a- in any- anyone in this party?
R	no in this party no but I I like to: know (eh) to met people and know: new (sp) people persons
P	ok if if: if happened if you m-me-meet a date from someone you it's ok for you?
R	yes, it's ok I like to: to go out with friends and: other persons maybe I can (eh) fall in love /oh/
P	It's it's important /(laugh) yes/ and make you feel (sp) good (laugh)
R	and you have (eh) kids?
P	I I I had just one one son (uh) his name is Antonio and I I never I never gotten married because I'm I'm just interested in traveling around the world /(uhm)/ so I I had one kid (uh) his name is Antonio and: today I'm I'm I I stopped my tr- my travels but (uh) l-last year I traveled during all the year so I'm I'm t- I was tired
R	and you: you travel with your: kids? (uh) w-with Antonio?
P	usually yes but sometimes I'm travel alone /(uhm)/
R	(eh) I have three kids like I tol-told you (eh) Ana (eh) twenty years (ah)and the twins Jeremy and John (eh) who are fifteen (sp) years
P	(sp) *eu não sei como é que se fala gêmeos* (eh) oh do you have twins?
R	yes I have (uhm) two boys (laugh)/oh/
P	is it difficult to: create t-twins?
R	yes is is it's very hard /very hard?/ yeah two two kids in the same moment two babies is very hard
P	s-specially boys because sometimes boys are are (uh) boring or not?
R	yes sometimes but I my: my daug-daughter Ana today have twenty years and she: helped me with (uh) him /(ah) ok: ok/
P	Bye bye
R	Bye bye

Regina's

SRU	SRP	MLR
68,8343	62,208	5,0540

Paula's

SRU	SRP	MLR
113,0769	95,7692	7,5384

Irene 31mrp (06'00")

goodnight people (sp) I am a psychologist specialized in career or-orientation (sp) t-tonight I'll give I'll I'll tal- I will speak to you (sp) about three different occupations (sp) and: (sp) like a teacher a doctor (sp) and: a police officer well: a teacher (sp) the advantages to be a teacher is that you can: (sp) (cough) you can you can l- (eh) you can teach (sp) students or child (eh)(uh) until a-adults I don't know and: (sp) you: you study t-to be a teacher you study very hard to g- to get to (sp) to get pass the all the XXX that you study four five six years at a university (sp) and: a teach- is to be a teacher (sp) you have to to have very very patient because sometimes (sp) sometimes you you have (uh) students not so good that don't like to: to study that (sp) that discipline and: but you it's your work and you have to: to convince that person that student that (uh) that your (sp) your discipline is not so so bad like their think and: that it's a disadvantage because I d- I think that's a disadvantage well you know (sp) and: but (sp) a doctor other occupation (sp) very different a-about a teacher you need to: to have a *vocação* I I don't know and: because you have to: to: (sp) you have to care about it- other people and (sp) make curatives I don't know: and: (sp) if you don't like to: to talk to people to ask (sp) about what they are feeling and to to to know what they have: and: (sp) and things like that (sp) you don't: you don't (sp) you can't be a doctor because (sp) a doctor have to be a person (sp) who (sp) talk to her (sp) their patient and: (sp) this an- in advantage in advantage about a doctor is (sp) that: (sp) it's a person (sp) who: are (sp) I don't know (sp) but the disadvantage is that works to much this is a: (sp) true and that's: that's it if you have a vocation to be a doctor you be a doctor and the same for a police officer another occupation (sp) to be a police officer you (sp) you have to(sp)to have (sp) (uhm) (sp) you have to: to think about the: (uhm) (sp) you have to think about (sp) the people of the so- (sp)(cough) *sociedade* and: an advantage of to be a police officer is: that (sp) you: (sp) you have some: (sp) you have some: (sp) (uh) (sp) I don't know (sp) I'm sorry: but (sp) I'm not in a good day (sp) and (sp) and I'll stop here

SRU	SRP	MLR
64,8333	55	6,8245

Irene 31mrt (04'05")

so: today we are talking about family size (sp) how nowadays the normal is the: it's a nuclear a small nuclear family (sp) like for example (sp) who here lives with just your father and your mother and your brother or sister if you have (sp) so: it's like this it's a small a small (sp) nuclear fam-family (sp) it's more common nowadays because of s- (eh) economic situation of the population and things like that and: (sp) in the past or when the p- when the: in th- in rural areas (sp) the most common is is a big nuclear families when you live with your father your mother (uh) a lot of brothers and sisters and: sometimes (sp) and sometimes with uncles and aunts and cousins maybe and: (sp)

and and in some families it's it was more common in the past but nowadays (sp) sometimes when you are married with someone and you don't have many (sp) s- much money (sp) to buy a house and: and construct your house or buy an apartment (sp) to live in s- (eh) sometimes you: you just (sp) go live in: your mother-in-law (sp) house with your father-in-law and your (sp) your sister and brother-in-law and c- and so on (sp) and I feel in my opinion this kind of families huge nuclear family it's it has so many disadvantages m-much more than advantages because (sp) in huge families when you when you live with many: many many persons in a place in a house you have many (uh) many fights because of small things (sp) the most of the fight it's because of the small things and: like food and and the way (eh) where the things are (sp) the objects why it's here and not there and (sp) things like that (sp) and: (sp) I don't see many s- advantages in this (sp) just if the family are are have harmony and (sp) you are: (sp) and this is good because of you can: (sp) you can receive so many advices of your family a-and I think just this (sp) and: the: disadvantages in in live in a small nuclear family (sp) is: is because you don't have many contact with the rest the the other part of your family your uncles your aunts (sp) and that's the: the situation the most of the situations nowadays (sp) and you live (sp) isolated (sp) some kinds of situation about your family (sp) but this is it's simple to you just travel and see your: your: mother-in-law and let them in your house and you live in yours and no problems

SRU	SRP	MLR
98,6938	91,102	9,8292

31 dp Irene's pre-test with Elisa 03 dp (Irene's speech time: 90")
(Elisa's speech time: 73")

IR	hi how are you?
E	hi: I'm fine and you?
IR	oh me too hey what's your name? I didn't remember
E	my name is Chris Patton
IR	oh yeah you st-studied to me at high school yeah?
E	yes and you?
IR	I'm Jamie O' Connor /oh/ do you remember me?
E	so so
IR	and so: what are you doing: now? /how?/ what are you doing? what are you doing? are you working with: what? [Elisa was trying to read the rolecard, but Irene was in a hurry]
E	I'm: (sp) I'm: (uhm) my c- (sp) and you? (laugh)
IR	I'm a travel agent now I travel around the world and: because of this I didn't have (uh) I don't have I never gotten married because of this but I have many relationships
E	oh ok I'm a doctor (laugh) and: (uh) do you: remember Sam Garver?
IR	Yes I remember he was my old friend I was I didn't know nothing about her today but I am looking for her do you know about anything?
E	no I don't know (sp) too: I: (sp) I look for him too /oh so/
IR	but: whatever (sp) did you h- do you have any child?
E	yes I have three kids Ana who is: twenty and (uh) twins Jeremy and John and you?
IR	I am I just have one son Antonio (sp) he has he is (uh) (uh) sixteen years old

	now/(uhm)/
E	and: (sp) <u>do:</u> and: /interrupted/
IR	what <u>your</u> (eh) what your <u>s-</u> your <u>s-</u> your daughter do?
E	<u>he</u> she studies history and: at UCLA
IR	yes so:
E	and: and: (uhm) /interrupted/
IR	Well <u>c-</u> /interrupted/
E	I'm looking for a new love/ oh yes me too/ (laugh) someone like you: beautiful and: (interrupted)
IR	(uhm) (laugh) / (laugh)/ thanks so let's take a drink and talk more
E	Oh let's go

Irene's

SRU	SRP	MLR
104	94	5,7777

Elisa's

SRU	SRP	MLR
70,6849	66,5753	3,9090

31dt Irene's post-test with Elisa 03dt (Irene's speech time: 112") (Elisa's speech time: 73")

E	hi
IR	hi
E	how are you?
IR	fine and you?
E	I'm fine too and: (uh) (eh) who <u>you are</u>?/oh/ are you?
IR	I'm Alex Benjamin don't you remember me?
E	no: Benjamin: ah I think
IR	possibly from high school what's your name?
E	my name is Jess Smith
IR	Jess Smith oh hi yes: we were friends don't you remember me? /ok (laugh)/ so <u>what ar-</u> what ar- eh what you what are you doing today? you are working with what?
E	I am a concert pianist and (sp) I married (eh) with Ariel Brown and you?
IR	s- really? you mar- you married with <u>Ar- Ariel</u> Ariel?/yes/oh I I'm looking for her so (sp) you are a musician so?
E	yes /interrupted/
IR	<u>I have a</u> I have a daughter who studies music he play yes she plays very well acoustic guitar and the bass guitar
E	<u>My</u> my daughter Lola (eh) too <u>he's is he he</u> she plays piano and she loves piano
IR	yeah we have <u>some- some-</u> something in common with <u>h-</u> our daughters and <u>m- m-</u> my daughter I'm I'm very proud of her she has only fourteen she has (uh) Down Syndrome and: she was really good at music /oh/
E	and: (eh) you (eh) do you have (eh) <u>others:</u> other other kids?
IR	no <u>just</u> just (eh) Daphne my daughter and: but: I never got married <u>h- he was she's a</u> (sp) <u>she is a</u> she's my daughter <u>with</u> a with Jules Gueller from high school do you remember her?

E	(uhm) so so
IR	so and (uh) how about Ariel?
E	she is dead
IR	she's dead really? when happened this?
E	four years ago
IR	oh I'm so sorry and how this happen?
E	(eh) she: (sp) stay very sick and she haves a: cancer and: (sp) <u>she don't</u> she doesn't *so-breviveu* (laugh)
IR	oh I'm so sorry (sp) so but today <u>is:</u> it's a party: and you have to to stay <u>happy:</u>
E	I I look for Jules
IR	yeah Jules <u>was</u> is <u>the the</u> the mother of my daughter /oh: yes (laugh)/ but we today we are just friends and I don't know <u>what: where</u> what happened with her I just (eh) lost <u>the the</u> contact
E	(uhm)ok
IR	so ok (sp)see you later (laugh)
E	bye

Irene's

SRU	SRP	MLR
126,4285	115,7142	8,7407

Elisa's

SRU	SRP	MLR
75,6164	70,6849	3,68

31mhp Irene's pre-test (4'36")

so (sp) there is a couple on a: restaurant (sp) they are: having a dinner and: (sp) everything was: looking: (sp) (uh) normal <u>and:</u> (sp) and the man: (sp) have a idea (sp) <u>he:</u> (sp) he was so: envy because of her: job <u>he was</u> (sp)(cough) (sp) (laugh) he was having <u>a:</u> some (sp) strange ideas (sp) <u>she went to:</u> <u>she think</u> (sp) <u>she thought to:</u> (sp) she looked up at his wife a<u>nd:</u> and wanted to *murd* I don't know your nose (sp) then: <u>he w- he:</u> he start to think oh my god <u>why I can do this</u> why I can't (sp) do this with her and he don't know why but <u>he</u> he start to think <u>to do ano-</u> other things with her like (eh) (sp) <u>to</u> to get <u>the:</u> the lamp: I don't know how to say this word (sp) <u>the object that</u> (sp) I don't know (sp) the lamp <u>and: and:</u> (sp) (ah) (sp) and get <u>at the h-</u> in her head and everything was fine to her because <u>she was</u> (sp) she was <u>eat-</u> eating her dinner and: <u>doesn-</u> doesn't know what <u>they are he wa-</u> he was thinking (sp) she just start <u>to: to:</u> to see that he was having a problem <u>when</u> (sp) <u>when one thing when he</u> (sp) <u>ah my god</u> when he: *jogou* I don't know a piece <u>of</u> of his food in <u>his nose</u> her nose (sp) <u>and then:</u> (sp) and then she said <u>to: to h-</u> to him stay calm because (sp) everything was fine (sp) <u>and he:</u> and she convinced him that: (sp) that ideas was totally (sp) awful and: doesn't have any sense (sp) and that: (sp) he doesn't have <u>to:</u> to worry because this is normal and: when you just (uhm) (sp) get out of your job <u>and: star- and: on th-</u> that day you have some problems with your: (sp) friends <u>and:</u> (sp) and that's normal and: he just stay calm (sp) and finished to: have <u>h-</u> the dinner (sp) normally (sp) I think

SRU	SRP	MLR
62,8260	54,5652	7,4102

31mht Irene's post-test (3'15")

(uh) a guy called John fell in love with his neighbor (sp) Mar- Mary (sp) and: he was (sp) totally in love with her and she: didn't: she: sh- and she no she wasn't (sp) so: (sp) he always (eh) bought (eh) gifts to her(sp) som- (ah) one day she he: he buy a ring to her (sp) and he went to her house to g- to give her this ring and she: (sp) she: won't she won't like this th- the gift and reject (sp) XXX the ring so: another day he buy another gift a this w- this this time it was a: a neck (sp) a neckla- *neckland* (sp) and: (sp) she she doesn't like it too (sp) she ignored h-h-him and so: John get (eh) got so: frustrated and: wh- he: he: stay on the floor and with her with his knees on the floor (sp) to (uhm) to ask her in marriage because he: (sp) he love he was in love fo- for her and (sp) he was really (sp) really in love and asked her and and she: always indif- indifferent with him so one day he (sp) (eh) after (uh) so many gifts and so many (eh) opportunities that he gave to her he decided to buy a car and: (sp) and s- and then the he: (sp) he: found a girlfriend a beauty woman and then he: he: he was he was he was he went to her house besid- (eh) and: and make some noise with the car and to: to show her her girlfriend her new his new girlfriend and this time she she stayed really *borried* and (sp) and stayed alone at home while he was with a girlfriend and so happy

SRU	SRP	MLR
78,7692	67,3846	8,862

03mrp Elisa's pre-test (06'13")

well (sp) hi guys: I am a pf- psychologist and I will talk about family and the : (sp) advantages and disadvantages about (uh) types of family (eh) would you like: know about family? oh (sp) nuclear family? ok I will talk about nuclear families (sp) nuclear families are compost (eh) with parent and children (eh) this this this is families (eh) have a (sp) nice (sp) (uh) how can I say oh my god (uhm) (eh) points in the: your children and have you: (uhm) (sp) oh my (sp) she: (sp) they: (sp) they can: (sp) oh I will talk about: extended family (sp) extended family (sp) are very talkative and: (sp) in the: (sp) the: meet: with family (sp) they: speak out (uh) and: (sp) they (sp) love about: other people: and: (sp) and the: (sp) every families know about: ever- (sp) all happened with other people: in the family (sp) in this group (sp) a a the advantages is the: (sp) is (sp) is that (sp) this people: (sp) are very happy and: (sp) she (sp) the grandmother and the grandfather love (uhm) your (sp) son and your and th- the- their son and their (sp) daughter (uhm) oh my god (laugh) she is very difficult (uhm) (sp) then guys (sp) what you: (sp) what do you like know: about this? (sp) ok I will speak more about this (uhm) how can I say? (sp) well (sp) good (sp) I: don't like (sp) extended family because (uh) every (sp) cousins (eh) *primos* how can I say (uh) every people love the: (sp) (uhm) say you: what you: have to (sp) do and I don't like this I prefer my (sp) my family: with: mother father and my brother people: (sp) people that I will (sp) I I can (sp) confident (sp) thank you

SRU	SRP	MLR
38,1233	35,5495	3,8852

03mrt Elisa's post-test (03'23")

hi guys (sp) I am Elisa* and I will talk a little bit about differ- different occupations ok (eh) first I will talk about doctor the doctors are very (sp) *occupated* because (sp) they: don't have much time and: they study everyday and: (sp) she: (sp) don't have (sp) (eh) much time for talking: other people but: the: this occupation is very: excellent because the: (sp) the doctors (sp) (eh) like talking and help (sp) other people about: (sp) them problems and: other occupation is engineer the engineers are: (sp) are people the people are very intelligent and: they like numbers and: math and: (sp) this occupation is (sp) very: (sp) importan- imp- important important (eh) because (sp) have many *differents* engineers (sp) and the: the other (sp) occupation is athlete the athletes is (sp) very: health because the exercise (sp) as (sp) the life (sp) then (sp) and the: (sp) ok (sp) I finish

SRU	SRP	MLR
35,7746	34,0845	4,7037

03mhp Elisa's pre-test (3'55")

a boy- a: a boyfriend (eh) brought a ring (eh) her: girlfriend (sp) and: she (sp) don't: like this (sp) then (sp) Johnny boyfriend (eh) arrived: with him his car in the window Jane (sp) (eh) the boyfriend: brought (eh) (uhm) how can I say? (eh) quic- quickly no: he bought another gift (eh) in this time (uh) (uhm) how can I say this? I think with: XXX used in the winter (uhm) (uhm) his girlfriend don't like (sp) in: i- in and this: happened in another day and she don't like didn't like (eh) Carlos bought: a: (sp) one: (sp) oh my (sp) I (sp) how can I say? (sp) (uhm) (sp) Jane: don't like this: (sp) again no again (laugh) and: Carlos (sp) (eh) make (sp) make his: girlfriend in: (sp) she's love her but: but sh- but: he don't like Carlos (sp) and the one day Carlos (sp) arrived with a car (sp) (eh) in (sp) Carlos (sp) brought: her mother in the car (sp) he: bought: (sp) each time (sp) gifts wit- for her (sp) but she don't like anything anything (sp) ok

SRU	SRP	MLR
36	33,1914	4,1470

03 mht Elisa's post-test (02'39")

(eh) Mr. Any and Mrs. Any (eh) are (sp) are eating and: Mr. Any think about: put the bottle (eh) above (uh) in Mr. Any: but: Mr. Any (sp) eats: more (sp) quickly and: drink the: wine but Mr. Any (sp) again kick (sp) the *foots* on her Mrs. Any and: (sp) Mrs. Any (eh) fight with him and Mr. Any put the XXX her above Mr. Any and (sp) Mr. Any only think in (sp) he don't like Mr. Any because Mr. Any (eh) don't like him and: she is very angry with him and: the nose her (sp)grow more (sp) and: then he (sp) ok

SRU	SRP	MLR
33,9622	33,5849	5,2941

19 dp Sayonara's pre-test with Deise 17 dp (Sayonara's speech time: 105") (Deise's speech time:103")

D	hi: (eh) what's your name?
S	my name's Jamie O'Connor /oh/ did you remember me?
D	yes yes we studied together at: high school
S	yes I'm looking: for you: I I think that I remember but I didn't remember your name
D	my name is: Chris: Patton
S	oh: yes: Chris how are you:?
D	I'm so fine and you (laugh)?
S	fine too: what are you doing:? I didn't: saw you in all the (uhm) next (eh) years.
D	I: I I'm a doctor /oh/ and I: I've been married for (sp) (eh)ten years
S	ten years? /yes/ oh
D	and my husband (eh) (sp) leave me for another woman and we: fight a lot: and: I hate it I hate him
S	oh: I'm so: sorry
D	and you? what have you been doing?
S	oh I'm a: travel agent /(uhm)/ and I never got married but I traveled around the world /(uhm) that's interesting/ it's very: good /uhu/
D	so (eh) have you have you ever seen Sam Garver?
S	oh no
D	he studied with us: and I need to find him
S	oh I remember but I didn't saw him and: about Sydney Frances did you see him did you saw him?
D	no: /no:?/ no: no: I don't know: (laugh) who is this man
S	no?
D	I have no idea (laugh)
S	no: rea:lly?
D	no (laugh) really /oh/ he's dead /strange/uhu he's dead I read that at a: newspaper (sp) uhu he's dead.
S	yes?
D	why you want to: to find him?
S	oh because we are: (eh) friends we: talk a lot and I I would like to: to saw him
D	but I don't know /no? (uhm)/
S	and: (laugh) and about *childrens*? d-do you have *childrens*?
D	I have three /three?/ uhu /oh/ I have the twins (eh) Jeremy and John who are fifteen years old and Anna who is twenty (sp) Anna: 's studying History at UCLA
S	oh that's good
D	and you have children?
S	yes, I have a: a: one boy Antonio he's (uh)sixteen years old (sp) today he's sick but I I would like to come here I need: to come here to see my old friends
D	ok
S	and (eh) how (eh) d- (uh) are you doctor?
D	yes I'm doctor

S	and (uh) where where did you work? what kind of doctors are you?
D	I am: nutritionist.
S	oh:
D	(whispering) nutritionists are doctor? I don't know
S	yes you can be: doctor you can do the: *doutorado* (laugh) yes?
D	(laugh) do you want to left some weight? (sp) <u>Do you want to left</u> <u>left no:</u> (sp) / no:/ loose some weight. /me?/ do you want to loose some weight?
S	No I'm ok I'm ok
D	you can come to my: / interrupted/
S	I take care of <u>my:</u> my food and I walk everyday: me and <u>my</u> (laugh) my son
D	ok (sp) so good to see you
S	XXX

Sayonara's

SRU	SRP	MLR
118,8571	112	5,7777

Deise's

SRU	SRP	MLR
116,5048	103,6893	5,7142

17 dt Deise's post-test with Sayonara 19 dt (Sayonara's speech time:126") (Deise's speech time:124")

D	hi
S	hello: (sp) how are you:?
D	I'm fine and you:?
S	fine too: I don't remember your name but (sp) what's your name?
D	my name is Alex Benjamin (sp) and your name what is it 'cause I /interrupted/
S	Jess Smith did you remember?
D	ah so so/yes/
S	and what are you doing?
D	ah now <u>I:</u> I'm a park ranger and: I was married <u>bu-</u> but today I'm not/oh/yes and you? what <u>yo-</u> have you doing?
S	oh <u>I'm a:</u> (sp) <u>I'm I'm I'm</u> I'm a concert (sp) pianist and I: get married (uh) (uh) with Ariel Brown did you remember? /yes I remember yes/ but unfortunately he died (uh) four years ago (sp) and I am trying <u>to:</u> to begin
D	oh ok what happened with her?
S	oh he's have <u>a: a: a problem</u> a: *sout* problem (ah) in <u>he-her hu-</u>heart
D	oh ok <u>I</u> I was looking for: Ariel Brown <u>I:</u> I'm trying to talk with him because I lost contact with him so I want to talk but <u>s-</u> it's (uh) very sad that <u>he</u> he dead
S	me too
D	I have a daughter <u>his nam-</u> her name's Daphne she loves music she plays: violin: acoustic guitar and bass guitar
S	oh /yes/ that's great
D	oh yes <u>you</u> you work with music?
S	yes: <u>I</u> I'm a concert pianist (sp) for a long time I love music (sp) <u>an-</u> and do

	you have *childrens*?	
D	just Daphne (eh) she has (uh) Dawn Syndrome but it's not a issue <u>for</u> for us <u>he:</u> she: frequently: normal school she is very smart and loves music (sp) do you have children too?	
S	yes: I have I have (eh) two: kids I have Todd twenty-three years old it's a personal trainer and Lola Lola it's (uh) (uh) ten he's <u>a:</u> a lovely girl he like to dance it (uh) <u>we:</u> we dance together he's a very: (uh) happy (uh)	
D	and: <u>your:</u> your: son <u>can:</u> can we: change the contacts? because I want a personal trainer to train me on the weekend	
S	oh of course I'll give (uh) the number phone that you contact with him oh it's very good and: (uh) did you see Jules Gueller? / Jules Gueller? /I lost contact <u>with</u> with him/with her/ him?/ XXX	
D	I was married with her you know/oh/yes	
S	and: <u>when you f-</u> (uh) when you finish your married?	
D	four years ago <u>s-</u> she: came out <u>f-</u> of our home (sp) <u>she:</u> she: go away (sp) I don't know I don't know where is she now we are good friends but I don't know <u>whe-</u> where she lives she's always traveling around the world	
S	(uhm) ok oh <u>I I</u> I'm sorry but <u>I was</u> (uh) we are friends when I'm <u>the:</u> the school and I would like to talk with him	
D	yes but I think you I can: talk to her <u>when her</u> when she calls to Daphne that you are: looking for her	
S	that's great oh it's very good (sp) and: are you working?	
D	yes I'm a park ranger /oh /you know (laugh)/	
S	ok you said it to me I forget it	
D	so: nice to see you	
S	oh me too you are very beautiful	
D	thank you (laugh)	

Sayonara's

SRU	SRP	MLR
113,3333	103,3333	6,4324

Deise's

SRU	SRP	MLR
121,9354	116,1290	9,3333

17mhp Deise's pre-test (1'39")

(uhm) there is a guy who wants (uh) date some girl then the guy offer gifts to this girl and this girl: don't want (uh) date with him so he: (sp) offer <u>bigger</u> bigger presents to her and then: she: (eh) continues don't want (eh) getting out with him then: <u>he:</u> (sp) <u>she bought</u> (sp) no he bought a ring: he bought: (uhm) clothes: he bought to her (uhm) something that you use <u>in your</u> (sp) in your body (uh) and he bought a car and: when he bought a car (sp) even then <u>she</u> (sp) she doesn't want to get out with him so: <u>he:</u> (sp) he met another girl and: he show to that girl (sp) him: new girlfriend so when: the old girl saw the new girl he want the guy but the guy: now has another girlfriend

SRU	SRP	MLR
75,7575	72,7272	7,8125

17mht Deise's post-test (2'13")

so: (sp) a couple are having: (sp) dinner in a restaurant then (uh) the: the man: was was having lunch with a: his: wife (sp) so the wife: (sp) says something that the man doesn't like (sp) but the man (eh) give her a smile because he don- (uhm) doesn't want to to have to fight with the woman (sp) s-so: but he's thinking about it then the the man is thinking in: fight with the woman (sp) first of all he think in: (sp) in: (sp) in kick her: kick her: (sp) head the: then he thinks in: in throw a: wine: (sp) wine cup in h- in her head then: he: he was having dinner again and he: he: (sp) he does something that she doesn't like so she again: (sp) give him a: a XXX he: she fight with him says that him are stupid and: she doesn't like it so again he think in: fight: with her: in her head: then he think in: (sp) in: (sp) pick her nose and: (sp) and do things worst with her because t-h-he doesn't like her but he don't (sp) he doesn't say it with her she thinks he like her but he doesn't like her

SRU	SRP	MLR
83,9097	75,3383	8,8571

17mrp Deise's pre-test (04'03")

ok my name's Deise* I am a (sp) psychologist and I w- I'm graduated at UFSC so: I will talk about families (sp) in: some countries some countries (uh) we have (sp) small families and some c- some countries (eh) larger families larger families are found in (uh) in (sp) generally in poor countries because (sp) poor people don't have s-so much information about (sp) life and: (sp) they think that ha-have (sp) so much children can help in house: or can help in life (sp) small: families are more common in: rich countries because (eh) these people think in: (sp) quality of life and so: we are: (sp) worried about education about health (sp) not about: (eh) human job or camp: in a landscaper: (sp) things like these (sp) the advantages to live in a small family is that you have more (sp) opportunities to: learn: and to have a better health and the disadvantages are that you (sp) live more alone so you'll hav- you will be a more introspective person (sp) when you live in a large family you can have more contact with another people and you can: (sp) know more people and: (sp) (uh) live with more people and learn: with the: (sp) the life (uh) about the old people (sp) and disadvantage is to to have a large family is that (uh) the parents have to (sp) the parents have to pay more school so: so (eh) they can't (sp) not have conditions to: (sp) to give a better life to his children so this people can: (sp) don't have a good education a good health and have to work in the house to help your parents help your grandpas (sp) that's a disadvantage to live in a large family (sp) in a: small family is more common (sp) I think in Europe (sp) because there the people are (uhm) the people are (sp) doing: less children and (uh) think more in the future (sp) in the: South America I think we have (sp) more larger family because of the education (sp) and: it's a more: poor people (sp) so that's what I think I think that have small family is better because we have to: (sp) to: to have less people in the world because we have the environmental (sp) questions and it's better have (sp) less children

SRU	SRP	MLR
85,6790	79,5061	7,2291

17mrt Deise's post-test (04'13")

so everyone I am a psychol- (sp) psychologist and my name is Deise* (sp) so I will talk: (sp) to you about careers (sp) then: I: was: thinking before (sp) to start to talk and I think (sp) my: my biggest dream was to be a: an engineer (sp) because being an engineer is very challenging: is very: (sp) is very challenging you can solve problems you can work with people: (sp) you can work with number: but the life (sp) the life makes me a psyc- psyc-psychologist (sp) so I was thinking and I I want to talk to you (sp) when you want to to be something you have (sp) to be something you must have to be something (sp) you have to: (sp) to: (sp) study for your objective this is the (sp) the basically meaning of our: (sp) our meeting I want to talk to you (sp) but you you have to think about your profession and do things that you like it (sp) for example being: an artist (sp) could be very very challenging too (sp) but can be boring because you have to do the same thing: and you have to be creative: and some days you don't have the inspiration: and the inspiration haves to come but for example if you have a: (sp) a: place to: to put your: your things you can be: recog-(eh) recognized the people can: like you and like your job (sp) so everything have both sides the good side and the: the (sp) bad side (sp) for example to be a: an engineer coming back in this example you have to work with numbers every day you will have s-so much (sp) problems to solve it's very very chall- (eh) challenging but is very: (sp) is very: (sp) its very good when you can solve the problem and everyone will: (sp) like you and everyone will like the thing you were to do (sp) and it will be very very good for you when you will (eh) for example if you want to be a doctor (sp) you have bad hours for work you maybe you will work at night and: (uh) sometime you can: can be sleeping and someone calls you have to go (sp) but think in: when you solve some lives (uh) you will: you will feel very very important person for someone (sp) and it can be very challenging for you and for your family (sp) you know (sp) being a doctor it's very very important (eh) career if you want to be a doctor you have to study a lot you know that (sp) but in the end you will have a very important person (sp) you know (sp) and: (sp) yeah I: I choose to be a psychologist (sp) because when I I'm trying the: (sp) to be a major course I just pass to be a (sp) psychologist but today I like my profession but I am also stu-studying to be an engineer so: that's it

SRU	SRP	MLR
109,0909	99,3675	9,3877

19 mhp Sayonara's pre-test (05'04")

Mary and Bob was married since (uhm) thirty (sp) thirty (uh) years old and then he's: (sp) today is the day with the birthday of his (uh) of the date that he: married (uh) many years ago then: he'll try to: to go to the restaurant because he's (ah) they are (sp) very happy with the date (sp) then he's: he's go he's sit and then he's (uh) he's he's drinking: wine: and: eating (uh) marvelous (uh) food and then: unfortunately: (uh) they were talking about her (sp) life the old days of their live but unfortunately too they are talking about (uh) the: wrong things in their lifes (sp) they remembered the: (sp) the day (uh) when (uh) the man (uh) drunk every much and then he was: (uhm) he was nervous he became nervous (sp) and then (uh) (uh) the: the: the man (sp) the: man (uh) (uh) when his: wife talk about her life he would like to: (sp) to: (sp) (uh) to broke the: (sp) the

bottle of wine in her head: <u>he would like</u> thinking of course (sp) he would like to put her foot in her hand: he would like <u>to:</u> (sp) <u>to:</u> to take the lamp and (eh) put in her hand too: and then I think (uh) he was (uh) very nervous but the: wife no the wife is very happy: eat (sp) very much and <u>eat her her her</u> (uh) drink her wine and eat and laugh laugh laugh about (uh) <u>the life</u> the common life (sp) and talk about <u>her:</u> her: *childrens* (sp) <u>when</u> (sp) <u>when they</u> (sp) (uh) when <u>they:</u> (sp) <u>go to the:</u> they went to the beach when: they go <u>to the:</u> (sp) to the: many restaurants <u>and the</u> (sp) and she: talk that she was: very happy and <u>he th- he th-</u> he thought that they were very happy for a long time (sp) but the man (uh) is very sad (sp) <u>is very:</u> (sp) and: <u>they don't</u> they didn't agree (eh) with her (sp) they: didn't like the food they didn't like the restaurant they didn't like <u>the:</u> all the things that she's talk because she's talk very very much (sp) he's only talk he don't (eh) stop and then: (uh) she: (sp) was thought that in all <u>the:</u> her life (uh) she was talking very much (sp) and: then: she becames nervous (sp) <u>she wouldn't</u> she wouldn't like <u>to:</u> to go away (sp) to go away to the restaurant (sp) and go home (sp) but: <u>she:</u> she is very very happy (sp) <u>she didn't</u> (uh) she didn't (uh) look at <u>the:</u> (sp) her husband and don't (uh) saw what <u>is:</u> is right XXX

SRU	SRP	MLR
74,6052	66,9078	5,8153

19 mht Sayonara's post-test (03'13")

Alex (uh) he have a meeting with Gloria (sp) he's loved her very much he's (uh) want to marry it with her (sp) but <u>he d-</u> he doesn't love (sp) him (sp) <u>he: bring</u> he bought a ring to her (sp) and offer it to her but (sp) <u>he:</u> he didn't (sp) like to see the ring (sp) then: he go out to the home and: bought a beautiful car (sp) and looking for her window and <u>h-</u> then: he bought <u>a:</u> a beautiful (uh) <u>vis-</u> vision (uh) shirt but <u>he n-</u> he doesn't look <u>the:</u> the shirt and then (sp) he bought *anythings* (uh) to her he was (uh) trying <u>to:</u> to convince her to marry it with him he: loved her very much <u>he's</u> he talk with her but (sp) he didn't (uh) saw it (sp) it's impossible (sp) <u>he bring a neck</u> he bought a neck yeah (sp) <u>in the:</u> no he didn't it's impossible because he did something bad something wrong (uh) <u>with:</u> with her in <u>the:</u> the past time (sp) <u>he:</u> he was (uh) drinking very much and: he was (uh) meeting with <u>a:</u> a blond girl and then (uh) <u>he- her his friend</u> her friend Julia (eh) <u>t-</u> told Gloria <u>that</u> (uh) what's happened with her (uh) husband and the blond girl (sp) and: Gloria hated him <u>it's imposs-</u> she was anxious nervous depressed (uhm) she didn't (sp) dream for a long times <u>few</u> (uh) <u>many weeks</u> few weeks ago <u>she didn't</u> (sp) she's very nervous (sp) but (uh) then: its impossible (sp) I think that is: important he:'d like to: (sp) the other people

SRU	SRP	MLR
70,8808	66,2176	5,8461

19 mrp Sayonara's pre-test (04'51")

hi students (uh) my name is Sayonara* I'm a <u>p- fio-</u> psychologist and (uh) I study (uh) four years in the: University of (uh) Universidade Federal de Santa Catarina (sp) I did the: <u>specialij-</u> specialization about (uhm) (sp) professions (sp) and <u>h- h-</u> what you'd like to do in your life because you are very younger you are (uh) in a high school and sometimes you don't know what really do in future what really you'd like to do in

future (sp) then I'm here (eh) to help you (sp) a little help think (uh) and I will (uh) talk about three (uh) professions (sp) first I'd like to: to talk about psychologist it's my (uh) profession it's a (sp) wonderful (uh) profession and I: I I like very much to: (sp) to do it (sp) then is a: profession the pio- ps- psychologist (sp) is the (uh) (uh) is the profession who can work in many: many places you can work in a: (uh) with (uh)(uh) people one people in a session or you can work in a group you can work (uh) in colleges with students (uh) you can work with old people (sp) that you know that this: old people is: (sp) is many old peoples in: in (sp) a (uh) population is growing up (uh) today (sp) then (eh) you can help people (sp) but I think that disadvantages are the: the psychology is is (uhm) (uh) (uh) about the: the money (sp) you don't (uh) give a lot of money with like XXX it (uh) it depends of course the: the: (sp) where you'll work the: (sp) the second profession I think that the: (sp) teacher (sp) because (uh) it's marvelous to teach (uh) someone to teach people to teach (uh) children (uh) with the: the children you will (uh) all the days (uh) will (uh) will (uh) talk with (uh) (uh) learning writing studying very much (sp) it's very interesting (sp) and (sp) about the: the nurse (sp) the nurse: then is a: (sp) marvelous profession too because you take care of people (uh) you: you can work at a hospital at a: public XXX with teaching at the: (uh) universities and is marvelous because day after day (sp) we: we take care of the people and (uh) learn with the people (sp) every day (sp) it's (sp) I think is a: beautiful (uh) profession (sp) and I think (uh) day after day there is more: (uh) is more people know about this profession (sp) I: I I hope that you choose the: best profession and the right profession (sp) this this is very important (sp) to do what you really like

SRU	SRP	MLR
75,4639	69,6907	5,0833

19 mrt Sayonara's post-test (04'15")

hi girls and boy students (sp) I am a f- a psychologist I'm *especializated* in families issues and I would like (uh) with him about family size (ah) what's the the advantages and the disadvantages about (uh) small society small or or big families and nuclear families (sp) I think that (uh) now (sp) in *Brasil* we have to: to think about this because is very important (uh) extended large families is: is good (sp) is good because we: we: we talk a lot (eh) when you need something you can (uh) people could (uh) help you if you are sick you have problems but (uh) I think in this moment you can't (uh) it's: difficult to have a a large family because we are small houses (uh) because we have a economy's problems *né* without money is the reality (uhm) the: the daug- the: the: the *childrens* the kids (uh) is staying is staying in staying at home (uh) for more time till many years ago because is only finish the courses and (uh) it's more difficult to find a work (sp) then I think you have: to think about it the reality is different but I'm very *preoccupate* about the nuclear family we (uh) unfortunately (uh) we saw many families with one one children (sp) is very difficult (sp) is very dangerous because (uh) something wrong can be (uh) happen with this children and what c- what is the: (uh) what's the: wrong situation with this this mother and father and then we are: living more and more (uh) we have (uh) more (uh) elderly people in the world and then if we lived in eighteen or nineteen years wh- only *childrens* will (uh) could: take care of (uh) these (uh) parents? oh I think you have to: to think about it its very important it's very dangerous I think it's (uh) two children is the: (sp) ideally ideal number two or three depends of course the: the many things and I know that the: the choose (uh) people choose (uh) what is better for for them the family the money the house or or many

situations or if <u>the:</u> the couple (uh) is ok is <u>the:</u> the situation *né* (uh) but I think is very important to think no <u>ext-</u> large families with (sp) ten children but nuclear families (uh) in my opinion is very dangerous (sp) thank you very much

SRU	SRP	MLR
84	77,6470	8,1136

21 mhp Morgana's pre-test (01'39")

Ana and John (uh) are at dinner (sp) <u>and:</u> (sp) and dinner (uh) are (sp) terrible and John (uh) (sp) take: (sp) *ai* and John would like to (sp) pick up the food (sp) in the face of Ana (sp) <u>and</u> and so Ana (uh) to be very nervous: (sp) and: stopped <u>to:</u> to dinner (sp) after (uh) <u>they</u> (sp) <u>the</u> after the dinner (sp) they (sp) take the (sp) pieces (sp) and (sp) (uh) <u>together</u> (sp) eat the dinner (uh) together (sp) (uh) before: john (sp) (uh) break <u>the:</u> the bottle in head of Ana (sp) and the dinner (sp) is over

SRU	SRP	MLR
42,4242	40	2,5925

21 mht Morgana's post-test (02'34")

John tried to give a present <u>f-</u>for a girl that you (sp) won't love (sp) <u>and:</u> and she never (uh) <u>r-r-</u>receive <u>the</u> the presents that John (uh) <u>t-</u>tried <u>to</u> to give her (eh) John (uh) tried <u>to</u> (sp) to give <u>a:</u> a ring <u>a:</u> a coat and (sp) <u>an-</u>anythings but <u>the gi-</u> the girl (uh) <u>don't</u> <u>look in</u> don't look in <u>for he-</u> for him <u>and</u> (sp) <u>and</u> and a day (uh) John (uh) <u>n-</u>no more <u>in-</u> (uh) interesting for this girl (sp) <u>and</u> and then decided <u>to:</u> to try <u>a</u> (sp) (uh) <u>w-</u>with other girl (sp) that <u>l-</u>love <u>he-</u>him (sp) <u>and</u> and this moment <u>a:</u> a first girl that <u>don't</u> don't see <u>for</u> for him (uh) (uh) <u>don-</u> don't like (uh) when see <u>John</u> (uh) (sp) John with other girl (sp) <u>in</u> in this moment <u>she</u> (sp) she <u>s-s-s-</u>saw <u>that</u> (uh) that she (sp) (uh) lost love <u>of</u> (uh) of the John (sp) <u>and:</u> (sp) and are: are are very sad sad and: <u>don't</u> don't more (uh) want to love <u>an-</u>anybody else

SRU	SRP	MLR
55,7142	44,0259	4,9310

21 mrp Morgana's pre-test (03'39")

hello (sp) I am a psychologist and I stay here (uh) now for give a lecture <u>f-</u> (uh) (sp) for you (uh) I graduate in a university in south of (uh) Brazil (sp) and now I work in a hospital with children (uh) <u>*sicks*</u> (sp) sick (uh) <u>I:</u> I want to talk about three *differents* occupations (uh) <u>f-for</u> (sp) <u>for they</u> for you (uh) meet different occupations (sp) (uh) <u>f-</u>for (sp) for: define the (sp) <u>li-</u> (uh) choose one occupation (uh) the first occupation (uh) that <u>I:</u> I talk (sp) <u>is a:</u> is a teacher teacher <u>is a</u> is a person that work (uh) with the <u>ch-</u>children <u>or</u> or teenager maybe (uh) (ah) (uh) other (sp) kinds of people (uh) (sp) (uh) teacher is a person that (sp) (uh) speak (sp) <u>m-</u> very much and: (sp) (uh) have a (sp) (uh) (sp) <u>car-</u> careful and: patient for other peoples (sp) other (uh) career I would like to (sp) (ah) artist (uh) because this person work (sp) with art: things and meet different people in <u>the</u> (sp) the world (sp) other career is (sp) engineer (uh) (sp) that is a person (sp) (uh) working (sp) for numbers and: (sp) *cálculos* (sp) and (sp) in my opinion is a (sp) person (sp) very intelligent (sp) and: (sp) a little bit <u>commu-</u> communicated (sp) and: (sp) my

opinion <u>this: this</u> this three career (sp) <u>are</u> (sp) are very important (sp) and: (sp) <u>you:</u> <u>you:</u> (sp) you have a choice (sp) <u>the:</u> (sp) the (sp) choice this better for you

SRU	SRP	MLR
50,6849	45,4794	3,3636

21 mrt Morgana's post-test (04'09")

(uhm) <u>I:</u> (sp) <u>I will</u> (sp) I talk: <u>for:</u> (sp) <u>for:</u> (sp) for <u>their</u> they about family size (sp) in the past it (uh) was very common large families (uh) (uh) with <u>the</u> the parents *childrens* (sp) <u>and</u> and the others (uh) (uh) with (uh) *gradpathers* <u>and</u> and (uh) cousins and the other (sp) <u>in this</u> in this case a large family <u>is</u> (sp) <u>is</u> (uh) is good because (uh) *childrens* (uh) help the parents <u>in the:</u> (sp) in the work (sp) <u>in</u> in the house (uh) help <u>in the:</u> (sp) in the: (sp) <u>giv- gain-</u> *gaved* money for <u>the: the:</u> (sp) buy food and the other things (sp) actually (uh) (uh) (uh) <u>fam-</u>family size is more common a nuclear family (uh) (uh) with each one one parents and one or two three children (sp) and: is a family <u>more</u> (sp) <u>more:</u> (sp) more nuclear (uh) too (sp) <u>in</u> in my opinion <u>I:</u> I would like <u>to:</u> to have (sp) a large family (sp) <u>in:</u> in these days because (uh) (uh) <u>really</u> I really <u>don't</u> don't: had a large family in my life and <u>I</u> I guess that <u>a:</u> a nuclear family sometimes <u>is</u> is bad because (uh) <u>don't</u> (uh) there aren't <u>a: a: a:</u> a <u>f-</u>friendly relationship <u>with</u> with other people <u>that</u> that can be <u>very</u> (sp) very useful for eventually problems and <u>others</u> (sp) other things <u>and:</u> (sp) and: too about <u>f-</u>friendly <u>and:</u> and love (sp) (uh) <u>because</u> because <u>this</u> (sp) this I would like to a large family but (uh) before <u>you</u> (sp) <u>you:</u> form a family (sp) <u>you:</u> (sp) <u>you need</u> you need <u>to: to:</u> (sp) to <u>thought</u> thought <u>a-</u>about <u>what</u> what is the <u>si-</u> family size <u>that you:</u> (sp) <u>that you can</u> that you can be have because is more (laugh) expensive too (sp) <u>to</u> to have a: big family

SRU	SRP	MLR
60,2409	47,9518	5,2083

21dp Morganas pre-test with Interlocutor (Morgana's speech time: 68")

I	ok so hi: I'm sorry I don't remember your name:
M	hi <u>I</u> I don't remember your name too <u>my</u> (uhm)I'm <u>'s</u> Chris Patton
I	oh I am Jamie O'Connor (sp) how are you Chris?
M	I am fine (eh) now I'm fine (uh)(laugh)
I	really why? what happened to you?
M	<u>many</u> many things happened to me (eh) but (uhm) first (laugh) (eh) <u>let</u> (eh) <u>ok</u> speak about you
I	so: Chris I am forty-four years old I am a travel agent (sp) I am not married because I travel a lot around the world but (uh) I was engage with Sam Garver <u>I don't know</u> I don't know if you know Sam Garver
	XXX
M	ah <u>I I</u> I remember but I don't meet in the party
I	oh yes and I have a son Antonio he is sixteen years old (sp) and (uhm) he is at home with low fever but I think it's nothing serious (sp) and you? tell me about you
M	<u>I</u> (laugh) I'm forty-five <u>a-</u> years old I am: doctor and <u>I I I have</u> I had a terrible divorce I have three (uhm) kids(uhm)(uhm)*childrens* <u>and</u> and: now <u>I I</u> I meet anyone for <u>my</u> (eh) (eh) a new love

I	oh you have a new love (sp) and Chris I want to see: Sydney Frances do you know him?
M	oh (laugh) my ex (laugh) husband (laugh)
I	oh: (sp) so: how is he? he is good? did you see him tonight?
M	I don't understand (laugh) I don't XXX I don't understand
I	(eh) did you see Sydney tonight he is here in the party?
M	no thanks God I don't (laugh) I don't see him
I	ok: bye Chris
M	bye (laugh) see you later (laugh)

Morgana's

SRU	SRP	MLR
92,6470	77,6470	4,7272

21dt Morgana's post-test with Interlocutor (Morgana's speech time: 53")

I	hi: how are you? I'm sorry but I don't remember you what's your name?
M	I'm gue- guess Jess Smith (uh) you don't r-remind me?
I	no I'm sorry I'm Alex Benjamin
M	(uh) I'm looking for Jules Gueller (uh) if you s- (uh) see?
I	no (uh) Jules Gueller actually is my: (sp) is the: (sp) mother mother of my daughter and she is my ex-wife (laugh) I really don't see h- her today
M	and how (uh) how your life (uh) today?
I	so: I'm: a park ranger I really like nature (ah) I work with environment and I have a daughter Daphne she is fourteen years old she: has (uh) Dawn Syndrome but (uh) she's a very brilliant kid she play music (sp) and: violin acoustic guitar and bass guitar
M	oh yes yes (sp) I'm concert pianist I love music and and my: my (sp) my kid (uh) too
I	oh I guess Daphne (uh) really could like you to meet you (sp) so maybe someday you can go in my place to know her
M	of course (uh) y-your heart?(laugh)
I	my heart? (laugh) yes actually (uh) no (laugh) I'm alone: (laugh) and you?
M	(uh) my my husband married (uh) (uh) five six ago (sp) and I: I I'm really sad for a long time but now I: I'm (sp) I want to: to meet a new: a new: man for me (laugh)
I	oh so: what do you think that this party is really (uh) (uh) is not cool let's go dinner?(laugh)
M	oh yes (sp) I think that (uh) we go in another party (laugh)
I	do you like Japanese food? (laugh)
M	oh yes let's go (laugh)

Morgana's

SRU	SRP	MLR
101,8867	87,1698	4,0909

24 mhp Cristiane's pre-test (02'35")

in Sunday night a man and woman have at a restaurant to dinner (sp) when the woman eating (sp) the man thinking (sp) on the last night when the woman say to him things that he (sp) (uhm) not like don't like (uh) the woman (sp) to be (sp) eating and he thinking (sp) he thinking that things (uh) he will (sp) make to he- to she (sp) and: he thinking that will be (sp) oh (sp) crash in her head or: (sp) he could your arm (sp) or he can (sp) shoot your: head (sp) or crash (sp) a glass in your head (sp) and: the woman (sp) to be continued eating (sp) she is not say everything (sp) just eating (sp) and the man to be continued thinking that things (sp) he will probably make to she (sp) after: two hours that woman eating (sp) he desist to make everything to to her and: (sp) before they: they eating (sp) they be back to the home (sp) and: (sp) he doesn't make everything

SRU	SRP	MLR
55,7419	53,8064	4,6451

24 mht Cristiane's post-test (04'04")

(uh) Monday (sp) morning (uh) the mans go out the house and: her wife is looking in the: window (sp) and the man is (sp) with another woman and: because this (uh) her wife doesn't like (sp) and: (sp) she have jealous (sp) of him and: when he (sp) saw that she is looking for he in the window (sp) he: (sp) he's being afraid and (sp) looking: (sp) for (sp) a way to: (sp) to give it apology with she (sp) and: he go out and: (sp) and give gifts to him to her (sp) (uhm) first he: (sp) offer to he- to she a: (sp) a big box but she: didn't look of he (sp) (uhm) after (sp) he: (sp) give a new dress for her (sp) and: (sp) she continues don't look for he (sp) he: (sp) *gived* a beautiful (sp) ring (sp) but: nothings (sp) (eh) nothing that do (sp) make that she look for he (sp) but he continues (sp) continues: trying (sp) (uh) making to: she (sp) accept he: (sp) his apologize and: (sp) he continues (eh) giving (eh) others gifts for her (sp) but: nothing (sp) nothing that he do (sp) is: (sp) nothing that he do (sp) (uh) making was making was making (eh) that she look for he and after: to: try ten (sp) ten times he: (sp) he desist (sp) and: (uh) and go out with friends looking for a new girlfriend

SRU	SRP	MLR
46,2295	41,8032	3,76

24 mrp Cristiane's pre-test (03'51")
 goodnight everybody: (sp) my name is Sofia I'm psychology (sp) and I'm specially in: career orientation and today I'm here to speak with you (sp) about three different careers (sp) (uhm) I'm start (sp) talking about a teacher (sp) the teacher is a good career because there ev- (sp) (eh) (uh) learn very people of different things (sp) (uh) disadvantage is the money: because (uh) a teacher (sp) sal-*salarier* is not good (sp) a second (sp) career that I say: (sp) is psychologist that is my: career (sp) I'm choose psychology because I like speak the people (sp) and I like hear (sp) that (sp) that the people say to me (sp) I like: (sp) listen the problems and: (sp) and maybe help (sp) they *resolv* that problems that (sp) that's it I'm (sp) choose the career of psychology (sp) and: the last one career that I say (sp) that I talk (sp) w- (sp) with: with you (sp) are police officer (sp) I like (sp) this career because it's very exciting (uh) it's not (sp) (uh) you not make a same thing all the days (sp) one day (sp) you save the people and: (sp) another

day: (sp) you: (sp) catch the thiefs (sp) other day never (sp) be same to the last day (sp) but: the *disvantage* (sp) are: (sp) the *disvantage* (sp) are: the: the money too (sp) and (sp) you can be: (sp) fight and dead (sp) and died in this career (sp) ok ev-everybody it's all thank you very much goodnight

SRU	SRP	MLR
52,4675	50,1298	4,2978

24 mrt Cristiane's post-test (04'36")

(uhm) hello everybody my name is Simone I'm psychologist I'm specialized in family issues and today I'm here to talk with you (sp) about family (sp) (uh) family is very important to (sp) to you and (sp) have (sp) (eh) different kinds of family (sp) you have a small families or nuclear families and today I talk w- (uh) about advantages and dis-disadv-disadvantages about these types of family (sp) I think that you live (sp) that you live or have a big family (sp) today you: (sp) you think that is is that is a problem (sp) and: you hope that your family is: (uh) small (sp) (uh) (sp) and: because a big families (sp) (uh) (sp) is normal to: have (uh) very problems because the people are *differents* (sp) and is normal a sister fight with brother (sp) or with your: cousin or: grandfather (sp) and in small families (sp) when have only the mother and the father and (sp) and the son or daughter is have m- (eh) (sp) is have (sp) many possibility to: (sp) to happens (uh) fights and discussions (sp) but in big family (sp) the: (sp) the house is: (sp) is: (sp) is bigger and: (sp) always you: (sp) always you stay in home (sp) you have a people to talk: (sp) and you: don't feel alone never (sp) and in the small families (sp) when have only father mother (sp) and the kids (sp) (eh) sometimes you you feel alone and: (sp) the children (sp) (uh) is not (sp) is not have (uh) another children (sp) for: for a play: (sp) and is customs (uh) (sp) to be a problem (sp) because the children (sp) (uh) don't (sp) don't know to: (sp) to play: (sp) with another *childrens* (sp) and: (sp) and she: feeling alone (sp) and in the bi- in: in a big families you don't have this problem (sp) and: (sp) is: a one of much (sp) (eh) of much (sp) kinds of problems when (sp) that you: have in a big and a small families (sp) and: that's all

SRU	SRP	MLR
60	53,4782	4,6

24 dp Cristiane's pre-test with Interlocutor (Cristiane's speech time: 63")

I	(eh) hi
C	hi laugh
I	hi I'm Jamie O'Connor (eh) I studied at (sp) at (sp) at the college (uh) years ago and I: I: I as I was l- (uh) looking (sp) f- (eh) for (sp) Sidney Frances do you know? who is?
C	no Sidney? no I don't remember Sidney (sp) what's your name?
I	my my name is Jamie O'Connor and what's your?
C	my name is Chris (uh) I don't remember you (eh)
I	(uh) I: in the: high school I had a: a girlfriend (uh) I engaged (eh) in real (sp) the name of her was (sp) was or was is Sam Garver (sp) do you know Sam Garver?
C	oh yeah Sam was my friend and: do you know how's are she?
I	(uh) I don't know I want to see how is she today (eh) and you? (eh) w- what person do you usually (eh) (sp) talk in: the (eh) high school?

C	(uh) I was talking with Sidney but now I'm not speak with him (sp) and I'm looking for Sam Garver do you was <u>he</u> he is?
I	I don't know (sp) he was too <u>my</u> (sp) my friend my best friend in real I don't know <u>how w-we don't we don't how we</u> (uh) (uh) <u>we</u> we <u>had</u> had <u>to</u> (sp) to talk before I think (sp) it's possible Sidney was my best friend (sp) (uh) <u>do you do you have</u> (sp) <u>do you</u> do you married?
C	no: not yet but I'm looking for a new boyfriend (sp) I have three kids (sp) and you have kids?
I	oh me too I'm a father alone <u>a lone f-</u> (laugh) I have a son too his name is Antonio (sp) he is sixteen years old but now he is at home <u>I:</u> (sp) <u>I w-</u> I would like that he came with me (sp) to the party <u>but she</u> but <u>she can't</u> he can't (sp) oh he's at home because <u>he was</u> he is (sp) with a low fever
C	(uhm) I have a daughter (eh) her name is Ana and the twins Jeremy and John and: (sp) they are fifteen years and starting a high school
I	oh nice I will talk to Antonio <u>about</u> about them they can be good friends
C	yeah sure
I	(eh) how (sp) old <u>you're your: the:</u> the girl you have?
C	my daughter have twenty years
I	twenty? oh (sp) she is <u>so:</u> so old to Antonio /laugh/

SRU	SRP	MLR
100	99,0476	6,5625

11mhp Carina's pre-test (02'13")

some beautiful day John (sp) know Patricia and he wanted (sp) for: she (sp) so he: <u>started</u> (sp) started try a approximation <u>with:</u> (sp) with she (sp) so <u>he:</u> he get to Patricia's home every night and so try (sp) <u>a:</u> a lot of forms <u>of</u> (sp) <u>of</u> (sp) <u>of take the:</u> (sp) of take her love (sp) so <u>he:</u> (sp) he get a lot of: gifts for Patricia for example someday <u>he:</u> (sp) <u>he give</u> he get <u>a:</u> a ring a diamond ring other day <u>he:</u> he get <u>a:</u> (sp) a coat and other day (sp) <u>a:</u> (sp) a jewelry and <u>so the days</u> (sp) and so all the days he *gived* someone (sp) <u>some</u> something (sp) and Patricia all the times (sp) <u>we-</u>were indifference and <u>John</u> (sp) <u>John was be:</u> John was sad and someday he have to: a decision he (sp) start a: relationship with other woman (sp) this woman is very beautiful and (sp) have a lot of love for John this is the end

SRU	SRP	MLR
65,8646	57,7443	5,84

11mht Carina's post-test (02'41")

Ane and John went to: dinner on the restaurant (ah) Italian: food restaurant the name of the restaurant is <u>Mass-</u> (eh) *Massas:* (sp) Italian: Italian *Massas* (eh) Ana is a big <u>wo-</u>woman <u>he:</u> she loved eat and <u>the:</u> his husband John love drink so <u>he:</u> he asked (uh) a gnocchi and <u>a: *vinho*</u> a: wine of bottle (sp) to drink so (eh) in the middle of the dinner (sp) Ane started (eh) <u>take</u> (sp) <u>talk with:</u> John (eh) <u>ris-</u> (sp) talk with John and John don't agree with: Ane so: they <u>started</u> (eh) (sp) started <u>a:</u> a fight (sp) <u>and</u> (sp) <u>and:</u> (sp) but this in just *imaginate* of: John because in fact (eh) <u>they don't</u> (sp) they don't worry she: during the dinner just Ane: talk and talk something very: very boring and this <u>i-</u>*irrited* (eh) John so in his <u>imaginat-</u> imagination <u>they:</u> (sp) they bring <u>with he:</u> with his

wife <u>with</u> with her wife so in the end of <u>the:</u> (sp) the dinner John (sp) John: drink <u>a:</u> a wine alone

SRU	SRP	MLR
55,5279	48,8198	6,4782

11mrp Carina's pre-test (04'29")

welcome students I am Carina* <u>I</u> (sp) I'm a student of administration on XXX of Santa Catarina (sp) and <u>I:</u> I had an invitation from talk with you (sp) about (sp) family size so (eh) family (sp) <u>all</u> (sp) <u>all the</u> (sp) all the people: have a family (sp) families have a lot of types (sp) for example you (eh) you have a family with you your parents your brothers and sisters your dog your grandfather grandmother oh <u>you don't talk you</u> (sp) you don't like talk in public? ok ok I will talk about my family (sp) my family is compost about me <u>my</u> (sp) my brother my (sp) father my mother and my: uncles (sp) my: cousins my grandpas and grandmas my dog and (sp) <u>I</u> (sp) I can talk is my friends or talk my family (sp) so (sp) <u>in:</u> in a lot of associations a family is compost about <u>some</u> just (uh) the children and the parents are just the mother the children or just the parent (sp) the father and the children (sp) so (sp) only <u>the: the</u> (sp) in this type of families <u>is</u> <u>called about</u> is called of nuclear families (sp) this is good because <u>the:</u> the people have a: (sp) <u>have a privacy-</u> (eh) have a lot a privacy but XXX don't have <u>a</u> (sp) <u>a happy a</u> a happy with <u>the:</u> (sp) <u>the big family</u> that the big family have (sp) because when have a lot of peoples a different peoples <u>in the:</u> (sp) and have a lot of (sp) (ah) different problems and different <u>ass-</u> (eh) different XXX <u>and</u> (sp) and situations and parties (sp) so (sp) <u>I</u> I'm stay here <u>for</u> (sp) for now about you what kind of family you are insert and: (sp) if you like (sp) this type of family (sp) <u>and if you:</u> (sp) <u>and and if you:</u> (sp) <u>can</u> (sp) <u>if you</u> <u>can</u> (sp) <u>s-</u> (sp) <u>and if you can</u> (sp) <u>and if you like</u> XXX and if you like be: insert <u>in the</u> <u>and when</u> (sp) in other type of: family so (sp) other this (eh) after <u>you:</u> (sp) you: (sp) think about this we are talk about your (sp) requests and about your answers and (sp) discuss about your problems (sp) so you have five minutes for you (sp) do this thanks (sp) <u>some</u> some questions I'm here for help you (sp) thanks

SRU	SRP	MLR
81,2048	71,0843	5,8103

11mrt Carina's post-test (03'29")

(uhm) hi students I'm a psychologist specialized in career <u>orient-</u> orientation so I'm here to: help you to choice <u>a:</u> <u>a occupation</u> a <u>profes-</u> occupation (sp) so (eh) <u>you:</u> (sp) <u>you</u> <u>wen-</u> (sp) you want <u>to:</u> (sp) to discuss about <u>some:</u> some occupation in specific? (sp) oh no? so I will tell to us about some occupations (sp) <u>talk abou-</u> (eh) we: talk about (eh) be a doctor (sp) be a doctor is very beautiful but it's very hard so: if you choice be a doctor <u>you</u> (sp) you have to think about your obligations with a: human life and (sp) <u>you:</u> (sp) you will be a: (sp) <u>a profession you</u> (sp) a profession (eh) <u>recon-</u> *reconsid* <u>with</u> <u>a:</u> (sp) with society (sp) so to be a: artist is beautiful <u>is than beautiful</u> (sp) is beautiful than: be a doctor but it's more sensitive (sp) be a artist (eh) do you have <u>to:</u> to be sensible and: need to: <u>crea-</u> creative (sp) and: curious (sp) (eh) and for you be a athlete you need to like a: exercise <u>sci-</u>science and you have to: love (eh) sport <u>and</u> (sp) <u>this</u> (sp) <u>be</u> (sp) and you need to be <u>very</u> (sp) very dedication (sp) you have <u>to</u> to (sp)

dedication (sp) so (eh) <u>you have</u> <u>some</u> (sp) (eh) <u>something have more</u> (sp) someone have <u>a:</u> a doubts (eh) <u>or:</u> or want to talk about other profession? I'm here for help us about this choice so <u>who:</u> (sp) who can or need to talk with me I'm here to help us thanks have a good night bye

SRU	SRP	MLR
64,8803	59,1387	6,1081

11dp Carina's pre-test with Georgio 09dp (Carina's speech time: 96") (Georgio's speech time: 110")

C	hi how are you?
G	hi (eh) did you not remember me?
C	sorry I don't remember
G	well I am Jamie O' Connor
C	oh Jamie: how are you:? but <u>you</u> you don't remember about me?
G	ah no: (sp) of course you are the: (uhm) (eh) (uhm) oh I'm sorry
C	Chris Chris Patton
G	oh Chris I do remember you yes of course (sp) how are you?
C	<u>I'm fine I'm</u> (sp) I'm fine <u>I:</u> (sp) <u>I'm:</u> (sp) so (eh) what do you do now?
G	well (eh) I don't know what I'll do now (eh) <u>I was a travel agent</u> I was working as a travel agent but now I will stop a little time and: I need more time for me <u>I</u> I need to (eh) live more
C	oh interesting so <u>I'm a:</u> I finish the course of (uh) medicine and I a: doctor now
G	oh my God a doctor it's very good
C	I live in: (sp) *Nova Io-* (eh) New York now
G	my God New York it's a good city I really (eh) wanted <u>to</u> (eh) to live in New York (sp) and so (eh) are you single married?
C	oh I: I finish my marriage five years ago because my: husband (eh) (eh) changed me: like the other: woman (sp) I was sad but ah the past
G	oh my god that's too good (laugh) (eh) I am single too (sp) I have never <u>got</u> (eh) get married
C	oh that's a option and you have: (sp) a daughter or: *como é que é filho*? do you have (ah) some daughter?
G	oh yes (uh) I have (uh) a son (eh) he is Antonio he is (eh) sixteen years old it's a very beautiful one (laugh)
C	oh I have (uh) a twins (eh) Joe and Jeremy and I have <u>a:</u> a daughter Ana he has twenty years old and <u>he and</u> she is a studies of history on XXX <u>L- L-</u> L.A.
G	oh ok (eh) good (sp) by the away (eh) did you see the: Sydney Frances? I really need to met this people today it's my very best friend of the high school
C	oh I don't forget this but <u>I:</u> I: (sp) *como é que é procurar*? (sp) I find (eh) Sam Garver he is <u>my:</u> my best friend but <u>I don't</u> I don't find here do you see he for (sp) for the party?
G	well (eh) <u>I I say</u> XXX / I saw/ I saw when I was going to bathroom (eh) (laugh) little time ago (sp) but now I don't know
C	ah ok I will: (sp) I will find he for <u>the:</u> this place bye
G	well (eh) (sp) let's drink something? (laugh)

C	ok ok

Carina's

SRU	SRP	MLR
110	104,375	5,8666

Georgio's

SRU	SRP	MLR
105,2727	103,6363	5,2162

09 mhp Georgio's pre-test (02'10")

well (uhm) there two people having a lunch and (eh) one of this (sp) is a old woman (sp) and she is very ugly (eh) the other one is a: (sp) strange man oh and the strange man is eating and he's thinking in (eh) in broking the (sp) the glass XXX in the head of the old woman (sp) but (eh) he can't do it because it's very very bad (sp) <u>now</u> (sp) now he's eating (sp) he's talking with her (sp) but nothing special is: happening (sp) oh the man thinks (sp) (eh) he just (eh) throw in her (sp) some (eh) (sp) something (uh) from your (sp) something from your dish (sp) oh (eh) now the man is thinking kill that woman but he can't do it (sp) I don't know what's happened but this man is very bad (sp) and he can't do anything (sp) I think the woman (eh) are talking a lot and it is (eh)

SRU	SRP	MLR
60,4615	57,6923	4,6787

09 mht Georgio's post-test (03'12")

so let's just start the story (sp) I can see here a man the man (eh) is arriving at home and (eh) he has: his car so (eh) he's very happy and (eh) <u>it</u> (sp) it seems that (eh) he bought some gifts <u>to her husband</u> (sp) <u>to her husband no</u> to her wife yeah (sp) and so: first (eh) he take <u>a</u> (sp) something here like a box I don't know what is this (sp) and he tried to give to your <u>h-</u>wife (sp) but: she's very stressed I don't know what happened maybe they (eh) fight last night I don't know (sp) and the man is try to (sp) *conquist* your wife again (sp) and so <u>he</u> (eh) he is giving her a lot of gifts but she isn't easy today (sp) he: <u>give him:</u> give her a big box (sp) and I don't know <u>what</u> what is this gift but it seems a coat I don't know (sp) well now <u>he's trying for</u> (sp) he's trying for <u>a</u> an excuse but the woman don't like to do that (sp) and so (eh) (sp) now he take <u>a:</u> a ring (sp) and he's talking to her to take it but it's not possible (sp) and now I don't know he has a big gift (sp) but <u>the:</u> the woman is very very very very (eh) stressed (sp) and so (sp) he tried a lot of things (sp) but <u>the:</u> the woman (eh) just continues sited on the sofa (sp) and now that the man (eh) is with other woman in the car (sp) and there is <u>an-</u>another woman (eh) a little bored in the window (sp) it's a very complicated story (sp) don't have any <u>s-</u>

SRU	SRP	MLR
80,9375	76,875	6,6410

09 mrp Georgio's pre-test (03'47")

oh let's start let's talk about (eh) professions (sp) today I will speak you (eh) s- about some professions about some advantages and disadvantages of (eh) each one (sp) (eh) I know that you are in: in difficult (eh) phase of your life because you need to change your profession (sp) and I think th-that you need to think a lot about that (sp) so let's start (sp) let's talk a little about (eh) a teacher (sp) being the teacher (eh) seems very good (sp) because (eh) you teach to other people and you can learn too in your classes (sp) (eh) you don't need to do a: a lot of (sp) e-efforts too much (sp) and I think that's (sp) a good profession (eh) the society needs a lot of teachers (sp) and: everyone everyone (sp) needs to learn (sp) some disadvantages of this professions is that a teacher don't (eh) the teacher (sp) isn't (eh) well paid and you need to choose some (eh) other professions like a doctor for example (sp) you need to study a lot to: (sp) to be a jus- (sp) let's try again (eh) if you want to be a doctor you need to study a lot because (eh) to enter in a very selected (eh) (sp) in a medicine course it's very difficult and it's one of course that take a lot of your times (sp) six years (sp) of your life (sp) I think (eh) (sp) if you don't like the (sp) if you don't like (eh) this professions you need for example to be an engineer (sp) an engineer is (sp) a very good profession because you can project and (sp) (eh) you can project and do a lot of interesting things (eh) (sp) for example an civil engineer can project house and constructions (sp) and shoppings and bridges etcetera (sp) (eh) engineer-engineering courses are very difficult you need to think about that because it involves a lot of (eh) exams disciplines (sp) like *cálculo* (sp) and that's all (sp) so people (eh) think a lot about that and that's ok

SRU	SRP	MLR
64,4933	60,5286	4,88

09 mrt Georgio's post-test (04'13")

so today (eh) I will talk a little about (eh) the family size (sp) some cultures and some countries and (sp) a little thing about family (sp) size of family and the: issues about (sp) and the issues about (sp) each one yes? so (sp) goodnight for all and I am a psychologist and I will talk (sp) with you about (eh) something that I spoke together (sp) for example (eh) (throat) in some countries (eh) nuclear families are common for example in a home just live (uh) the parents or the parents and the children children so (eh) in other countries other cultures is more common to live some (eh) parents children and grandparents and maid a lot of people you know (eh) some advantages and disadvantages of each possibility (eh) (sp) I will explain you for example (eh) nuclear family is more (eh) (sp) a a small family is more (eh) *commodate* to live I don't know (eh) it's better because you have more privacy (sp) and you don't have to: divide the bathroom and other things (sp) but sometimes you can feel alone for example and it it isn't good but you have more privacy (sp) and less (eh) XXX and (sp) you can: stress you less with children for example and when (eh) you have a big family a extended family where parents children parents cousin and all the family lives together it's more common occur fights and the other (sp) d-*desentendimentos* and etcetera (eh) and the advantage is that people always is in party and: always the people have another people to speak and (sp) you will not never (eh) feel alone (sp) some people prefer to: (sp) to have a nuclear family for example and someone prefer to: to have a (sp) a extended family culture (sp) let's say our preference (sp) in my case for example I have a small family I live just with my father mother and my brother just (eh) four people at home (sp) and I think that's better than living with (sp) than than living extended family

because have more privacy and we can do some parties with all the family <u>in</u> (sp) in weekends for example and you don't need to stress you about that

SRU	SRP	MLR
81,1067	77,5494	8,1428

09 dt Georgio's post-test with Interlocutor (Georgio's speech time: 138")

G	(laugh) hi (laugh) (eh) my name is Alex Benjamin how are you?
I	fine thanks
G	what's your name? I / interrupted/
I	my name is Jess Smith do you remember me?
G	Jess Smith (uh) / we studied together /<u>I</u> I think no
I	on high school
G	oh I have little *recordations* from you /oh/ that's ok (eh) so (eh) by the way have you seen Ariel Brown in the party tonight?
I	yes Ariel Brown is my husband but he: /yes?/ yes/died /serious?/yes but he died five years ago (sp) he died
G	he died? oh my god (sp) oh Ariel Brown (sp) die?
I	yes in a: car accident
G	my god and (sp) so /interrupted/
I	but we have two kids together /oh/ Todd <u>and Lola</u> and Lola
G	oh talk more about your son (sp) or daughter
I	<u>my</u> (eh) <u>daughter have:</u> (sp) (eh) Todd is a personal trainer and Lola is a: <u>girl</u> (sp) girl who is only ten years (sp) Lola: love to come together: his: friends and: (sp) <u>when I I talk</u> (eh) I play piano and when I play piano she dance <u>is:</u> is: so cute
G	ok and (eh) I have a daughter too /oh yeah?/ (eh) she's called (eh) I saw just a moment (laugh) (eh) Daphne she is thirteen years old and she likes a lot music she plays <u>the:</u> the violin and <u>the</u> she plays the acoustic guitar and the bass guitar you know/oh my god/ I don't understand a lot about music but (sp) she loves that and I am very proud of my daughter
I	oh and what do you do?
G	(uh) <u>I am</u> now I am a park ranger (sp) you know I love the nature and (eh) I'm an environmentalist I simply love nature (sp) and you? what are you doing now?
I	I'm a concert pianist
G	concert pianist?
I	pianist yes
G	oh (eh) <u>you:</u> you will like my daughter (laugh) you can (eh) (eh) talk to my daughter to play piano together (laugh)
I	yes (eh) I will like it
G	oh ok so let's combine something (eh) in the next days
I	yes you see Jules Gueller in <u>the</u> the party?
G	Jules Gueller? oh Jules Gueller (laugh) (eh) <u>I</u> (eh) she is the mother of my daughter Jules Gueller/oh really?/ yes /oh/ but (laugh) I never got married you know she is my sweetheart in high school /oh/ and you know yeah
I	I know I know I look for she because I need to talk with her
G	so <u>I:</u> we are good friends I think she is in the party /oh ok thanks/ just (eh)

	find her
I	thanks thanks bye
G	bye bye

SRU	SRP	MLR
110,4347	108,2668	6,5128

01 dp Ariane's pre-test with Interlocutor (Ariane's speech time: 74")

I	hi how are you?
A	how are you? but I don't remember (sp) who /interrupted/
I	oh I'm Chris (sp) we: studied (uh) together on the: high school (sp) yeah I sit /oh ok/ in (uh) the *fundão* XXX on the *fundão* (laugh)
A	ok I remember now (uh)
I	but I don't remember your last name
A	is: Jamie
I	oh Jamie: how are you?
A	fine (uhm) in the school I: (sp) my boyfriend (sp) was Sam do you remember?
I	Sam Sam ah yes I remember how are y- how: (sp) what do you: what he: do now? (sp) does he do now? (sp) Sam?
A	(uh) now (uh) (sp) (uh) broke my /oh/ relationship (sp) /oh/ with he
I	I'm married with Sam XXX (eh) with Sidney he is a: cla- an old classmate but I finish my marriage (eh) five years ago because he: he had other woman (sp) but we: had three: (uh) two: two sons and one daughter (sp) and you had have some (sp) some daughter some son?
A	I have one son (sp) is: son my and: Sam
I	oh what his name?
A	his n- his name Antonio (sp) he is (uh) 16 older years
I	it's fine /uh/what the what your *profission*?
A	I am travel agent
I	oh it's fine it's wonderful
A	and you? what your *profission*?
I	I am a doctor now
A	oh ok (sp) and: (sp) I would: want: find: Sidney (sp) Frances do you /interrupted/
I	he's my ex (laugh) husband but he don't (eh) go to the party (sp) I don't know what she: he stay now but I think he don't he doesn't go to the party but I don't know (sp) and Sam? you seen: Sam? I XXX for he a lot of fun but I don't I don't find him (sp) you seen?
A	yes I see
I	where?
A	(eh) (uhm) las- last time I see he: in the: (sp) my city
I	oh b- but in the: the party you don't see?
A	no in the party no
I	ok I will continue: (eh) finding him go back to find him (sp) bye
A	bye

Ariane's

SRU	SRP	MLR
72,1621	70,5405	3,2962

11dt Carina's post-test with Ariane 01dt (Carina's speech time: 155") (Ariane's speech time: 106")

C	hi how are you?
A	how are you?
C	(uh) (uh) excuse but I don't remember your name
A	(uhm) (uhm) my name is Jess Smith
C	do you remember (sp) remember me?
A	I don't remember
C	(eh) I I am Alex Benjamin (eh) we study together on the: high school? *é*? on the school
A	ok (uh) but I: don't remember
C	no problem no problem
A	(uh) but yo- do you remember (sp) me?
C	yes yes I I remember you: (sp) (uh) *não sei o que falar*
A	(uhm) I'm (eh) do you remember Ariel Brown?
C	Ariel? Ariel no: yes yes Ariel: (eh) tal- (eh) call me to: to invite me for this party (sp) but I don't I look for he I I look for him but I don't (eh) I don't see him in this party you see?
A	in in high school I was your girlfriend did you remember?
C	yes yes I remember this this situation and you: (sp) you married with he?
A	yes but: happened (uhm) (uhm) an accident and he died
C	he died?
A	yes I'm very sad
C	oh he died but he tal- he called me some days ago: what's happened?
A	five years ago
C	(laugh) wow and (eh) you have some some daughter or?
A	yes (uh) I have two kids (uh) with he
C	and how many years they have?
A	(uh) Todd twenty-three years old (sp) he is personal trainer and Lola he's a lovely girls he is (uhm) ten o- years old
C	oh I have a daughter too he she's a museum she have (eh) fourteen years old she: plays violin (eh) acoustic guitar and bass guitar I don't know (eh) much about museum but (eh) he have he have a lot of talent
A	I'm I am I'm (uh) a concert pianist /ah yes?/ yes
C	wonderful and you: you have some: you do some concerts abou- (uh) on the city?
A	yes (uhm) I (sp) I to play in the concert
C	oh right right I'm a: (sp) I'm a park ranger because you remem- I love environment and I'm a: environmentalist on the school and so I: I: have I won (sp) I will a: a park ranger and I work on the: (sp) park (eh) (eh) near to the: the high school
A	this is very interesting but: I love (uh) my occupation /I'm too/ my: my my daughter my daughter (uh) loves (uh) sings (eh) sorry my: daughter (eh)

	dances when I play the piano
C	oh so cute (sp) (eh) (eh) <u>I</u> I need <u>to:</u> to talk <u>with:</u> (eh) <u>with A-</u> (uh) with Sir Brown <u>I</u> I will go bye
A	bye

Carina's

SRU	SRP	MLR
93,6774	84	6,7222

Ariane's

SRU	SRP	MLR
70,1886	66,7924	3,875

01mhp Ariane's pre-test (02'18")

how about starting (sp) <u>is:</u> (sp) <u>I:</u> (sp) <u>I</u> s- I saw (uhm) (sp) a girl: that: (sp) not stayed in happy: when your boyfriend: (uh) (sp) to get a gift (sp) (uhm) (sp) your boyfriend gifted (uhm) a gold ring but she doesn't like (sp) and: your boyfriend: stayed worried in the find she: other gift and <u>your:</u> (sp) your: (sp) girlfriend don't like: (sp) your gift (sp) then: (sp) he: buy other gift (sp) and: she don't like (sp) she is: (sp) boring (sp) then he was: stubborn (sp) and: forget your: (sp) girlfriend

SRU	SRP	MLR
30,8695	29,5652	3,3809

01mht Ariane's post-test (02'25")

the man (sp) was: (sp) to dinner with: a: woman very boring: and he was (uh) <u>inconf-</u> *incomfortable* <u>about: in the dinner</u> in the dinner (sp) then: he started (sp) imagining (uh) (sp) the: situation different about that but (sp) was happening (sp) he (sp) imagined (sp) that he: was (uh) to play (sp) the: eat in the woman (sp) he was (sp) *inconfortable* in the dinner (sp) <u>he:</u> (sp) <u>have:</u> (sp) he want: (sp) <u>to go</u> (sp) to go away (sp) but: <u>he need:</u> he need: (sp) <u>to st-</u> to be here (sp) and: (sp) <u>he afrai-</u> he was afraid about: he he was afraid (sp) <u>the wo-</u> the wrong: (sp) in the moment the: eat (sp) but he: prefer: finish the dinner

SRU	SRP	MLR
39,7241	33,9310	3,5555

01mrp Ariane's pre-test (02'52")

I start (sp) hello people my name's Ariane* I am a psychologist and I will go: speak about families for you (sp) I studied (sp) <u>in</u> at UFSC (sp) two years ago (sp) then (sp) about the families: I can: (sp) tell for you that (sp) <u>h-</u> (uhm) today have several types the families (sp) (uhm) not have one type of the families (sp) (uhm) have families: that have: parents and the (sp) *childrens* and the others: large: (uh) have parents children mothers cousin (sp) and the others (sp) mother and the children others father and the *childrens* or: mother *childrens* <u>grand-</u> grandmother (uh) because people this changed around the world and now (sp) have several types the family (sp) not important about the family (sp) if: is large or small (sp) everybody is important (sp) and is: necessary

everybody (uh) know: that (sp) these changing (sp) in the world (sp) and today is different

SRU	SRP	MLR
44,3023	43,9534	5,08

01mrt Ariane's post-test (03'26")

hello peoples I am a psychologist (sp) I: am: <u>specialized</u> specialized in career <u>orient-</u> orientation (sp) and I chose (sp) to be a psychologist because I love the (sp) are humanities and: today I will go (uh) to give (uh) (sp) <u>orient-</u> orientation for you about the <u>care-</u> career (uh) well (uh) I will go any suggestion of <u>the occupation</u> the occupations (uh) (sp) I started with the teacher: teacher is interesting because (uh) in the same time and day that <u>you learn</u> (uh) <u>you</u> (sp) <u>you you</u> (sp) you learn the peoples (sp) <u>you:</u> you <u>to get</u> (eh) stay very happy (eh) but is (uh) very difficult the career because you: need study very much (uh) doctor is too *interestant* career occupation because <u>you:</u> you have (sp) to help the peoples but: you need study a long time and: (sp<u>) and you need (</u>uh) <u>study continues</u> your study is continuous (uh) (sp) psychologist is: occupation (uh) very XXX because: you work: with other peoples (sp) but you need: like: the read: <u>and have</u> (sp) and to be: patient about the peoples (sp) ok peoples I think to get help you thank you

SRU	SRP	MLR
47,4757	43,6893	6,0370

15mhp Rúbia's pre-test (04'19")

well (sp) one day Mary and Johnny (sp) they are married (sp) and: this day: (sp) they go out to: (sp) to have a dinner at a restaurant (sp) then: (sp) Mary is a gossip person and <u>Johnny is:</u> (sp) Johnny isn't satisfy (sp) with her (sp) now when Mary talk talk talk Johnny begin (ah) think some things that (sp) he want to do (sp) to her (sp) first they think (sp) if I put my hand <u>in the h-</u> in the <u>hair</u> (sp) hair (sp) Mary (sp) I: (ah) no <u>this</u> this idea is very bad (sp) and they (sp) oh they continues the lunch and Johnny never stop to think what kinds (sp) he have to do (sp) to Mary: shut up (sp) now he think I jump in the table and <u>thr-</u> and (sp) take my feet (sp) in the head (sp) yes this idea is very good he think (sp) but no (sp) this idea <u>isn't</u> it's not possible because of (sp) a lot of people around <u>her</u> they (sp) other thing (sp) he think then (uh) if I broke (sp) an object (sp) in the <u>h-</u>head <u>sh-</u>she shut up (sp) no *mas* (sp) she: (sp) don't see what Johnny think (sp) she continues every time to speak (sp) and XXX Johnny is *insatisfact* and nervous (sp) now he looks (sp) <u>to around</u> (sp) around he and <u>s-</u> he saw a lights (sp) the XXX lights is dangerous because you can (sp) be a you'll be <u>a</u> (sp) a shock now the only thing he had in had in her hand (sp) is a food (sp) then: they take (sp) <u>a:</u> a small portion of a food (sp) and (sp) jump (sp) oh no jump is not the word to use here (sp) they put in the nose of <u>M-</u>Mary (sp) (uh) she's very gossiping and (sp) oh I hate person (sp) John now have no ideas to think (sp) <u>then</u> (sp) then <u>th-</u>the dinner (sp) finish (sp) when Johnny (sp) make <u>this:</u> (sp) this fact (sp) and Mary never stop <u>to:</u> to talk (sp) (uh) poor Johnny (sp) good luck for him

SRU	SRP	MLR
65,7915	62,3166	4,3692

15mht Rúbia's post-test (02'29")

well (sp) this: cartoon start when Johnny go to Mary's house want married to her (sp) he offer <u>to:</u> to him a: gold piece look like a: (sp) rings I don't know (sp) and: she: don't want to marry to he (sp) when (eh) he try another present gift he offer <u>to:</u> to she a long dress and beautiful but she: (sp) don't want the gift (sp) now <u>they try </u>they try a conversation but (sp) when he <u>wants</u> (sp) wants she <u>nev-</u>never wants to talk to him then (sp) they offer <u>to:</u> (sp) to she a new gold piece and big but she: doesn't like all <u>gifts this</u> (sp) Johnny gifts (sp) now he very bored about awful things that Mary makes (sp) to he (sp) he: looking for a window Mary and your: <u>and</u> and (sp) him new car (sp) and tell very height Mary go to the window I want you to see my new car and: my new girlfriend too (sp) you are very old and fat I hate you (sp) then Johnny is very happy and Mary is very sad

SRU	SRP	MLR
66,8456	63,2214	7,9047

15mrp Rúbia's pre-test (05'20")

well (uhm) (uh) I am a <u>psy-</u> psychologist and I have a <u>specializa-</u> specialize in <u>career orientation</u> (sp) career orientation sorry (sp) and I study in Brazil in University (sp) of Federal of Santa Catarina (sp) (uh) today I'm here <u>to</u> (sp) to give us a explanation about occupations (sp) I think you are very interested because you are (sp) in the high school (sp) and (sp) are preparing to ingress at a University (sp) today I'm here to talk to you about teachers (sp) teachers have a most important <u>cah-</u>career in educations (sp) because (sp) all the things that you write (sp) that you think (sp) numbers letters (uh) someone <u>that</u> (sp) that talk: that explanation to you (sp) (uh) who is <u>th-</u>this person? is a teacher (sp) but if you: <u>ch-</u>choose a teacher career you have a lot of things to do (sp) <u>at</u> (sp) at school and at home (sp) because you have a tests (sp) to do (sp) <u>and the</u> and after you have to check these tests you have to put (sp) notes in the tests (sp) <u>you have a explanation</u> you have to do explanations for all the students (sp) after the test (sp) than the test <u>never fy-</u> never finish (sp) ok? to teach is a most beautiful profession (sp) I for instance I'm a psychologist but I work at University as a <u>pr-</u>professor a teacher (sp) ok? then other career interesting is my: <u>pschyco-</u>psychologist career I'm a psychology I love this (sp) I stay in my office (uh) four <u>hou-</u>hours in the day to: listen the people: (uh) all person have problem (sp) have happiness (sp) have <u>frustrat-</u> (uh) sad things (sp) <u>to</u> to think and I love <u>this </u>this career and I think it's <u>a</u> a beautiful career too (sp) because <u>all the</u> all the times the people <u>need</u> (sp) need <u>th-</u>this person but (sp) (uh) another hand you have (sp) <u>to</u> to troubles the persons with you (sp) <u>is</u> it's not so good (sp) *né* (uh) <u>other</u> other career that you have to think (sp) it's important <u>to</u> to <u>s-</u>say us today (sp) is a athlete because things think athlete is the most (uh) most funny professional is smart (sp) but you have to think (sp) that all time <u>you have</u> you stay taking care (uhm) himself or herself <u>I</u> I don't know (sp) but when you arrive at home you have a lot of troubles because you have (sp) to give money in the stores in the: (sp) industries companies you have (sp) troubles about *patrocinants* <u>I d-</u> I don't know how do you say (sp) here in the United States (uhm) but you have <u>to</u> to find to looking for all the time (sp) money to have <u>you're</u> your activities then thank you I'm very happy to stay here (sp) sorry about my (uhm) my mistakes in English thank you

SRU	SRP	MLR
78,375	73,3125	6,7419

15mrt Rúbia's post-test (04'17")

hi people (uhm) dear students today I'm I am here to speak (sp) a little bit about family size (sp) well what kinds of family (sp) we have in: (sp) our society? a lot of things (sp) can you have (sp) for example a: nuclear families is the: more common kind of family k- you have (sp) you have a father a mother and: a s- a son or a daughter or a son or a daughter huh? (uhm) often (sp) you have (sp) other kinds of family (uhm) Italian families for example have extended families you have a grandmother grandfather: (sp) *childrens né* ? cousins daughters sons living everybody together in the same house (sp) *né*? (uhm) is more common in the: Brasil not no on the: on the beaches on the coasts of Brasil (sp) more into the states no? in: (sp) in the United States for instance for example you have other kind of family (sp) you have teens (sp) go out to study or work very *youngs* (sp) no-now is common (uh) we have there just a father and mother and the chi- and the children the brothers the sisters live in o-other houses (sp) different houses because there (sp) they can (sp) a job more easy they can (eh) help pay your: (sp) your (uh) how do you say this wh- (sp) you you know what I can say I can: speak (sp) then you can can: choice can you have a choice about h- (sp) what kind what types of family do you kno- do you want (sp) no? I: prefer my nuclear family *né*? because when you have a problem you solve this problem just a few persons and everybody know about other (sp) more huh? if you live in a extend family you have a lot of troubles a lot of problems (sp) anybody (sp) know about other person (sp) but this kind of family have ad- ad- advantage because if you have a h- you want a help *né* you can you can more easy because you have more people to help you no? (sp) and (uh) families very simple about just a woman or just a: a man (sp) one person live alone isn't a family (sp) no? and have very: very trash very: sad no? then you see (eh) some k- types of family ok? I'm very happy to stay here kisses (sp) any doubts can you send me an email

SRU	SRP	MLR
84,2801	78,6770	8,8048

15 dp Rúbia's pre-test with interlocutor (Rubia's speech time: 120")

R	(laugh) (uh) who are you? I don't remember your face
I	I'm fine I'm Jess Smith I study with you (eh) (eh) very l- very: a- (eh) years later (eh) and I don't remember (eh) on on in in in what year I study with you but I know (eh) that: we study: (eh) (sp) together
R	oh (sp) do you remember me? I am A-Alex Benjamin (uh) now I am very old because I have forty-six years old laugh (eh) and what do you do (sp) in: your days? what?
I	I'm work very much I'm I'm I'm pianist and: and the my my work is ver- is very: (sp) difficult because I: (sp) *preciso* (sp) I nee- because I need: very: time for (eh) study my *músicas né*
R	oh (sp) no my my job is more easy because I (sp) I do a thing that I love (sp) I'm park ranger (sp) I work in nature (sp) I simply love nature (uhm) do you

	have a son or a daughter?
I	yes I have two kids (eh) my (sp) <u>I:</u> I married mar- marred- married *ui* I married with Ariel Brown do you remember he?
R	Ariel Brown? oh (sp) by the way I am looking for Ariel Brown (sp) (uhm) how are he? (sp) <u>I don't</u> I don't see in this party
I	*unfortunalety* he died five years ago
R	oh I'm sorry: so much: (sp) but (sp) speak: <u>other</u> (laugh) <u>o-</u>other thing (sp) <u>my</u> my daughter (sp) Daphne she is (sp) fourteen (sp) years old and she plays the violin and the acoustic guitar and bass guitar she <u>lo-</u>loves music too
I	(laugh) do you (eh) can repeat please?
R	(uhm) by the way if you is a music my daughter Daph loves music too (sp) she has (uh) Dawn but she is a special (sp) person because she go to the school and no problem there (sp) she play guitar (sp) she is a beautiful daughter
I	(uhm) my sons <u>to</u> to like music <u>she want no went no</u> *ai meu Deus enquanto* <u>when no want</u> *é querer* <u>whi-</u> while <u>I</u> (laugh) <u>I play:</u> I play the piano (eh) <u>they</u> they song: with me (uhm) <u>and</u> and you ? you have sons?
R	no just one daughter (uhm) and you want: perhaps meet a new love?
I	xxx (uhm) I xxx I *eu tô* XXX (laugh) (sp)

Rubia's

SRU	SRP	MLR
92	88,5	5,5757

15 dt Rúbia's post-test with interlocutor (Rubia's speech time: 117")

R	oh I: (sp) your face is familiar to me but I don't remember: who are you
I	(uhm) (uhm) I'm: Jamie: Connor (eh) you don't: strange for me but I: don't: remember (eh) <u>wit-</u> (eh) don't (eh) <u>wan- wan- no</u> *quando* (sp) when <u>I:</u> (sp) I: *ai eu esqueço tudo* I look you
R	no problem you don't remember me because I am very old today I am forty-five years old I am Chris Patton (sp) and: what are you doing this last years?
I	I'm a travel agent but <u>you don't:</u> (eh) *parece* (eh) <u>do</u> *ai eu tô* (sp) you: is (uh) good shape I: don't: (eh) think you is old (sp) and (eh) you study with Sidney Frances? do you remember?
R	oh (sp) Sidney Frances is <u>my:</u> (sp) my: how do you say ex-<u>h-</u>husband (laugh) I hate he because <u>we:</u> (sp) we was married about (sp) <u>twen-</u> (eh) (sp) twenty years and <u>we:</u> we have <u>three s-</u> three sons together but he: changed me for a colleague from work I hate he <u>and:</u> and you? (eh) did you get married?
I	no I don't get married (eh) because <u>my:</u> my profession I (eh) (eh) I travel many <u>I don't</u> (eh) <u>I don't</u> (eh) I never (eh) make a: (sp) *como é que é relacionamento?* (eh) ah I don't married because my profession (uhm) I (eh) I have (uhm) a son <u>the:</u> my son have (eh) sixteen years old but he is at home with a low fever but is not serious (sp) and you? do you have sons?
R	yes I have <u>twi-</u> the twins Jeremy and John and Ana: (sp) <u>Ana h-</u> Ana is twenty years and study history (sp) at UCL- LA and: Jeremy and John are just starting: high school (uhm) but you: are looking for other: love?
I	(uhm) (uhm) I have <u>any:</u> (sp) <u>any s- any:</u> (sp) *eu não sei* <u>any: any:</u> any boyfriends but: nothing serious (uhm) I don't: (sp) *desisti* (uhm) (uhm) <u>I:</u> I'm

R	you don't want a new love I think yes? (sp) now I am looking for Sam Garver because when he is a boy he is a very handsome and I want looking for and: speak to he
I	XXX
R	(uhm) let's go to the dance and get a: lot of drinks (laugh)
I	I'd like to go dance wit-with you th- in other *ocasião* in other other party because I: I have: many: *informations* for other peoples (eh) that study with with we and: then do you have (sp) saw saw (eh) the people that study with we?
R	I don't understand you (laugh)

SRU	SRP	MLR
94,8717	91,2820	9,7368

APPENDIX I

Raw scores

Pre-test: Monologic narrative				
Participant	words wthout repetition	words with repetition	time	pauses or pause chunks
Experimental group				
1 Ariane	68	71	138"	21
2 Elisa	130	141	235"	34
3 Georgio	125	131	130"	28
4 Carina	128	146	133"	25
5 Regina	85	96	122"	19
6 Rubia	269	284	259"	65
7 Deise	120	125	99"	16
8 Sayonara	339	378	304"	65
9 Morgana	66	70	99"	27
10 Paula	237	291	272"	55
11 Irene	251	289	276"	39
Control group				
12 Elena	128	138	253"	32
13 Rudney	161	196	289"	58
14 Julia	157	171	150"	29
15 Tammy	117	121	209"	21
16 Danilo	202	213	209"	42
17 Cristiane	139	144	155"	31

Post-test: Monologic narrative				
Participant	words wthout repetition	words with repetition	time	pauses or pause chunks
Experimental group				
1 Ariane	82	96	145"	27
2 Elisa	89	90	159"	17
3 Georgio	246	259	192"	39
4 Carina	131	149	161"	23
5 Regina	113	139	160"	29
6 Rubia	157	166	149"	21
7 Deise	167	186	133"	21
8 Sayonara	213	228	193"	39
9 Morgana	113	143	154"	29
10 Paula	257	333	199"	33
11 Irene	219	256	195"	29
Control group				
12 Elena	149	166	241"	27
13 Rudney	198	222	283"	53
14 Julia	122	139	131"	29
15 Tammy	93	94	117"	20
16 Danilo	202	223	250"	43
17 Cristiane	170	188	244"	50

	Pre-test: Monologic role-play			
Participant	words wthout repetition	words with repetition	time	pauses or pause chunks
Experimental group				
1 Ariane	126	127	172"	25
2 Elisa	221	237	373"	61
3 Georgio	229	244	227"	50
4 Carina	295	337	249"	58
5 Regina	253	277	372"	62
6 Rubia	391	418	320"	62
7 Deise	322	347	243"	48
8 Sayonara	338	366	291"	72
9 Morgana	166	185	219"	55
10 Paula	365	428	337"	58
11 Irene	330	389	360"	57
Control group				
12 Elena	156	175	302"	45
13 Rudney	166	192	281"	45
14 Julia	267	273	232"	46
15 Tammy	165	167	246"	34
16 Danilo	288	301	296"	36
17 Cristiane	193	202	231"	47

	Post-test: Monologic role-play			
Participant	words wthout repetition	words with repetition	time	pauses or pause chunks
Experimental group				
1 Ariane	150	163	206"	27
2 Elisa	121	127	213"	27
3 Georgio	327	342	253"	42
4 Carina	206	226	209"	37
5 Regina	163	172	168"	26
6 Rubia	337	361	257"	41
7 Deise	419	460	253"	49
8 Sayonara	330	357	255"	44
9 Morgana	199	250	249"	48
10 Paula	285	354	225"	36
11 Irene	372	403	245"	41
Control group				
12 Elena	249	268	402"	59
13 Rudney	162	184	278"	49
14 Julia	250	267	240"	44
15 Tammy	204	215	283"	33
16 Danilo	302	359	364"	35
17 Cristiane	246	276	276"	60

Pre-test: Dialogic role-play				
Participant	words wthout repetition	words with repetition	time	pauses or pause chunks (including ends of speech turns)
Experimental group				
1 Ariane	87	89	74"	27
2 Elisa	81	86	73"	22
3 Georgio	190	193	110"	37
4 Carina	167	176	96"	30
5 Regina	110	123	110"	32
6 Rubia	177	184	120"	33
7 Deise	178	200	103"	35
8 Sayonara	196	208	105"	36
9 Morgana	88	105	68"	22
10 Paula	231	259	183"	30
11 Irene	141	156	90"	27
Control group				
12 Elena	212	229	182"	42
13 Rudney	103	125	77"	29
14 Julia	193	208	141"	48
15 Tammy	100	106	101"	26
16 Danilo	108	112	84"	18
17 Cristiane	104	105	63"	16

Post-test: Dialogic role-play				
Participant	words wthout repetition	words with repetition	time	pauses or pause chunks (including ends of speech turns)
Experimental group				
1 Ariane	118	124	106"	32
2 Elisa	86	92	73"	25
3 Georgio	249	254	138"	39
4 Carina	217	242	155"	36
5 Regina	169	187	163"	37
6 Rubia	178	185	117"	19
7 Deise	240	252	124"	27
8 Sayonara	217	238	126"	37
9 Morgana	77	90	53"	22
10 Paula	166	196	104"	26
11 Irene	216	236	112"	27
Control group				
12 Elena	158	187	220"	39
13 Rudney	102	118	108"	25
14 Julia	137	138	75"	23
15 Tammy	100	101	83"	20
16 Danilo	238	258	171"	32
17 Cristiane	135	141	112"	26

Monologic narrative

n	Participant	SRU pre	SRU post	SRP pre	SRP post	MLR pre	MLR post
Experimental group							
1	Ariane	30,869	39,724	29,565	33,931	3,380	3,555
2	Elisa	36,000	33,962	33,191	33,584	4,147	5,294
3	Georgio	60,461	80,937	57,692	76,875	4,678	6,641
4	Carina	65,864	55,527	57,744	48,819	5,840	6,478
5	Regina	47,213	52,125	41,803	42,375	5,052	5,517
6	Rubia	65,791	66,845	62,316	63,221	4,369	7,904
7	Deise	75,757	83,909	72,727	75,338	7,812	8,857
8	Sayonara	74,605	70,880	66,907	66,217	5,815	5,846
9	Morgana	42,424	55,714	40,000	44,025	2,592	4,931
10	Paula	64,191	100,402	52,279	77,487	5,290	10,090
11	Irene	62,826	78,769	54,565	67,384	7,410	8,862
Control group							
12	Elena	32,727	41,327	30,355	37,095	4,312	6,148
13	Rudney	40,692	47,067	33,425	41,978	3,370	4,188
14	Julia	68,400	63,664	62,800	55,877	5,896	4,793
15	Tammy	34,736	48,205	33,588	47,692	5,761	4,700
16	Danilo	61,148	53,520	57,990	48,480	5,071	5,186
17	Cristiane	55,741	46,229	53,806	41,803	4,645	3,760

Monologic role-play

n	Participant	SRU pre	SRU post	SRP pre	SRP post	MLR pre	MLR post
Experimental group							
1	Ariane	44,302	47,475	43,953	43,689	5,080	6,037
2	Elisa	38,123	35,774	35,549	34,084	3,885	4,703
3	Georgio	64,493	81,106	60,528	77,549	4,880	8,142
4	Carina	81,204	64,880	71,084	59,138	5,810	6,108
5	Regina	44,677	61,428	40,806	58,214	4,467	6,615
6	Rubia	78,375	84,280	73,312	78,677	6,741	8,804
7	Deise	85,679	109,090	79,506	99,367	7,229	9,387
8	Sayonara	75,463	84,000	69,690	77,647	5,080	8,113
9	Morgana	50,684	60,240	45,479	47,951	3,363	5,208
10	Paula	76,201	94,400	64,985	76,000	7,379	9,833
11	Irene	64,833	98,693	55,000	91,102	6,824	9,829
Control group							
12	Elena	34,768	40,000	30,993	37,164	3,888	4,542
13	Rudney	40,996	39,712	35,444	34,964	6,244	3,755
14	Julia	70,603	66,750	69,051	62,500	5,934	6,068
15	Tammy	40,731	45,583	40,243	43,250	4,911	6,515
16	Danilo	61,013	59,175	58,378	49,780	8,361	10,257
17	Cristiane	52,467	60,000	50,129	53,478	4,297	4,600

Dialogic role-play							
	Participant	SRU pre	SRU post	SRP pre	SRP post	MLR pre	MLR post
Experimental group							
1	Ariane	72,162	70,188	70,540	66,792	3,296	3,875
2	Elisa	70,684	75,616	66,575	70,684	3,909	3,680
3	Georgio	105,272	110,434	103,636	108,266	5,216	6,512
4	Carina	110,000	93,677	104,375	84,000	5,866	6,722
5	Regina	67,090	68,834	60,000	62,208	3,843	5,05
6	Rubia	92,000	94,871	88,500	91,282	5,575	9,736
7	Deise	116,504	121,935	103,689	116,129	5,714	9,333
8	Sayonara	118,857	113,333	112,000	103,333	5,777	6,432
9	Morgana	92,647	101,886	77,647	87,169	4,727	4,090
10	Paula	84,918	113,076	75,737	95,769	8,633	7,538
11	Irene	104,000	126,428	94,000	115,714	5,777	8,740
Control group							
12	Elena	75,494	51,000	69,890	43,090	5,452	5,641
13	Rudney	97,402	65,555	80,259	56,666	4,310	4,720
14	Julia	88,510	110,400	82,127	109,600	4,333	6,000
15	Tammy	62,970	73,012	59,405	72,289	4,07	5,050
16	Danilo	80,000	90,526	77,142	83,508	6,222	8,0625
17	Cristiane	100,000	75,535	99,047	72,321	6,562	5,423

APPENDIX J

GLM analyses

Task	Variable	Within subjects		Interaction (Between*Within)		Between subjects	
		F	p	F	p	F	p
Monologic narrative scores	SRU	2,479	0,136	2,36	0,145	1,471	0,244
	SRP	1,196	0,291	1,064	0,319	1,791	0,201
	MLR	*4,828*	*0,044*	*5,426*	*0,034*	2,48	0,136
Dialogic role-play scores	SRU	0,023	0,881	1,856	0,193	3,326	0,088
	SRP	0,014	0,908	1,131	0,204	2,637	0,125
	MLR	*5,801*	*0,029*	0,514	0,484	0,331	0,573
Monologic role-play scores	SRU	*4,692*	*0,047*	2,398	0,142	*4,548*	*0,05*
	SRP	2,484	0,136	3,095	0,099	4,078	0,062
	MLR	*15,014*	*0,001*	*7,406*	*0,016*	4,281	0,395

* Statistically significant differences.

APPENDIX K

ANOVA analyses and Post Hoc tests

1. Speech Rate Unpruned

Means

speech rate unpruned pretest

test	Mean	Std. Deviation	N
Monologic narrative scores	54,08500	15,211903	17
Dialogic role-play scores	90,50059	17,340741	17
Monologic role-play scores	59,09482	16,888907	17
Total	67,89347	22,944863	51

ANOVA

speech rate unpruned pretest

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	13245,921	2	6622,960	24,309	,000
Within Groups	13077,415	48	272,446		
Total	26323,336	50			

Post Hoc Multiple Comparisons

Dependent Variable: speech rate unpruned pretest

	(I) test	(J) test	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
LSD	Monologic narrative scores	Dialogic role-play scores	-36,415588*	5,661492	,000	-47,79878	-25,03240
		Monologic role-play scores	-5,009824	5,661492	,381	-16,39302	6,37337
	Dialogic role-play scores	Monologic narrative scores	36,415588*	5,661492	,000	25,03240	47,79878
		Monologic role-play scores	31,405765*	5,661492	,000	20,02257	42,78896
	Monologic role-play scores	Monologic narrative scores	5,009824	5,661492	,381	-6,37337	16,39302
		Dialogic role-play scores	-31,405765*	5,661492	,000	-42,78896	-20,02257
Dunnett T3	Monologic narrative scores	Dialogic role-play scores	-36,415588*	5,594658	,000	-50,49074	-22,34044
		Monologic role-play scores	-5,009824	5,512751	,744	-18,87450	8,85485
	Dialogic role-play scores	Monologic narrative scores	36,415588*	5,594658	,000	22,34044	50,49074
		Monologic role-play scores	31,405765*	5,870848	,000	16,64829	46,16324
	Monologic role-play scores	Monologic narrative scores	5,009824	5,512751	,744	-8,85485	18,87450
		Dialogic role-play scores	-31,405765*	5,870848	,000	-46,16324	-16,64829

*. The mean difference is significant at the .05 level.

2. Speech Rate Pruned

Means

speech rate pruned pretest

test	Mean	Std. Deviation	N
Monologic narrative scores	49,45606	13,994832	17
Dialogic role-play scores	83,79818	16,500608	17
Monologic role-play scores	54,36059	15,279235	17
Total	62,53827	21,426771	51

ANOVA

speech rate pruned pretest

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11730,040	2	5865,020	25,079	,000
Within Groups	11225,287	48	233,860		
Total	22955,327	50			

Post Hoc Multiple Comparisons

Dependent Variable: speech rate pruned pretest

	(I) test	(J) test	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
LSD	Monologic narrative scores	Dialogic role-play scores	-34,342118*	5,245280	,000	-44,88846	-23,79578
		Monologic role-play scores	-4,904529	5,245280	,354	-15,45087	5,64181
	Dialogic role-play scores	Monologic narrative scores	34,342118*	5,245280	,000	23,79578	44,88846
		Monologic role-play scores	29,437588*	5,245280	,000	18,89125	39,98393
	Monologic role-play scores	Monologic narrative scores	4,904529	5,245280	,354	-5,64181	15,45087
		Dialogic role-play scores	-29,437588*	5,245280	,000	-39,98393	-18,89125
Dunnett T3	Monologic narrative scores	Dialogic role-play scores	-34,342118*	5,247551	,000	-47,55068	-21,13356
		Monologic role-play scores	-4,904529	5,025291	,701	-17,54113	7,73207
	Dialogic role-play scores	Monologic narrative scores	34,342118*	5,247551	,000	21,13356	47,55068
		Monologic role-play scores	29,437588*	5,454222	,000	15,72367	43,15151
	Monologic role-play scores	Monologic narrative scores	4,904529	5,025291	,701	-7,73207	17,54113
		Dialogic role-play scores	-29,437588*	5,454222	,000	-43,15151	-15,72367

*. The mean difference is significant at the .05 level.

3. Mean Length of Runs

Means

mean lengh of runs pretest

test	Mean	Std. Deviation	N
Monologic narrative scores	5,02588	1,356840	17
Dialogic role-play scores	5,25188	1,284402	17
Monologic role-play scores	5,55135	1,417824	17
Total	5,27637	1,344449	51

ANOVA

mean lengh of runs pretest

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2,362	2	1,181	,644	,530
Within Groups	88,015	48	1,834		
Total	90,377	50			

Post Hoc Multiple Comparisons

Dependent Variable: mean lengh of runs pretest

	(I) test	(J) test	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
LSD	Monologic narrative scores	Dialogic role-play scores	-,226000	,464460	,629	-1,15986	,70786
		Monologic role-play scores	-,525471	,464460	,264	-1,45933	,40839
	Dialogic role-play scores	Monologic narrative scores	,226000	,464460	,629	-,70786	1,15986
		Monologic role-play scores	-,299471	,464460	,522	-1,23333	,63439
	Monologic role-play scores	Monologic narrative scores	,525471	,464460	,264	-,40839	1,45933
		Dialogic role-play scores	,299471	,464460	,522	-,63439	1,23333
Dunnett T3	Monologic narrative scores	Dialogic role-play scores	-,226000	,453140	,944	-1,36519	,91319
		Monologic role-play scores	-,525471	,475966	,616	-1,72198	,67104
	Dialogic role-play scores	Monologic narrative scores	,226000	,453140	,944	-,91319	1,36519
		Monologic role-play scores	-,299471	,463992	,888	-1,46635	,86741
	Monologic role-play scores	Monologic narrative scores	,525471	,475966	,616	-,67104	1,72198
		Dialogic role-play scores	,299471	,463992	,888	-,86741	1,46635