

Oral Strategies Used by Brazilian
Students Learning English

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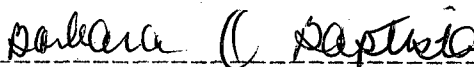


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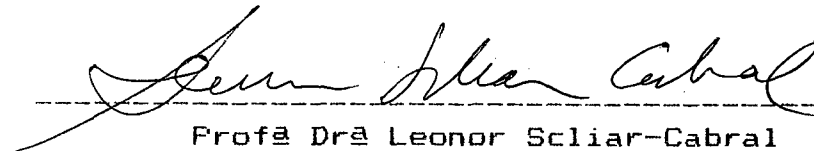
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MY SINCERE GRATITUDE

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TABLE OF CONTENTS

1. INTRODUCTION.....	pg	9
2. REVIEW OF LITERATURE.....	pg	12
2.1. Communication Strategies Defined.....	pg	14
2.2. Types of Interlanguage Communication Strategies.....	pg	17
2.3. Planning and Execution of Learners' Speech.....	pg	19
3. METHODOLOGY.....	pg	23
3.1. Objectives.....	pg	23
3.2. Subjects.....	pg	24
3.3. Collection of Data.....	pg	25
3.4. Instruments.....	pg	26
3.5. Procedures.....	pg	27
3.6. Analysis of Data.....	pg	31

4. RESULTS AND DISCUSSION.....	pg	33
4.1. Communication Strategies.....	pg	34
4.1.1. Taxonomy of Communication Strategies.....	pg	34
4.1.2. Discussion of Communication Strategies....	pg	35
4.1.3. Language Proficiency and the Use of Communication Strategies.....	pg	52
4.1.4. Language Proficiency and the Use of L1/TL-Based Communication Strategies.....	pg	61
4.2. Signals of Hesitation.....	pg	64
4.2.1. Discussion of Signals of Hesitation.....	pg	64
4.2.2. Functions of Signals of Hesitation.....	pg	69
4.2.3. Language Proficiency and the Use of Signals Hesitation.....	pg	74
4.3. Summary Statements	pg	83
4.3.1. Concluding/ Summary Statements.....	pg	83
4.3.2. Suggestions for Future Research.....	pg	87
4.3.4. Implications for Second Language Teaching and Learning.....	pg	88
REFERENCES.....	pg	92
APPENDIX 1	pg	98
APPENDIX 2	pg	104
APPENDIX 3	pg	108
APPENDIX 4	pg	121

ORAL STRATEGIES USED BY BRAZILIAN STUDENTS

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The purpose of this study is to identify and to analyse the strategies a group of adult Brazilian learners (learning English as a foreign language) draw on to solve their communicative problems in both phases of speech production: planning and execution of the TL. Additionally, the relationship between the learners' proficiency level and the use of *communication strategies* (CSs) and *signals of hesitation* (SHs) is examined.

The data for the study came from subjects of three different proficiency levels who were tested on three different tasks. The learners' mental processes in the production of speech were inferred from the subjects' *performance data* and *introspection*. The taxonomy for the identification of communication strategies for the present study was based on existing typologies, specially that of Tarone, Cohen and Dumas (1980); Faerch and Kasper (1984); Wilhens (1987) and Oxford (1990).

The general results of the study indicated that although the speakers basically employ the same type of CSs and SHs to overcome communicative problems, the frequency of use of CSs and SHs varies according to their proficiency level, suggesting that the subjects of this study pass through phases in terms of types (small range) and frequency (large range) in the use of CSs and SHs. The results seem to indicate, therefore, that the communicative behaviour of the speakers is transitional and dynamic.

RESUMO

Este estudo tem como principal objetivo identificar, definir e analisar as estratégias de comunicação e signos de hesitação encontrados nas falas de um grupo de estudantes brasileiros, adultos, aprendizes de inglês. Adicionalmente, a relação entre o nível de proficiência linguística do grupo e o emprego de estratégias orais é discutida.

Os dados para o estudo foram obtidos de alunos de três diferentes níveis de proficiência que foram testados em três diferentes atividades. Os processos mentais de produção de fala dos alunos foram inferidos a partir de dados de desempenho e introspecção. A taxonomia empregada para a identificação das estratégias de comunicação foi baseada em tipologias existentes, mais especialmente as de Tarone, Cohen e Dumas (1980); Faerch e Kasper (1984); Willhems (1987) e Oxford (1990).

Os resultados gerais deste estudo indicaram que apesar dos falantes basicamente empregarem o mesmo tipo de estratégia de comunicação e signos de hesitação para superar seus problemas comunicativos, a frequência de uso de estratégias de comunicação e os signos de hesitação varia de acordo com os níveis de proficiência, sugerindo que os estudantes brasileiros evoluem em termos de tipos (pouco significativos) e frequência (bastante significativos) no uso de estratégias de comunicação e signos de hesitação. Os resultados parecem portanto indicar que o comportamento comunicativo dos falantes é transitório e dinâmico.

1. INTRODUCTION

Research on second-language acquisition has recently identified a variety of strategies that learners use to convey meaning when communication breaks down or runs into difficulties in the target language. It has been observed that depending on what the learners want or need to communicate they are often forced to use rules of which they do not have an adequate command. This can happen in all domains of language: morphology, phonology, syntax and lexis and leads learners to constantly plan and revise their utterances during the process of speech production. According to Faerch and Kasper (1983a), second-language learners, when faced with difficulties because of lack of knowledge in the target-language (TL), employ certain strategies that are 'potentially conscious' to solve troublesome situations. These strategies (pauses, repetitions, drawings, the use of foreignizing, paraphrase, approximation) can be clearly

observed while the learners are attempting to communicate.

Considerable research in the area of second language acquisition (Tarone, 1977; Corder, 1981; Faerch and Kasper, 1983a; Wenden and Rubin, 1987; Oxford, 1990) has been devoted to discovering and understanding the internal mechanisms of the speech production process, to providing clues about the kind of strategies second or foreign learners employ to communicate, and to providing information important to the field of second-language (S1) and foreign-language (F1) teaching and learning.

Since Selinker (1972), in his paper entitled 'Interlanguage', introduced the topic, communication strategies (CSs) have been the focus of increasing interest in second language acquisition research. Most of the research on CSs, however, has been directed towards the identification and classification of the learners' CSs (see the collection of articles in Faerch and Kasper (1983a)). Subsequently some attempts have been made to investigate the factors that influence the speaker's choice of CSs such as personality, competence level, form of language instruction, task specificity and L1 background (see Tarone, 1981; Haastrup and Phillipson, 1983; Paribakt, 1985; Poulisse and Schills, 1989).

On the other hand, progress has also been made in the exploration and development of techniques that investigate the second language learners' use of CSs. Methods of data collection in this area include: observation of learner behaviour in the classroom, reports in the form of diaries, think aloud and self-observation (immediate retrospection and delayed retrospection).

The purpose of this study is to increase our understanding of the second/foreign language communication processes through an investigation of the internal mechanisms Brazilian learners display while they are trying to communicate in a foreign language. In this investigation a framework will be provided describing the strategies these learners draw on to solve their communicative problems in both phases of speech production: planning and execution. Additionally, the relationship between learner's proficiency level and the use of oral strategies is examined.

In the next chapter (review of literature) current views on the definition, types of CSs, and explanations about the planning and execution of learner's speech production are discussed. The methodology chapter describes the objectives and hypotheses of the study, subjects and procedures of selection, description of instruments, collection and analysis of data. In the fourth chapter the data are presented and discussed according to the proposed objectives and hypotheses. The chapter also presents a summary of the conclusions of the study, suggestions for further research and finally implications of CS use for the field of second language teaching.

This study was set up based on the belief that a better understanding of our students' process of communication in the TL is basic for modifying and improving teaching. It is intended to provide some new insights for all of those engaged in the difficult task of teaching English as a foreign language.

2. REVIEW OF LITERATURE

Second Language learners, in order to improve their abilities in a second language (consciously or unconsciously), are constantly trying to diminish the gap between their language performance and that of native speakers of the target language (cf. Klein, 1986). The result of this matching, as pointed out by Corder (1981) is that learners develop competence through 'transient approximations'; i.e., going through several stages towards the goal (target language). Another attempt to define this matching problem is Selinker's proposal (1972) who coined the word 'interlanguage'. There are a few other alternative terms (such as approximative systems, idiosyncratic dialects, transitional competence) proposed by different researches to refer to the same phenomenon, but while each of them emphasizes a particular aspect of the phenomenon, they all agree that second-language learners go through several developmental stages while building their TL linguistic system. According to this

perspective, "learners, on their way towards second-language acquisition, pass through transitional competences which are not in agreement with the competence of the target language" (Webber, 1981:28). "This is neither the system of the native language nor the system of the target language, but instead falls between the two" (Brown, 1980:169).

According to Crookes (1989) "the development of a theory (or theories) of interlanguage variation and change is of central concern to anyone investigating second language acquisition" (p.367). These theories are of great importance since their principles may contribute to the understanding of the learning and the teaching methodology of SLs. Since Selinker's proposal of the 'interlanguage' theory, there has been a growing interest in the study of the learning process, rather than the learning product (cf. Ellis, 1986; Wenden and Rubin, 1987; Crookes, 1989). Champeau (1989) points out that the "focus has shifted from the teacher to the learner and with this has come the realization that each learner is an individual with distinct needs, learning styles, mental schemata and attitudes" (p.2). This position has motivated a growing interest in understanding the internal mechanisms the learner displays when s/he wishes to convey messages that his/her linguistic knowledge does not permit him/her to express adequately. Thus, in recent years, an increasing number of studies in interlanguage research have focussed on the phenomena that take place in second-language learners' performance. Special emphasis has been put on communication strategies (CSs) and phenomena of hesitation (PH) occurring in the planning/execution phase of speech production.

Much of this interest, however, has been taken up with the problem of definition and criteria for defining communication strategies.

Several definitions have been proposed by researchers in an attempt to clarify what is meant by communication strategies. As a point of departure let's consider the three definitions given below that served as a framework for this study:

2.1. Communication Strategies Defined

Faerch and Kasper (1983a) define communication strategies as "potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal" (p.212).

Tarone (1980) defines communication strategies as a "mutual attempt of two interlocutors to agree on a meaning in situations where requisite meaning structures do not seem to be shared" (p.417).

Tarone (1977) and Váradi (1983) characterize communication strategies as being consciously employed by the language user when communication breaks down or runs into difficulties.

From the definitions above we can observe a lack of agreement on a general view of the problem. There are two important points related to the definition of CSs that must be

clarified, since they are important to understand what is meant by CSs in this study. The first refers to the psycholinguistic perspective placed by Faerch and Kasper (1983a) versus the interactional perspective placed by Tarone (1980). The second refers to the 'criterion of consciousness' offered by Faerch and Kasper (1983a), Tarone (1977) and Váradi (1983). In an interactional perspective, (Tarone, 1980) communication strategies are characterized by 'the negotiation of an agreement on meaning'. Faerch and Kasper (1983b), however, point out that there are several problems associated with this interactional perspective. First, it is difficult to apply to a non face-to-face situation, namely, when the L2 learner's interlocutor is not present, and thus there is no negotiation of meaning. Communicative problems, however, occur in monologue just as much as in dialogue. Second, the application of a CS may occur even in dialogues where no feedback is received from the interlocutor or feedback is not required by the receptor. The learner may attempt to find solutions by him/herself without appealing to the interlocutor's assistance. Advanced learners, for instance, whose need for face saving is greater than lower proficiency speakers, may make use of a CS, without expressing to their interlocutor that they are experiencing a communication problem. On the other hand, Faerch and Kasper (1983b) point out that in order to avoid "treating the other person as linguistically inferior, the native speaker might decide not to assist even though the learner shows signs of verbalizing problems" (p.55).

The second important point to be mentioned in the definition of communication strategies is the 'criterion of consciousness'.

Tarone (1977) and Váradi (1983) assign the "criterion of consciousness" to the use of communication strategies. Faerch and Kasper (1983b) take a more careful position in their discussion of whether CSs are consciously or unconsciously employed by the TL learners. They claim that,

the criterion of potential consciousness further delimits the subset of problem-solving plans to such that can be consciously employed. In so doing, it excludes cognitive operations which are always completely automatic and which cannot be subjected to conscious control. Furthermore, consciousness is not a permanent psychological state-the presence of consciousness depends on individual and situational variables as well as on the linguistic material and the psychological procedures involved (p.47).

Having defined communication strategies it is also important to make a distinction between this area of research and another one called learning strategies, since a certain confusion seems to be associated with these two areas.

Tarone (1980) defines a learning strategy as "an attempt to develop linguistic and sociolinguistic competence in the target language. The primary purpose for using a learning strategy is not to communicate but to *learn*" (p.419). Wenden and Rubin (1987) state that "communication strategies are less directly related to language learning since their main focus is on the process of participating in a conversation and getting meaning across or clarifying what the speaker intended" (p.25). According to Ellis (1986) "if learning strategies are the long-term solution to a problem, communication strategies provide the short-term answer" (p.181).

In light of the discussion on the difference between learning strategies and communication strategies, on the psycholinguistic perspective and interactional perspective of the CSs, and the 'criterion of consciousness', communication

strategies can be defined as follows:

Communication strategies, for the purpose of this research, are psycholinguistic plans employed by the language user when communication breaks down or runs into difficulties. They are potentially conscious and are not directly related to language learning, since their basic motivation is to communicate, although it can be argued that communication strategies can to a certain extent, lead to learning. The possible effects of CSs on the learning/acquisition of a second/foreign language will be briefly discussed in the final section of this study. I shall present now the most common types of CSs learners resort to when faced with some difficulty in conveying the desired message in the TL.

2.2. Types of Interlanguage Communication Strategies

It has been mentioned in the literature (cf. Bialystok, 1983; Váradi, 1983; Faerch and Kasper, 1983a) that strategies can be classified according to two types of behaviour that second language learners may adopt when they have to cope with difficulties in the TL oral communication. They can either adopt *avoidance behaviour* by reducing or renouncing the intended message or rely on *achievement behaviour* by developing an alternative plan adjusted according to their communicative resources.

Ellis (1986) points out that perhaps because of the problems of definition, there is no generally agreed typology of

communication strategies. Various typologies have been proposed. Among them are: Cohen, Tarone and Dumas (1983); Wenden and Rubin (1987); Bialystok (1983); Faerch and Kasper (1984) and Oxford (1990). These researchers have identified several communication strategies learners employ in their interlanguage continuum. Below is the description (adaptation) of a typology of CSs (for more details of this typology see appendix 3 on pages 117, 118, 119, 120) proposed by Oxford (1990) that served as a framework for this study:

1. Switching to the mother tongue

Using the mother tongue for an expression without translating it, such as saying 'I want a couteau' instead of saying 'I want a knife'.

2. Getting help

Asking someone for help in a conversation by hesitating or explicitly asking for the missing expression in the target language.

3. Using mime or gesture

Using physical motions, such as mime or gesture, in place of an expression to indicate the meaning.

4. Avoiding communication partially or totally

Partially or totally avoiding communication when difficulties are anticipated. This strategy may involve avoiding communication in general, avoiding certain topics, avoiding specific expressions, or abandoning communication in mid-utterance.

5. Selecting the topic

Choosing the topic of conversation in order to direct the communication to the topics in which the learner has sufficient vocabulary and grammar to converse.

6. Adjusting or approximating the message

Altering the message by omitting some items of information, making ideas simpler or less precise, or saying something slightly different that means almost the same thing, such as saying 'pipe' for 'waterpipe'.

7. Coining words

Making up new words to communicate the desired idea, such as 'airball' for 'balloon'.

8. Using a circumlocution or synonym

Using a roundabout expression involving several words to describe or explain a single concept (circumlocution) or a word having exactly the same meaning as another word in the same language (synonym) to convey the intended meaning. An example of circumlocution is: 'a thing you dry your hands on' for 'towel'. An example of synonym is saying 'pen' instead of 'ballpoint pen'.

Having defined communication strategies and provided the most common types of strategies learners may employ to solve a problem when communication breaks down, I shall turn now to a brief discussion of the planning and execution phase of learner's speech production.

2.3. *Planning and Execution of Learner's Speech*

Research in the area of speech production processes suggests that there are two major processing stages in speech: *planning* and *execution*. The former includes the syntactic/morphological structuring of an utterance and the lexical selection, while the latter comprises the execution of the utterance under observance of phonological rules (cf. Clark and Clark, 1977 and Keller, 1979).

Hulstijn and Hulstijn (1984) present a comprehensive summary of a learner's speech production process:

The speech production process consists of the conceptualization of a message, the planning of an utterance, and the articulation of the planned utterance. These three processes take place in an incremental and interactive way... Planning involves the activation and retrieval of knowledge about linguistic forms and their meanings, stored in the speaker's memory. It has been suggested that there are several stages in the planning and execution phases of speech production, during which speakers review their utterance plan and may not decide to change it (p.24).

In the following sample of a learner's speech production we can observe the phenomena of planning and execution taking place:

"This story is about - (uh) a guy - that liked to - to go, to:
- (uh) - to:, to: - /læɡou/ - and to swim - (mhm) and the
take off, took off his clothes - and swim. But after (uh) few
minutes - he, he:: looked, looked the clothes and:, and: don't
find and (uh) think, thought: where is: my clothes ?" (extrated from
the data of a pilot study carried out by the experimenter as a requirement of the Psycholinguistics
Course at UFSC/1990)

As can be observed, problems may appear both in the planning and execution of speech. This little passage is full of *signals of hesitations* such as *drawls, fillers, repetitions* and *pauses*, showing that speech planning is taking place.

In order to fill a gap in his vocabulary, the speaker created an 'ad hoc' form based on his L1. The use of the word /læɡou/ (lago in Portuguese) shows his uncertainty about using the word 'lake'. Observe how the item is preceded by a series of hesitations, showing that he is having difficulties in executing his plan. After some hesitation, he finally decided (consciously or unconsciously) on the use of a CSs labelled in the literature as *foreignizing*.

According to Faerch and Kasper, (1983a) "the aim of the planning phase is to develop a plan, the execution of which will result in an action which will lead to the actional goal" (p.23). In the previous example this 'goal' is the production of the lexical item 'lake' .

Clark and Clark (1977) call attention to the fact that the two processes are not always clearly separated in time. At any moment planning and execution may have been processed simultaneously. Speakers may have been "planning what to say next while executing what they had planned moments before" (p.224). In face of this it is hard to say where planning leaves off and execution begins. However, as Clark and Clark assert, "despite this problem, planning and execution are convenient labels for the two ends of speech production. The considerations that go into planning an utterance can generally be distinguished from those that go into its execution" (p.224).

Faerch and Kasper (1983a) point out that two situations can be established for the occurrence of communication strategies, depending on whether the problem is in the planning phase or is in the execution phase.

Problems within the *planning phase* may occur either because the linguistic knowledge is felt to be insufficient by the language user, relative to a given goal, or because the language user predicts that he will have problems in executing a given plan. Problems within the *execution phase* have to do with retrieving the items or rules which are contained in the plan. The difference between anticipating fluency or correctness problems and experiencing retrieval problems in execution is that in the former case, it is possible to *avoid* getting into a problem by developing an alternative plan, whereas in the execution phase problems are there, and have to be solved (p.34-35).

Speaking, therefore, seems to be divided into two types of activities - planning and execution and there are at least two phenomena that can be clearly observed in the speakers'

communicative behaviour. One is the phenomenon of hesitation or signals of hesitation (SHs) (pauses, repetitions, fillers, drawls) and the other is the use of communication strategies (foreignizing, approximation, paraphrase). According to Faerch and Kasper (1983a),

speakers pause to breathe but they also pause to plan what to say next and how to do so. An analysis of the location, frequency and length of pauses might therefore shed light on the planning process leading to speech production. This is the methodological assumption behind psycholinguistically oriented analysis of speech: that certain performance features like pauses and hesitation phenomena can be used as evidence of how planning and execution take place. (p.214)

Maybe because little is still known about the specific occurrence of signals of hesitation in IL speech production, no accepted definitions or typologies of these variables were found in the literature. The taxonomy of SHs, for the purpose of this study, was based on some descriptions provided by Faerch and Kasper (1983a) and Sinderman and Horsella (1989). The commonest types of SHs mentioned by these researchers are: unfilled (=silent) pauses, filled pauses, lengthening of syllables, repetitions, self-corrections, etc.

This study was undertaken under the assumption that one of the best ways to learn about learners' interlanguage behaviour and to discover about the mental processes underlying such behaviour is to analyse their deviant utterances and to analyse the phenomena involved in the planning and execution phases of their speech production.

3. METHODOLOGY

3.1. Objectives

The present study has as its main objectives to identify and to analyse the communication strategies (objective 1) and the signals of hesitation (objective 2) commonly found in the speech of a group of adult Brazilian learners while trying to communicate in English; to discuss the possible function of these signals in their performance (objective 3), and to observe if there is a difference in terms of the use of CSs and SHs according to the learners' proficiency level in the TL (objective 4). In order to observe this last mentioned objective, four hypotheses were proposed:

Hypothesis 1: The type and frequency of CSs employed by the TL learners varies according to their TL proficiency.

Hypothesis 2: The type and frequency of SHs employed by the TL learners varies according to their TL proficiency.

Hypothesis 3: Lower-Proficiency speakers, who do not have a sufficient linguistic knowledge of the TL, have to rely to a greater extent on CSs based on L1 linguistic knowledge.

Hypothesis 4: Higher-Proficiency speakers, who have a greater command of the TL, employ more CSs based on TL linguistic knowledge.

3.2. *Subjects*

The data for the study came from subjects of three different institutions: undergraduate students enrolled in the Letras Course (campus of Universidade Federal de Mato Grosso do Sul/UFMS); students from the Instituto de Idiomas 'Muzzi BBC'; and students from the Instituto de Idiomas 'Pink and Blue' in Dourados - M.S.. The students were all adults, (twenty-one females and three males) their age ranging from 18 to 30 , and

were all speakers of the same L1, Portuguese. They were studying English as a foreign language for diverse purposes, but all of them were very interested in achieving better performance in oral communication. Because proficiency level in this study was expected to be an important factor influencing the learner's choice of communication strategies (CSs) and the occurrence of signals of hesitation (SHs) in the learners' communication, a 'proficiency test' based on oral activities was applied in order to fit them into three different proficiency levels and eliminate the least proficient.

Initially, thirty students participated in the evaluation of oral proficiency and after being assessed, the twenty-four whose English speech was at least clearly intelligible were selected for the experiment. They were divided into three groups and each group composed of eight subjects, according to their level of proficiency: low-proficiency speakers (LPSs), intermediate-proficiency speakers (IPSS) and high-proficiency speakers (HPSs). The methodology for the application and assessment of the proficiency tests is explained in greater detail in appendix 1 (pages 99, 100, 101, 102, 103).

3.3. Collection of Data

Data were collected over a span of two months at the beginning of the school year. Students took part in three oral

production tasks resulting in a total of 72 speech production samples. The data were audio-taped and collected in a normal language classroom. Students participated voluntarily in the experiment. Those enrolled in the University received a bonus grade from their English teacher. Subjects were told to produce the best they could and as much language as possible. Each task session lasted from 20 to 40 minutes.

3.4. *Instruments*

Proficiency level has been mentioned in some studies as an important factor influencing subjects' performance in oral communication (cf. Palmberg, 1979; Bialystok and Fröhlich, 1980; Paribakht, 1985). This position was supported in a pilot study I carried out as a requirement of the Psycholinguistics Course at the Universidade Federal de Santa Catarina in 1990 which revealed that lower and intermediate learners of English used more CSs than the advanced learners. The beginning learners relied more on CSs based on L1 than did the more proficient ones. The lower-proficiency learners to a larger extent than the higher-proficiency learners abandoned the message as a way of avoiding unknown lexical items, pronunciation or grammatical rules. In addition, it was also observed that the phenomena of hesitation occurred more frequently in the lower-proficiency learners' speech than in that higher-proficiency ones. To provide further

evidence of the possible influence of proficiency level on learners' oral performance, this study investigated the learner's use of CSs and the occurrence of SHs at three different levels of proficiency: low, intermediate and high.

The subjects in all three groups performed three production tasks: a) an oral description of a sequence of pictures (CP)(appendix 2, page 105); b) the retelling of a story told by the experimenter in L1 (RS)(appendix 2, page 106) and c) the explanation of four concrete and four abstract concepts (EC)(appendix 2, page 107). These tasks were selected because they have been mentioned in the literature as involving a variety of oral speech styles and being frequently performed in real life situations (cf. Morrow, 1979; Pint, 1981; Shohamy, 1983; Fulcher, 1987).(All descriptions of the three tasks are given in details in appendix 2, pages 105, 106, 107).

3.5. *Procedures*

The tasks were performed under a psycholinguistic perspective (i.e. each learner tried to find a solution her/himself without the cooperative assistance of the interlocutor, in opposition to the interactional perspective). The approach followed to detect CSs was the 'phenomena of hesitation' reflected in the interlanguage performance as an index of 'how' and 'where' problems in planning and execution are taking place (cf. Beattie and Bradbury, 1979; Dechert and

Raupach, 1983; Faerch and Kasper, 1983a).

As in Faerch and Kasper (1983a) the phenomena of hesitation such as *filled* and *unfilled pauses*, *repetitions* and *stretching of syllables* used as "time-gaining devices for the planning of a subsequent speech unit" (Faerch and Kasper, 1983a:215) or the selection of the next lexical item (cf. Macclay et al., 1959; Goldman-Eisler, 1972; Seliger, 1980; Decher and Raupach, 1983; Raupach, 1983; Bongaerts and Poulisse, 1989; Poulisse and Schils, 1989) was considered a useful tool to detect CSs.

Many researchers (Seliger, 1980; Raupach, 1983; Dechert and Raupach, 1980; Crookes, 1989; Poulisse and Schils, 1989) assert the contributions made by this methodological approach, but they do not accept it as the only and definitive way of understanding the learner's mental processes of producing oral communication. "The description of a learner's planning problem constitutes only the first part of an analysis of communication strategies in the given sense; it is the pre-requisite for the ensuing identification of strategies" (Raupach, 1983:202). Raupach (1983) Poulisse and Schils (1989) list limitations of this methodological approach. I shall present two of them:

a) the occurrence of speech phenomena "can be interpreted in a double way, namely in that it gives evidence of the learner's planning problems and, at the same time, may function as an appeal for help from the interlocutor (Raupach, 1983:203).

b) with certain types of activities such as the retelling of a story, it is not always clear whether the subjects had had *lexical* problems for which they compensate by means of CPs (compensatory strategies) or if their problems had been more general: for example, that they had forgotten elements of the story (Poulisse and Schils, 1989:20).

Poulisse and Schils (1989) assert that a satisfactory interpretation of learner's speech performance requires some introspective comments (self-observational methods) that the

subjects themselves must give on their performance after having completed the task. Speakers' intuition may provide valuable information regarding their cognitive processes of speech production in the TL.

There are some controversies regarding these techniques (cf. White, 1980; Ericsson and Simon, 1980). The position of certain cognitive psychologists, however, is that even with their limitations, self observation techniques can be useful (cf. Cohen and Hosenfeld, 1981:289). Cohen (1984) asserts that "evidence from self-observational studies calling for introspection shows that depending on the task, subjects may be successful at consulting their memory of cognitive processes and describing them" (p. 10).

Because of considerable evidence that learners can be used as informants to offer a better understanding of the internal mechanisms of their speech production, a second research tool used in this study was *self-observation: immediate retrospection* based on a questionnaire.

The methodological framework for reaching the learner's mental processes in the production of speech was based on suggestions provided by Hosenfeld (1977) (1979) Cohen and Aphek, (1981) Cohen and Hosenfeld (1981) and Cohen (1984).

For eliciting data, a brief questionnaire with the questions given below was given to the students, and further explanation and clarification was given in Portuguese. All of the HPSs wrote their answers in English, while the IPSs wrote part of their answers in English and part in Portuguese. All of the LPSs wrote their answers in Portuguese.

Questionnaire:

- Try to identify the strategies you employed to solve your communicative problems in the TL.
- Did you have troubles with vocabulary while you were trying to communicate in the TL?

Although many researchers have claimed that self-observation: retrospection based on 'indirect questions' can be a useful approach to collect information, there are still insights to be gained from asking the students directly (Cohen and Hosenfeld, 1981).

Naiman et al., (1975, in Cohen 1984) suggests that students should be interviewed directly. He points out that "only through interviews could one have access to techniques that were invisible to any observers - such as attempting to answer every question asked by the teacher" (p.68).

Hayes and Flower (1983) state that using retrospective report based on a questionnaire to collect data does not guarantee the researcher will have all the information s/he needs to understand the learner's mental processes, since the subjects may forget some information about processes that were available during the task performance. For this reason, it is important to utilize elicitation procedures that obtain reports that are as complete as possible. In order to obtain further insights on the learner's mental activities involved in the process, a third research tool used in this study was *self-observation: delayed retrospection* based on interviews.

As in Cohen and Aphek (1981) an 'external elicitation format' - namely questions of the type: "Why did you say X?", "Why is this type of signal of hesitation present in your speech?", was used in this study. The elicitation and response were oral in the subject's mother tongue or in the target language, depending on the speaker's proficiency level. In order to capture some of the processes/strategies used by the speakers, they were asked individually by the experimenter in a retrospective session a day after and in some cases two or three days later, to discuss and comment on the problems they had faced while performing the task. The reason why this *retrospective session* was discussed only a day after or some days later was the need to have the data transcribed before interviewing the subjects. A tape-recorder with the students' language taped was used as a stimulus for the students to reconstruct what was going on in their minds at given moments.

Thus, the analysis of *hesitation phenomena* in the learners' speech data and an *introspective analysis* reflecting both *immediate retrospection*: based on indirect questions (questionnaire), and *delayed retrospection*: based on direct questions (interviews) were considered promising approaches for understanding mental activities involved in language processing.

3.6. Analysis of Data

Each session was tape-recorded and later transcribed

following the transcription symbols suggested by Marchuschi, 1986, and Heritage and Atkinson, 1987, (see appendix 3, pages 109, 110).

Although the subjects were free to make the introspective comments in their own language or in the TL, when transcribed to this study, the comments which were offered in L1 were translated into English.

The taxonomy of CSs for the present study was based on existing typologies specially those of Tarone, Cohen and Dumas (1980); Faerch and Kasper (1984); Wilhems (1987) and Oxford (1990) (see appendix 3, pages 111, 112, 113, 114, 115, 116, 117, 118, 119, 120). As mentioned in the review of literature the taxonomy of SHs was based on some descriptions provided by Faerch and Kasper (1983a) and Sinderman and Horsella (1989) but no specific typology to deal with this subject was found in the literature. Although the description of both CSs and SHs was based on previous research in the area, the categories were reorganized and classified to fit the performance and introspection data of this experiment. In order to simplify the task (following suggestions in Bialystok, 1983) the CSs are divided into two main groups of strategies: 1) strategies based on L1 linguistic knowledge and 2) strategies based on the TL linguistic knowledge. In order to reduce the data to manageable proportions, a simple count frequency was translated into percentages, the latter being considered sufficient for the purposes of this study.

4. RESULTS AND DISCUSSION

In view of the objectives and hypotheses addressed by this study, the results of the analysis are presented in three broad sections.

The first section presents the Taxonomy (4.1.1) and the Discussion of CSs (4.1.2) with exemplifications collected from the speech data and the information drawn from the questionnaires and interviews. In addition, the relationship between language proficiency (4.1.3) and L1/TL-based CSs (4.1.4) is examined.

The second section presents a description, definition and exemplifications of SHs, and based on the learners' introspection it examines the possible function of the SHs. Finally, the relation between language proficiency and SHs is examined.

The third section presents the general conclusions of the study, offers suggestions for future research and relates the implications of the findings for teaching and learning.

4.1. *Communication Strategies*

The following types of CSs were identified in the TL learners' speech production to convey the desired message when they lacked the appropriate TL words.

4.1.1. *Taxonomy of Communication Strategies*

A. L1 BASED STRATEGIES

- a.1 Foreignizing or Anglicising
- a.2 Code Switching or Borrowing

B. L2 BASED STRATEGIES

- b.1 Paraphrase or Circumlocution
 - b.1.1 Exemplification
 - b.1.2 Definition
 - b.1.3 Descriptions
- b.2 Approximation or substitution
- b.3 Overgeneralization or word coinage

C. REPAIRS

- c.1 Partial immediate repair
- c.2 Full immediate repair
- c.3 Restructuring
- c.4 Completion repair

D. OTHER STRATEGIES

d.1 Semantic Field

d.2 Omission

d.3 Message abandonment

d.4 Mimes and gestures

4.1.2. *Discussion of Communication Strategies*

A. L1 BASED STRATEGIES

a.1 *Foreignizing or Anglicizing*: One of the most common resources for coping with TL difficulties for low-proficiency speakers is the process labelled *foreignizing* or *anglicizing*. This consists of applying L2 rules of phonology or morphology or both processes simultaneously to a L1 lexical item. According to the speakers, in many circumstances, they try to invent or create a new word based on L1, giving to the word a L2 pronunciation. However, in some points of their speech they did not know how the word came to their minds. Actually they did not know they were using a deviant lexical item. The three following examples extracted from the data exemplify the use of *foreignizing*.

Ed (LPS) used /*'eskeleid*/ for climbed up, inserting phonological and morphological rules to the Portuguese verb '*escalar*'. Lc (LPS) in her struggle to find a verb to fill her speech gap reported: "I had to say '*organizou*' or '*preparou*'. I

didn't know how to say these words in English because my English vocabulary is too poor, I, then, tried a similar word in Portuguese. I know the ending of regular verbs is -ed and I tried to add this suffix to the verb and I also tried to pronounce it in English and then I had /organizeitid/." Kr (LPS) trying to express the word *secure*, used /se'guiur/. When asked why she used this form, she answered: "Well I thought it was correct to say /se'guiur/. I do not know if I thought in Portuguese before saying the word". As the word /se'guiur/ in her performance data is not preceded by a series of signals of hesitations we can say that the word was used spontaneously by the speaker.

Many of the lower-proficiency speakers said they used this process, because they are aware of the similarities between the two systems (L1 and L2) and so looked for a word based on L1 to solve a specific language problem they were having. The following statements provided by Ap (LPS) example 1, and Lc (LPS) in example 2 illustrate the use of this strategy:

(1) *My little experience has showed me that there are many words that are very similar to Portuguese. Then I tried the word in the hope of guessing the appropriate item.* Ap(LPS)

(2) *I tried the word based on Portuguese because I know it works sometimes.* Lc(LPS)

Some of the speakers (low-proficiency) stated that they were aware of having invented or created the word as an 'ad hoc' form

but were not always aware of whether they resorted to L1 or not. Some said the word came automatically. It was spontaneous. They used the first word that was available at the time of speaking. Most of them reported having had serious difficulties knowing they had to say something and had to say it very quickly, so they resorted to L1 and tried to give the word a L2 pronunciation. Two LPs reported they would not have resorted to L1 if they had had more time to think, but when during the interview they were given more time to look for another word, they were not able to offer a more appropriate one. To conclude, let's illustrate with two more examples, one made by Mr (HPS), example 3, and the other Cr (IPS), example 4, during the introspective analysis:

(3) *I used the word /reptail/ for reptile. I remember this word caused me great problems. I didn't know if it was correct to use this word and also I don't know if I had heard it before, or if I thought in Portuguese to use the word. Mr(HPS)*

(4) *The time was so short. I had to think quickly and I used the first word that came to my mind to say 'cometer' and I said to /komi:t/ mistakes, but I always think in Portuguese before deciding about the word that I don't know yet. Cr(IPS)*

a.2 *Code Switching or Borrowing:* The use of code switching or borrowing is not so common in my data as the use of

foreignizing. However, speakers did occasionally use code switching as a way of overcoming their problems in communication. Code switching consists in using an item from L1 (without translating it to L2) with L1 pronunciation. Observe the two following examples extracted from the data:

(5) *One day he: - (he) were (0:10) (he were) - 'procurando' -(eh) rich families - for stole... Mt(LPS)*

(6) *Paul and John - taking a 'pedra' a:nd broking the vase. Nd(LPS)*

(7) *He: (he) had to: (to) (pause) he had to "descer"(laughter). Dn(IPS).*

Some subjects affirmed they rarely resorted to this strategy because they know it is not very helpful. Some reported that they just resorted to this strategy because they were having serious problems, and they knew they could not use the word, but the circumstances forced them to say something. Others reported that the word came at once, spontaneously. It came like an impulse. The introspections below illustrate the strategy.

(8) *I was in a terrible situation. I didn't have much time to think and I was getting very nervous. It seems that the word just disappeared from my mind and at once I found myself using a Portuguese word. Mt (LPS)*

(9) *I don't know why I used a word from Portuguese, it was so spontaneous that when I became aware I had already said the word.* Nd(LPS)

(10) *Sometimes I use a Portuguese word because there is no other alternative. You are forced to.* Dn(IPS)

If we take into consideration the statements (11 and 12) below it is possible to say that the extent to which code switching is present in some of the learners' interlanguages will depend on the interlocutor, namely, if s/he is talking to a person sharing the same L1 or a person who does not share the same language.

(11) *If I am talking to my English teacher or a Brazilian friend I always insert words from Portuguese into my conversation, but I wouldn't use the same resource if I were talking to a native speaker.* Lc(LPS)

(12) *If I were in a normal situation, talking to an English person, for instance, I would not use a word in Portuguese because the person would not understand me. I would try other resources.* Kt(HPS)

To conclude, it can be said that if a learner in his/her attempt to communicate the desired concept in the second language, uses a term borrowed from his/her mother tongue and makes no L2 adjustments to it, s/he is employing the strategy labelled 'code

switching. If, however, the learner attaches to the L1 second language adjustments, s/he has resorted to a foreignizing or anglicising strategy. At best the learner may guess the correct TL item and at worst s/he may produce an item possessing some features of the TL item that would be acceptable in terms of communication but certainly unacceptable grammatically.

B. L2 BASED STRATEGIES

b.1 *Paraphrase* or *Circumlocution*: The learner tries to describe the characteristics of the object or action instead of using the appropriate target language item. In order to overcome communication problems s/he resorts to the following processes: a) descriptions, b) definitions and c) exemplifications. According to the speakers' statements this is the most common strategy employed by them, although the results did not confirm entirely this (see table I on page 54). Almost all of the subjects reported in the *introspective analysis* that when they do not know the lexical item they try to explain the word, to define it or to give examples.

Z1 a HPS did not know how to say '*duet*' but she tried to express it in the following way:

(13)... a couple of - (a couple of) young persons were playing - 'a four hands' on the piano. Z1(HPS)

Sd(IPS) in her attempt to produce 'hide and seek' said:

(14) *Children are playing. One of them need to - close his eyes and the others - will try to find a place.* Sd
(IPS)

Kr(LPS) trying to express the verb 'to steal' produced:

(15) *He obtained other people to - get their things for he.* Kr(LPS)

It is important to mention that paraphrase seems to be a conscious strategy since all the speakers reported that when they did not know the appropriate TL lexical item, they made a great effort to explain it. The following two statements are typical of the learners' introspection about this strategy:

(16) *When I find myself in trouble with the words I have not learned yet, one of the ways I always try to solve the problem is to explain, to give definitions.* Cr
(IPS)

(17) *It is impossible to memorize all of the words of a foreign language. I have discovered by myself that the best way of dealing with this is to try to explain, to give examples, synonyms or definitions of the unknown word.* Rc(HPS)

b.2 Approximation or Substitution: This is a very common type of strategy employed by the subjects, specially the

low-proficiency ones. It can be observed that they substitute a TL item they do not know or remember by another TL item they think can approximate in meaning or produce the same effect of the intended item. From the point of view of the subjects, their main problem is to find a word that can appropriately substitute the TL item they do not know or remember. It can also be observed that the learners take two different positions regarding the use of approximation:

- a) They think that they have substituted for the desired lexical item another one which approximates in meaning and will produce the same effect;
- b) They know that the item will not produce the same effect but they use it anyway because they believe it is better to say something even when the meaning is not very precise or the effect is not as good as expected.

Looking at the examples presented below we can observe that the substituted items in certain cases do not give us the exact idea of what happened, but they could be accepted in other situations. Interesting to observe is the fact that in many cases these items are not preceded by long pauses, showing that the process may be quite spontaneous. There is no long search for the word.

- (18) Instead of saying: *A boy was climbing up the tree* the learner produced: "*A boy - was - playing on the tree.*"
Ap(LPS)

(19) Instead of saying: Peter hid under the tree, the learner produced: Peter stayed under - the tree"
Nd(LPS)

(20) Instead of saying: ...suddenly he fell into the vase, the learner produced: "...suddenly (0:5) he went to the vase." Dn(IPS)

When the learners were asked why they used this process to communicate, they offered the following explanations:

(21) I was not going to be able to say exactly what I had to, but instead of not saying anything I preferred to say it in a different way. Kr(LPS)

(22) Trying to find substitutes is not an easy task. It takes me a lot of time thinking if the word would be the same that a native speaker would use. Rh(IPS)

(23) I don't have much troubles if I perceive I won't be able to say the word because I don't remember or have not learned it, I try to substitute it by a word which produces a similar effect. Gr(HPS)

To conclude, it can be said that if a speaker in his/her attempt to communicate the desired item in the TL, does not substitute the unknown lexical item by another similar or equivalent item, but tries to explain it, s/he is using a paraphrase. If the learner substitutes the unknown item by another item that s/he thinks is equivalent, s/he is using an approximation strategy.

b.3 *Overgeneralization or word coinage*: This is not such a common strategy used by the group of learners. However, it represents another technique of creating nonexistent words. The learner consciously or unconsciously invents or creates a new word induced by his/her linguistic knowledge of the TL. The process of overgeneralization consists of extending the use of a lexical item and/or grammatical rule beyond its accepted uses, e.g., one of the learners Mt(LPS) of this experiment needed to use the word 'robber', but didn't remember the word. To solve the problem she took another word from the same semantic field (available in her repertoire at the moment of speaking) and attached the suffix -er, producing "stoler", maybe she had automatized the general rule for the formation of nouns designating professions as in "player", "writer", etc. It seems that the process was highly spontaneous. When asked, the learner said she remembered she was having trouble, but was not able to explain how the word 'stoler' came to her mind, although she was conscious about the use of the -er. The following are typical examples of overgeneralization:

(24) *You work - very-much - a:nd (0:7) receive money and:
the govern, **governer**? - stay... Nd(LPS)*

(25) *It it - it's the contrary to - **unhonesty**... Dn(IPS)*

Asked about example (24), the learner said she knew the word '*govern*' and the ruler to designate professions, although at the time of speaking she was not sure if it was correct to say '*governer*' or not. Most learners were not able to give satisfactory explanations about this process of creating new words, as exemplified by the introspective comments in (26) and (27):

(26) *I don't know how the word "**stoler**" came to my mind.
Perhaps I had already heard the word in class. It was
spontaneous. Mt(LPS)*

(27) *Sometimes I am so confused! The words and the
grammatical rules all of them mix in my mind. I
didn't have much time to think. I had no other way
axcept trying to make some adaptations to the word
'honest'. Actually I wanted to say he was not honest
and I found **unhonesty**. Of course I based my choice on
the suffix -un that means the opposite. Dn(IPS)*

C. REPAIRS

This is a very common kind of strategy employed by speakers at all levels of proficiency. It consists of setting up a new speech plan everytime the speaker perceives the original one has failed, or has not produced the intended meaning. In my data the speakers employed the following kind of repairs:

c.1 *Partial Immediate Repair*: When the learner uses a linguistic form and perceives, before concluding the whole sentence, that s/he has made an error and immediately corrects it. This is the most frequent type of repair used by the learners, although they are not always able to produce a correct version. Examples of *partial immediate repair* are:

(28) ... many peoples and children go (eh) "went" - to a park. Lc(LPS)

(29) ... he didn't want to did "to do" the work. Mr(HPS)

c.2 *Full Immediate Repairs*: This happens when the learner says a whole sentence or stops in the middle of the message because s/he perceives the sentence is not going to express the desired meaning or s/he is just not satisfied with it because s/he produced an ungrammatical sequence. Observe the following examples:

(30) *When he became to the house, he came back home...* Kr
(LPS)

(31) *I wanna a - easy work that give - me a lot of money,
and (0:5) with the govern... didn't know - (0:5). - No
I wanna - an easy work that give - me a lot of money,
and - (the) the government didn't know about it.* Sd
(IPS)

c.3 *Restructuring*: This is another strategy used by LPSs and it is a very interesting one. It happens when the learner is unable to plan a whole sentence at once because the operation is complex. Phonological, morphological and lexical difficulties have to be faced simultaneously and the learner plans and executes his/her utterances step by step or in small chunks until s/he can produce them as a whole. Examples 32 and 33 illustrate this strategy:

(32) *Then, to: (0:5)*

Then, Jim decided to - be... (long pause)

Then, Jim decided to become - a thief. Ap(LPS)

(33) *I don't because - he:*

I don't be...

I don't know because - he: was: crying. Ed(LPS)

c.4 *Completion Repair*: This happens when the learner is unable to utter the lexical item as a whole and s/he tries to say it part by part:

(34) *flag is a sym... symb... symbol... Cr(IPS)*

(35) *but - he - orga... organi... organized... Lc(LPS)*

D. OTHER STRATEGIES

d.1 *Semantic Field*: It was found that students face difficulties when they have to cope with items that belong to semantic fields that overlap or items that have small differences in pronunciation but great differences in meaning. These items normally operate in pairs such as *tall* and *high*, *persons* and *people*, *steal* and *rob*, *large* and *big*, *push* and *pull*, etc. According to the speakers, differentiating between these words causes them considerable difficulty because it is very hard to automatize the small differences, specially because in many cases, there are no parallel words in L1. It seems the learners are not always aware of the processes they employ to cope with this difficulty, but a few of them were able to give reasonable explanations. They reported that when they are faced with these words, they use both forms as a way of not leaving doubts. Observe the two examples of this strategy in (36) and (37) and the introspective statements in (38), (39), (40) and (41):

(36) *...but the bottle was very - tall, very high.* Sd(IPS)

(37) *...they enter that house and to steal and to rob.*

E1(HPS)

Introspective Statements:

(38) *When there are two words in English which have a small difference in meaning and I can not discriminate the difference I use both forms.* Sd(IPS)

(39) *If you use both forms, people will be in doubt if you know the word or not.* Mt(LPS)

(40) *I never know which form is correct. I choose one of them and I say it.* Is(LPS)

(41) *I was in doubt between to steal and to rob. I don't know why I used both forms.* E1(HPS)

d.2 **Omission:** This consists of omitting a lexical item when the learner has tried all other available resources. The learner omits the item but does not give up the whole idea. This kind of strategy is not employed by HPSs. It is employed by LPSs and to a lesser extent by IPSs. Observe the two examples below where Rh (example 42) wanted to use the word 'assault' (observe the signal - '?') but omitted it because she was not able to

remember it, and Mt (example 43) did not remember the past tense of 'be' and did not know how to say the word 'same'.

(42) *He planned all the (0:7) (he planned) (0:8) (?) and
(and) this man (0:13) (and this man) did - the robbery.*

Rh(IPS)

(43) *... one - boy and one girl - (?) playing - together on
the - (?) piano. Mt(LPS)*

The following are the learners' introspective statements about examples (42) and (43):

(44) *I didn't know how to say the word. I didn't know how to
explain it either. I had no other resource except to
omit the word. Rh(IPS)*

(45) *Sometimes I don't know the word, I don't know how to
explain it either. In this case I just omit it. Mt(LPS)*

d.3 Message Abandonment: The speaker abandons communication in mid-utterance because s/he perceives s/he is not going to be able to complete it. The subject gives up and does not try another way. Utterances (46) and (47) illustrate this strategy. Introspective statement (48) and (49) are typical of the learners' introspection about this strategy:

(46) ... *flag we use - how (/) ...* Kr(LPS)

(47) ... *a people was pride he is a - (a) people (eh) that know (uh) (/) Não sei explicar.* Mn(LPS)

Introspective Statements:

(48) *Sometimes I change the sentence a lot of times and if it's not possible to express my idea, I have no other way out but giving up.* Kr(LPS)

(49) *I have a lot of trouble because I don't have enough vocabulary. I try everything, but sometimes I have to abandon the idea.* Mn(LPS)

d.4 Mimes or Gestures and Appeals for assistance:

These strategies were not included in the tables because they occur in conversations under an interactional perspective and the subjects who participated in this study performed monologue activities. However, all of the subjects, without exception, mentioned that they employ mimes or gestures and ask for the interlocutor's help every time they are unable to communicate the intended item. One type of evidence that the speaker would certainly appeal for assistance while communicating with others is the changing of intonation to a rising tone as if the subject was asking for confirmation. The signal (?) is used when the changing of intonation was observed. Observe these pieces extracted from

the data:

(50) *Honesty is (0:8) when a man or a woman not say - (eh) -
(eh) mentiras? Nd(LPs)*

(51) *You see, you work hard - but - the /government/? /gova-
nment/ (uh) (help me) (laugh). V1(IPs)*

4.1.3. Language Proficiency and the Use of Communication Strategies

Considerable differences were expected to be found in the types of CSs employed by the learners at the three different proficiency levels (hypothesis 1). The results of the analysis did not confirm entirely this hypothesis. Basically the HPSs, IPSs and LPSs employed the same type of CS to compensate for their communicative problems. Only the proportion of CSs employed differed considerably according to the learners' language proficiency. The HPSs appeared to have abandoned the use of certain types of strategies, but they had not adopted any additional CSs not used by the IPSs and LPSs (see Table 1).

A quantitative difference in terms of frequency of CSs among the three groups was expected to occur (hypothesis 1) and the results of the analysis confirmed this hypothesis. The comparison of frequency of use among the three groups in their use of CSs was made by a simple count of frequency of the CSs used by each

group, and the calculation of the percentages of total use accounted for by each group. Table 1 shows that although the speakers basically employed the same type of CS to solve their communicative problems, they differed greatly in the frequency of use of these CSs. The HPSs made use of 65 CSs, significantly fewer than the 152 CSs employed by the IPSs and the 244 CSs of LPSs. Translating these results into percentages, (Table 2) LPSs employed 53% of the total of CSs extracted from the textual data (see Table 1) while IPSs employed 33% and the HPSs employed 14%. There is, therefore, a considerable difference between the LPSs and IPSs and also between IPSs and HPSs for the most of the strategies, except for the strategies of *paraphrase*, *overgeneralization* and *repairs*.

Tables 1 and 2 show that LPSs and IPSs employed *paraphrase*, *overgeneralization* and *repairs* with approximately the same frequency; the HPSs used these three CS types less frequently (see general comments on the use of CSs related to language proficiency on pages 57, 58, 59, 60). However, if we consider the total percentages of CSs used by each group (Table 3) we observe that although the HPSs used repairs less frequently than the LPSs and the IPSs, this CS accounted for a much greater percentage of the total CSs used by HPSs than of the total CSs used by LPSs or IPSs.

Paraphrase - relative to other CSs was just as important for the HPSs as for the other two groups. *Foreignizing* - a major strategy for LPSs was less important (relative to other CSs) for IPSs and HPSs. Although *approximation* was just as important for IPSs and LPSs it was not important for HPSs. *Message abandonment* relative to other CSs was important for LPSs, but it

was less important for IPSs and HPSs. Other CSs such as *code switching*, *overgeneralization*, *semantic field* and *omission* did not play an important role for the groups (see more comments on the use of CSs related to language proficiency on pages 56,57,58,59 and section 4.1.4)

57 58 59 60

Table 1.

Communication Strategies: Frequency of Employment of each CS Type by each Proficiency Group.

STRATEGIES	GROUPS OF PROFICIENCY			TOTAL
	LPSs	IPSs	HPSs	
Foreignizing	56	15	04	75
Code Switching	07	02	-	09
Paraphrase	15	13	05	33
Overgeneralization	10	10	01	21
Approximation	33	18	-	51
Semantic Field	11	06	03	20
Repairs	79	77	50	206
Message Abandonment	22	09	02	33
Omission	11	02	-	13
TOTAL	244	152	65	461

Table 2.

Communicative Strategies: Percentage of Total Employment of each CS Type Accounted for by each Proficiency Group.

STRATEGIES	GROUPS OF PROFICIENCY			TOTAL
	LPSs	IPSs	HPSs	
Foreignizing	75%	20%	5%	100%
Code Switching	78%	22%	-	100%
Paraphrase	45%	40%	15%	100%
Overgeneralization	48%	48%	4%	100%
Approximation	65%	35%	-	100%
Semantic Field	55%	30%	15%	100%
Repairs	39%	37%	24%	100%
Message Abandonment	67%	27%	6%	100%
Omission	85%	15%	-	100%
Total Cs employment accounted for by each group	53%	33%	14%	100%

Obs.: These values are based on the data of Table 1.

Table 3.

Communicative Strategies: Percentages of Total CS Employment by each Proficiency Group Accounted for by each CS Type.

STRATEGIES	GROUPS OF PROFICIENCY			Total CS employment accounted for by each CS type
	LPSs	IPSs	HPSs	
Foreignizing	23%	10%	6%	16%
Code Switching	3%	1%	-	2%
Paraphrase	6%	8%	8%	7%
Overgeneralization	4%	7%	1%	5%
Approximation	14%	12%	-	11%
Semantic Field	5%	4%	5%	4%
Repairs	32%	51%	77%	45%
Message Abandonment	9%	6%	3%	7%
Omission	4%	1%	-	3%
TOTAL	100%	100%	100%	100%

Obs.: These values are based on the data of Table 1

Possible explanations for the differences found in the frequency of use of CSs by the three groups:

A) CSs are resources employed by all speakers, but specially by FL learners who have not acquired sufficient knowledge of the TL and have to be constantly appealing to strategies to fill their gaps.

HPSs, however, who have a greater linguistic knowledge of L2, appeal less frequently to CSs. Thus, this finding supports hypothesis 1 that states that there is a direct relationship between the level of proficiency of the speaker and the use of CSs. This is in line with Palmberg (1979); Bialystok and Fröhlich (1980) and Paribakht (1985), who claim that higher proficiency learners who have acquired an adequate command of the TL may not encounter communicative problems as often as do the lower proficiency ones.

B) According to Si-Quing (1990), high-proficiency speakers use fewer CSs because they are "more accurate in their prediction of the problems they might encounter in communication; therefore, in most cases, they are able to solve the communication problems in the planning phase" (p.171).

A possible explanation to be given for the fact that the three proficiency groups basically adopt the same type of CSs is that second/foreign language speakers probably transfer the same types of CS used in L1 to the TL. It can be claimed that CSs such as *paraphrase*, *overgeneralization*, *approximation* and others are spontaneous devices Brazilian speakers use in Portuguese to communicate every time they want to express a word they do not have in their repertoire. I shall present now general comments on the use of CSs related to language proficiency.

Foreignizing seems to be the most important type of CS based on L1 linguistic knowledge employed by LPSs (large range). It is seldom employed by IPSs (very low frequency) and it does not play

any important role for HPSs (see discussion on section 4.1.4 about the use of strategies based on L1).

Code Switching is not employed by HPSs, it is almost absent in the IPSs speech data, but it is employed to a limited degree by LPSs (see discussion on section 4.1.4 about the use of strategies based on L1).

Paraphrase seems (based on the learners' introspection) to be the most important type of strategy employed by the learners. All of the IPSs and HPSs, without exception, reported to use paraphrase when they run into difficulties trying to express the desired item (see discussion of paraphrase on section 4.1.4 about the use of strategies based on The TL).

Approximation is another common type of CS employed by LPSs and it is still a very important type of CS employed by IPSs. Although HPSs reported making large use of this strategy, there were no examples found in their performance data. It is possible that the activities of the experiment did not make strong demands on their language competence. It was observed that IPSs usually get positive results when they replace the unknown items by other ones that approximate the meaning while LPSs, in many cases used items which produced vague meanings, sometimes hard to understand.

Overgeneralization and *semantic field* also play a role in the speakers' communication. No speaker in the *introspective analysis* reported using *semantic field*, but when asked about examples of this strategy in their speech, they were able to give some reasonable explanations (see comments (26) and (27) on page 45).

It was observed that LPSs made a good deal of use of *message*

abandonment and occasional use of *omission*. However, less use of these strategies is made by IPSs, *omission* is not used by HPSs and *message abandonment* was used only twice by them. These strategies seem to be seldom used because they do not enhance communication.

Repairs, specially *partial immediate repair*, are regularly used by almost all of the speakers in this study. *Partial immediate repair* as mentioned earlier, happens when the learner uses a linguistic form and perceives, before concluding the whole sentence, that s/he has made an error and immediately corrects it. The use of *repairs* is perfectly justifiable for low-proficiency speakers who do not yet have acquired a good command of the TL. However, this fact becomes interesting when it is discovered that *repairs* is still largely employed by higher-proficiency speakers. The data revealed (see Tables 1,2 and 3) that both IPSs and HPSs have a great predisposition to monitor and correct their speech. It may be that the issue of *repair* is much broader than the mere correction of errors, and its use does not just indicate lack of competence in the TL. But, before drawing conclusions about this issue, we still need much descriptive and analytical information about the use of *repairs* by foreign speakers. However, based on literature and on the introspections of this study, there are at least two possible reasons for the large use of *repairs*.

1. In everyday communication, speakers spontaneously correct their speech in a kind of automatic monitoring, even if they are not always aware that the strategy of

monitoring is taking place. According to Klein (1986) "any speaking involves an automatic monitoring of the speech. In a way, our speech-production and monitor is always in action " (p.143).

2. The type of instructions received in foreign language classroom encourage the overt correction of the TL use. Teachers expect perfect performance, and students are told that in order to develop communicative competence in a TL they must use the language according to the grammatical rules of the language. This leads learners to monitor and repair their language (cf. Lier, 1988; Mclaughlin, 1990). Although no attempt was made to verify the type of instructions students receive from their teachers to communicate in the TL, statements collected from the students during interviews seem to confirm that the need of repairing for some FL speakers is great. They reported that usually they are very insecure about what they have just produced and try to say it again in a different way: by changing part or the whole sentence produced, or by substituting lexical or grammatical items. Others reported that they were not conscious that they were always correcting their speech. This confirms that *repair* may also be a spontaneous mechanism of speech production.

4.1.4. *Language Proficiency and the Use of L1/TL - Based on Communication Strategies*

It was expected that lower-proficiency speakers would rely to a greater extent on CSs based on L1 linguistic knowledge (hypothesis 3) while higher-proficiency speakers would employ more CSs based on the TL linguistic knowledge (hypothesis 4). The findings of this investigation seem to confirm these two hypothesis.

Related to TL user proficiency and the use of CSs based on L1 (hypothesis 3), it can be observed that LPSs, who did not have a great linguistic knowledge of the TL at their disposal, had to rely on CSs based on L1 linguistic knowledge such as the use of *foreignizing* and *code switching*. The frequency of use of *foreignizing* by the LPSs, and statements made by the subjects about their use in oral communication, suggest that TL proficiency exerts strong influence on the choice of CSs. As pointed out by Paribakht (1985), LPSs, who have a limited knowledge of the TL, have to compensate for this by "drawing on their world knowledge" (p.40). Many low-proficiency speakers reported that they usually think first in their first language before expressing the intended meaning, except for some items that have already been automatized and come to their minds very quickly and easily . Most intermediate-proficiency speakers stated that they usually do not think in L1 first, except on some occasions when they are faced with unknown lexical items or they have to express unknown or complex ideas/topics (but in this case it is a problem with the

topic and not with the lexical item). High-proficiency speakers stated that they never think in L1 first, but a few of them reported they try to guess words that are not part of their repertoire. One of the examples is the word 'duet'. One of the learners had never used this word before in English but she tried 'duet' based on L1 and she succeeded. Thus, there is considerable evidence that in many moments learners used *foreignizing* when faced with communicative problems because they thought in the first language before trying to express their ideas in the TL.

Another important finding of this study is the fact that a great number of the learners stated that they use *foreignizing* because they are conscious of similarities between the two linguistic systems (L1 and TL). This is in line with Kellerman (1977-1978), Bialystok and Frohlich (1980); Paribakht (1985) and Si-Quing (1990) who point out that the employment of CSs based on L1 is strictly related to similarities between the two systems. In a study by Si-Quing (1990) he found that Chinese EFL students employed few L1-based CSs because they are conscious of the distance between the two systems and do not use this strategy for fear of making mistakes. This finding is also consistent with that of Paribakht (1985) whose Persian EFL students employed few L1-based CSs. Contrary to this position, the subjects of this study (Brazilian students) reported they have perceived there are many words that are very similar in Portuguese and English, and some of the subjects said that by using this strategy they have a chance of guessing the right word. In the case of *code switching*, it seems most learners are conscious that this strategy is not very helpful and try to avoid it as much as possible, although a

few of them reported they were not conscious of using this strategy at all. Many learners reported they were in a very uncomfortable situation searching for the word and used the first one available at the time of speaking. For others it seems the word came spontaneously to their minds. Although there are indications that the frequency of use of foreignizing depends on the degree of similarity between the L1 and the TL, there is however insufficient evidence at this time to make strong claims about the use of either *foreignizing* or *code switching*. Related to the TL user proficiency and the use of CSs based on the TL (hypothesis 4), it can be observed that IPSs and HPSs tend to abandon the use of CSs based on L1 and adopt strategies based on the TL such as *paraphrase* and *approximation* or *substitution*. This phenomenon can probably be explained by the fact that higher-proficiency speakers are equipped with a greater knowledge of the TL linguistic system and consequently do not resort to CSs based on L1 (foreignizing and code switching) as frequently as do the lower-proficiency ones. This finding is in line with Bialystok and Fröhlick (1980); Faerch and Kasper (1983a); Ellis (1984); Paribakht (1985); Poulisse, Bongaerts and Kellerman (1987) and Si-Quing (1990). Although, *paraphrase* was not frequently encountered in the HPSs performance data (again, it is possible that the activities of this experiment did not make strong demands on their language competence) it can be said that (based on the learners' introspection) when higher-proficiency speakers are confronted with gaps in their speech, they resort to CSs based on the TL. All of the IPSs and HPSs reported that when they do not know or remember the desired lexical item, they try to replace it

by another item of the TL that approximates in meaning. They also try to give definitions, explanations and exemplifications of the item.

To sum up, the results seem to suggest that: a) thinking in the mother tongue is the only way a beginning learner can start communication in a second language; b) mastering the second language involves the abandonment of CSs, specially the ones based on L1; c) the linguistic distance between the two systems plays an important role in the choice of CSs.

4.2. *Signals of Hesitation*

It is clear from the data that the subjects experience great difficulties in the planning phase of speech production. These difficulties can be observed through the use of *pauses* and other types of hesitations such as *fillers*, *drawls*, *repetitions*, *gambits* and *laughter*.

4.2.1. *Discussion of Signals of Hesitation*

As a point of departure let's consider the following pieces of oral production presented below, extracted from the data of LPSs:

(52) "Jim was a - an intelligent man, but: - don't like work - hard work. He said: 'You work hard (0:14) and (0:15) (/) when (eh) the go... /gɒvənmənt/ stay - with a: (0:5) better part - that money. I want - a job - easy that (0:5) I (0:5) (?) many - (many) money 'much money' - and - that - a /'gɒvənmənt/ don't (don't) - stay (stay) - know? about - it'". Lc(LPS)

(53) "Jim was intelligent, but he didn't like very work, he didn't like work hard. He said, 'You work - a lot, - he get - a many money, and the - /gɒvərn/ - stay a lot our money' (pause). He wanted - work easy - and he (he) got a lot of money, but the /gɒvərn/ - he: - the /gɒvərn/ - it (0:8) know about - his business." Is (LPS)

The examples presented above provide evidence that the subjects have difficulties in expressing the desired message. They use a great number of pauses and other SHs in the process of formulating what they want to say (cf. appendix 4 from page 121 to 174 for a more detailed evidence of the presence of SHs in the speaker's speech).

Below is an illustration of each of the signals of hesitation found in the speech of the three groups (HPSs, IPSs and LPSs) when performing the three oral activities (CP, RS and EC).

Short Pauses: These are small interruptions (0:2 to 0:5 seconds)

occurring before lexical items or function words. They seem to be used by the speakers as time-gaining strategies so that they can remember, search for specific linguistic items to be used or substituted in the speech chain. Example:

(54) " *Alligator (0:6) it's an animal who - have a - big mouth (laughter) - a:nd - you can (you can) meet him, them, you can meet it - (uh) at Pantanal*" Dn(IPSs)

Long Pauses: Pauses occurring in the middle of sentences, they are longer than *short pauses* (ranging from 0:5 to 0:15 seconds) and fulfill basically the same functions of *short pauses*, namely, to solve problems and gain time to find solutions to linguistic problems. Example:

(55) "*Flag is something that represents - a country, an state - or (uh) (0:10) an ideal*" Cd(IPS)

Boundary Pauses: These are pauses occurring at sentence boundaries (more than 0:5 seconds). Example:

(56) "*Jim was a very intelligent - man. (pause) He worked - very hard, but he didn't earn much money with his work. (pause)*" Rh(IPS)

This kind of strategy can give the speaker time to formulate the next sentence.

Drawls: These consist of the stretching of sounds (::) which can give the speakers time to organize what will be said next.

Example:

(57) "Patience - is:: - to be calm - to:: (0:5) (to::) be able to support - (eh)... " Jr(HPSs)

Repetitions: These consist of repeating a word or several words or even a whole sentence, and they may also be used as a device to gain time in selecting the next lexical item, the next sentence and so on. Example:

(58) "Pride is a feeling (is a feeling)(a feeling) you have about something. You may be pride - (you may be pride) - you may be proud - your qualities" Gr(IPS)

Fillers: These are gaps occurring in the speaker's speech filled by expressions such as (eh) (mhm), (er).....Example:

(59) "This story goes like - (eh) - (ah) kids (ah) there sound seems to be five kids playing hide, and (ah) - one of (ah) (one of) the kids (eh) close his eyes..." Rc(HPS)

Gambits: The learner overtly shows that s/he is having troubles by means of a signal like this: "I don't know how to say this".

Example:

(60) "Bachelor - (I don't know) (pause) bachelor is a -
man that didn't marry" Mr(HPS)

(61) "Honesty - well (laughter) How can I explain
honesty ? Well honesty is a (is a) quality (is a
quality)" Gr(HPS).pm

Laughter: The use of 'laughter' is another characteristic feature of the learners' performance data. It is hard to analyse the function of laughter in verbal planning. It seems the subjects spontaneously laugh because they are in trouble. They perceive they are going to employ or have just misused or mispronounced a lexical item and the laughter could have the special function of diminishing the discomfort in a troublesome situation. In example (62) below, the speaker did not know or did not remember the verb 'get down'. After some hesitation she employed a verb based on L1 producing /descer/. Sometimes, however, students laugh not because they are nervous or think they have said a nonsense word, but because they have said something very serious or funny, as in example (63). When the speaker was asked why she laughed, she explained that she laughed because she is a teacher and she is always losing her temper. Here (example 63), laughter seems to have a very different function. It is related to situation and not to language. Therefore, examples like this can not be considered as phenomena of hesitation.

(62) "... and he: (he) had to: (to) (pause) he had to
/descer/ (laughter)..." Dn(IPS)

(63) "Patience - (uh) - you have to be patient - when you're a teacher. You can't lose your temper (laughter)" Kt(HPS)

4.2.2. *Functions of Signals of Hesitation*

Considering examples (52) and (53) it can be observed that the subjects are struggling to express a message. This could suggest that they are having serious problems in their verbal planning due to lack of knowledge of the TL. However, the *performance data* and the results obtained from the *introspective analysis* indicate that the SHs do not just represent insufficient command of the TL but can also be interpreted as significant aspects of the learners' speech behaviour. Speaking is a complex cognitive operation. Subjects may have hesitated for any of the following reasons: they were thinking about the correct pronunciation, they were selecting the most appropriate lexical item, they were trying to remember words not readily available at the time of speaking, they were trying to substitute items they do not know by other ones available in their repertoire, they were trying to remember grammatical rules, they were organizing ideas in their minds or having trouble with the specific task of retelling the story, interpreting the pictures and looking for definitions or examples for the concrete and abstract concepts. Subjects could also be planning their utterances on a macro level.

It is important to point out that the data do not provide definite or sufficient evidence why the SHs occurred and neither were the speakers able to provide answers or satisfactory explanations about the kind of problems they were experiencing while planning their messages. But the data can offer important insights about the second language learners' behaviour. If on the one hand they are useful indicators that the TL learner is going to use a CS, on the other hand they are strategies used by the TL learner to gain time in his/her search for lexical, grammatical or phonological items s/he does not remember or has not learned yet. Although no attempt was made to verify the problem of consciousness and unconsciousness in this study, since it is beyond the scope of this analysis, it was found that there are at least three different groups of speakers in this study: a) the speakers who are conscious of their processes of speech production and were able to give some important information about CSs and SHs; b) the speakers who are not conscious of these processes and refused to talk about them and c) the speakers who, in some specific points, are aware of what happened but in other points do not know or remember the kind of problems they were having, providing confusing and ambiguous explanations about their performance.

I shall now present some of the introspective information provided by: a) the high-proficiency speakers (HPSs); b) the intermediate-proficiency speakers (IPSs) and c) the low-proficiency speakers (LPSs).

A) High-proficiency Speakers

(64) Mr(HPS) talking about SHs said: "*I am not conscious about this. Actually I didn't know these signs were present in my speech and I don't think it's important to talk about them.*"

(65) Kt(HPS) reported: "*I don't know. I have never thought about this. I have no information to talk about this subject.*"

(66) Gr(HPS) said that when she is speaking she is usually worried about the time required to make decisions. Long and frequent pauses denote insecurity, so she prefers to repeat the words or group of words. "*When I am having trouble in expressing my ideas because of lack of vocabulary, I repeat the words or group of words until I can express my thought. Repetitions are better than pauses. Pauses are signs of insecurity and I am always worried about face saving .*"

(67) Jr(HPS) "*It's my style. These signs are present even when I am speaking Portuguese. I don't know why. I was not nervous and I didn't feel I was insecure while talking. I have no explanations*".

B) Intermediate-proficiency Speakers

(68) CL(IPS) reported that she is conscious about the use of SHs in her speech: *"I know they're present in my speech but that is because I could not remember certain words or expressions such as 'esconde - esconde' . One strategy I consciously use is repetition."*

(69) Sd(IPS) after thinking for a short time said: *"I don't know why. It is spontaneous I suppose, but perhaps it is because of lack of vocabulary. Vocabulary is my problem."*

(70) Rh(IPS) after making a great effort to understand the reasons of SHs said: *"I pause to think. I repeat the words in an attempt of organizing the ideas and the structures. It takes me a long time before deciding if the items would be the same that a native speaker would use in some situations. I always try a mental organization before speaking."*

C) Low-proficiency Speakers

(71) Ap(LPS) said: *"I am not sure, but perhaps I use them to organize the subsequent structures. I did not know there were so many hesitations in my speech, but it is probably because I do not have automatized the new language yet. I believe that as I become more fluent in the language I will abandon these signals. "*

(72) Is(LPS) *"I know they're present in my speech and this causes me embarrassment. I try to avoid the pauses but it is very difficult because of lack of vocabulary"*.

(73) Ed(LPS) *"I make a great effort to communicate in English, because I have problems with grammar, vocabulary and specially with the pronunciation. I'm aware of these signals. I can perceive them in my English speech, but I can not perceive them while I'm speaking in Portuguese. I think this happens because I do not have a good command of the language"*.

(74) Inhibition, fear, embarrassment are also a stimulus to the employment of SHs. Lc(LPS), reported: *"My problem is pronunciation. I'm afraid of making mistakes and to sound ridiculous and thus I think a lot before deciding."* Vn (IPs) said, *"I had never thought about these signals in my speech, but it is probably because I'm very afraid of making mistakes. I teach English and I have the responsibility of doing my best"*.

From these and other statements made by the learners, I will summarize below the functions of the SHs present in the verbal planning of the learners:

1. The learner is selecting rules and vocabulary items s/he considers more appropriate to express what s/he needs to

communicate in that situation.

2. The learner is trying to remember or to substitute grammatical rules, searching for the correct pronunciation, the appropriate lexical item, clause or even a whole sentence.
3. The learner is producing language in a rather tense situation where the concern for producing the best language possibly causes anxiety which causes the learner to take more time to produce speech.
4. The learner is having difficulties in recalling the story, in interpreting the pictures, in organizing the ideas or to find definitions for the concepts, all of which could take a long time even in the first language.

4.2.3. *Language Proficiency and the Use of Signals of Hesitation*

It was expected that the type and frequency of use of SHs employed by the subjects, just as that of the CSs employed, would vary according to proficiency level (hypothesis 2). The results of the analysis offered somewhat limited confirmation of this hypothesis. The data revealed the three groups basically employ the same type of SHs, i.e., the proficiency level does not determine a considerable difference in terms of types of SHs employed by the subjects (see Table 4).

Table 4.

Signals of Hesitation: Frequency of Employment of each SH Type by each Proficiency Group.

STRATEGIES	GROUPS OF PROFICIENCY			TOTAL
	LPSs	IPSs	HPSs	
Short pauses	906	711	632	2.249
Long pauses	109	74	23	206
Boundary pauses	25	11	1	37
Drawls	193	159	183	535
Repetitions	294	145	110	549
Fillers	70	68	142	280
Laughter	1	10	13	24
Gambits	6	9	8	23
TOTAL	1.604	1.187	1.112	3.903

Table 5.

Signals of Hesitation: Percentage of Total Employment of each SH Type Accounted for by each Proficiency Group.

STRATEGIES	GROUPS OF PROFICIENCY			TOTAL
	LPSs	IPSs	HPSs	
Short Pauses	40%	32%	28%	100%
Long Pauses	53%	36%	11%	100%
Boundary Pauses	67%	30%	3%	100%
Drawls	36%	30%	34%	100%
Repetitions	54%	26%	20%	100%
Fillers	25%	24%	51%	100%
Laughters	4%	42%	54%	100%
Gambits	26%	39%	35%	100%
Total of SH employment accounted for by each group	41%	30%	29%	100%

Obs: These values are based on the data of Table 4.

The frequency of use of SHs shows some differences between the groups. Some hesitations such as *long pauses*, *boundary pauses* and *repetitions* are more used by LPSs (see Table 5). Others show a certain equilibrium between the groups (*short pauses*, *drawls* and *gambits*), but there are also hesitations that are more frequently used by the higher-proficiency speakers such as *fillers* and *gambits*.

The following is a summary of the results presented in Tables 4 and 5. *Short Pauses* are the most common SHs that were found in the speakers' textual data, implying that this phenomenon plays a significant role in their communication. In a total of 3.903 SHs found in the data, 2.249 are *short pauses* distributed among the groups in the following way: 40% of the *short pauses* were employed by LPSs, 32% by IPSs and 28% by HPSs. *Long Pauses* play a less significant role, specially among HPS. *Boundary Pauses* are the least frequent SHs employed by the groups and are almost entirely absent in the HPSs textual data (see Tables 4 and 5). Other important SHS were *drawls*, *repetitions* and *fillers* while *laughter* and *gambits* were not very common. A very small difference in the employment of *drawls* among the groups was observed (see the Tables). LPSs stretched the sound (193 times) 21% more often than IPSs and only (159 times) 6% more than HPSs (183 times). Of a total of 535 repetitions, 54% were employed by the LPSs, 26% by IPSs and 20% by HPSs. One interesting SH employed by the subjects in this study was *fillers* whose presence in the speakers performance data plays a very important role. In this case, there was an inversion of influence on the proficiency level. Of a total of 280 *fillers* found in the data, 51% were

employed by HPSs, 24% by IPSs and 25% by the LPSs. Expressing the total SH use in percentages, 41% percent of the SHS were found in the LPSs performance data, 30% in the IPSs data and 29% in the HPSs data (see Table 5), showing that there are no remarkable differences between the groups when we refer to the general results.

A probable reason to be given for the fact that there are no considerable difference in terms of type of SH among the three groups is that SHs may not be a phenomenon specific to IL. According to Fillmore, 1979; Faerch and Kasper, 1983a, typically the learner's L1 or even another language exert strong influence on the learner's communicative behaviour. The learner may be transferring SHs from L1 to TL. There are in the literature some studies reporting that certain SHs such as *drawls* and *unfilled pauses* are transferred from L1 to TL (cf. Raupach, 1983 and Sajavaara and Lehtonen, 1980). Although, if TL speakers employ the same type of SHs used in L1, they probably use them with a greater frequency in the TL because their lower degree of TL automatization obliges them to improvise much more (cf. Wagner, 1981; Sajavaara and Lehtonen, 1980; Faerch and Kasper, 1983a).

Summarizing, we can say that there are, at least, four probable reasons for the fact that there are no remarkable differences between the groups regarding the frequency of use of SHs:

- 1) While the lower-proficiency speakers communicated by means of a less complex and more reduced language system, the higher-proficiency speakers produced significantly more complex

language, and thus proportionally may have spent more time planning. Consequently their use of SHs was still high. Observe below how much language HPSs (examples 77 and 78) used in relation to LPSs (examples 75 and 76) to explain, for example, what *alligator* means in English. For more evidence of the fact that higher-proficiency speakers used more complex language and produced more language than the lower-proficiency speakers, see the data in appendix 4 (page 121 to 174);

(75) *Alligator - is a - a an animal - very big (0:5) and strong (pause). It: - it's - like a /'krokodilo/ Ap (LPs)*

(76) *Alligator is: a big animal. It is - green a:nd - very - (uh) /vəras/ Nd(LP)*

(77) *Alligator: well, alligator - I'm very afraid of Alli... Alligators, because alligators is a very ugly animal. It's (it's) very big. It's: it has a: (a) big mouth and big teeth - ani... (eh) alligators is the most important animal we have in Pantanal. Here in Mato Grosso we have a lot of alligators and: - (eh) (eh) alligators are being comercialized ? (I don't know how to say this), but people are very interested in killing alligators in order to sell their skin, because it's a very good article, of - (of) high quality to make (eh) belts and: ba:gs for elegant people. Gr(HPs)*

(78) *Alligator is an animal (ah) you have them in Pantanal (ah) lot of people are killing alligators now to: - sell this the (this) skin you know. The, they make shoes and they make purses of (ah) out of this skin (ah) alligators skins. (O.K.?) There is a campaign now to keep this alligator from killing. Rc (HPs)*

2) Speakers' communicative behaviour may be related not only to interlanguage problems, but also to the activity they have to perform (cf. Goldman-Eisler, 1961; Beattie and Bradbury, 1979; Raupach, 1983; Faerch and Kasper, 1983a; Poulisse and Schills, 1989). Although influence of task goes beyond the scope of this study, it was observed that the activity the subjects had to perform played an important role in subjects' communicative behaviour. The data (see Table 6) revealed the amount of SHs produced by the speakers varied from activity to activity, suggesting that the task exerts influence on speakers' speech production.

Table 6

Distribution of SHs per activity

SH	LPs			IPs			HPs			TOTAL
	1st Activity	2nd Activity	3rd Activity	1st Activity	2nd Activity	3rd Activity	1st Activity	2nd Activity	3rd Activity	
Short pauses	198	378	330	180	237	297	198	191	243	2.249
Long pauses	13	50	46	17	24	33	5	4	14	206
Boundary pauses	9	12	4	3	8	-	-	1	-	37
Drawl	34	66	93	37	62	60	23	56	104	535
Repetitions	54	108	132	33	56	56	18	32	60	549
Fillers	8	21	41	13	36	19	39	32	71	280
Laughter	-	-	1	1	2	7	4	1	8	24
Gaebits	-	1	5	-	2	7	1	2	5	23
TOTAL	316	636	652	284	424	479	288	319	505	3.903

3) The use of SH may also be motivated by anxiety. This is in conformity with Goldman-Eisler (1961) and Butterworth (1980). Some higher-proficiency speakers could be more worried of losing face and producing ungrammatical utterances or mispronunciations than lower-proficiency ones and when uncertainty arises, they prefer to think a lot before executing the plan. See statements below provided by two HPSs:

(79) *I am in an advanced group, thus, I have a greater responsibility in producing good English. I am always afraid of making mistakes and to sound incompetent by my teacher. If I am not sure about the correct grammar or pronunciation, I waste some time thinking before speaking. That's probably the reason why there are so many pauses, repetitions and signals of hesitation in my speech. Mr(HPS)*

(80) *I still have some troubles with grammar, pronunciation and vocabulary. I prefer thinking before speaking 'cause I'm afraid of making mistakes. I always feel a little nervous and anxious when I have to communicate orally.* Gr(HPS)

4) SHs may not necessarily be related specifically to problem solving in IL, they can also be described as constituting part of the subjects' speech style. See the two statements (below) provided by an IPS and a HPS.

(81) *I have never thought about this, but perhaps it is my way of speaking. I have to observe if I also use these signals in Portuguese.* CL(IPS)

(82) *It's my way of speaking. It happens even when I'm speaking in Portuguese, specially when I'm embarrassed or nervous.* Z1(HPS)

Two probable explanations why there are meaningful differences between the groups in the frequency of use of *Long pauses, Boundary Pauses, Repetitions, Fillers and Laughters* are:

1) It seems obvious that the presence of *long pauses, boundary pauses* and *repetition* in the lower-proficiency speakers' speech is greater than in the higher-proficiency speakers due to their inadequate command of the TL. No attempts were made to

verify why only these SHs and not all of the others were more used by the LPSs.

2) It is hard to explain why the higher-proficiency speakers used more *fillers* and *laughters* than the lower-proficiency ones. One of the explanations could be that HPSs have automatized the *fillers* used by native speakers and learned that this strategy is a good resource to gain time, thus avoiding other types of hesitations. It is also hard to explain why the higher-proficiency speakers laughed more than the LPSs. A possible explanation is that the higher-proficiency speakers are more aware of the mistakes they produce while communicating in the TL, and *laughter*, as mentioned previously, could have the special function of diminishing the discomfort in a troublesome situation. However, no attempts were made by the researcher to try to find evidence for such an explanation.

The main findings of this study reveal that from lower proficiency to higher proficiency the occurrence of SHs is very high in all groups. A detailed analysis of the data led us to the following conclusions: a) In general, the types of SH that occur in the LPSs data do not differ markedly from those of IPSs and HPSs. This may indicate that speakers of different proficiency levels do not have very different means of planning their speech and consequently there are not considerable differences in terms of types of SH use. b) With regard to the frequency of SHs employed by the three groups, it can be observed that there are meaningful differences in the use of *long* and *boundary pauses*,

repetitions, fillers and laughters. Although it was expected that frequency of use of SHs among the groups would vary according to the TL speakers' proficiency, the results of the analysis offered somewhat limited confirmation of this hypothesis. The information collected from the *performance data and introspective analysis* suggests that the frequency of use of SHs is related not only to the proficiency level of the TL speakers, but to other important factors such as task, style of speech, anxiety and the amount of language produced by the speaker. The results of the analysis are rather inconclusive and little other research has been done on the occurrence of SHs in IL speech. We, therefore, still need more information in this area.

4.3. *Summary Statements*

This study has its limitations and further research is still needed before drawing any definitive conclusions. However, if we assume the learners of this study are typical of adult learners of a foreign language, the findings obtained allow us to venture the following concluding/summary statements:

4.3.1. *Concluding / Summary Statements*

1. IL speakers consciously or unconsciously employ CSs to

convey meaning when communication runs into difficulties. This study identified many strategies in the speakers' performance. The most frequent ones are *foreignizing*, *code switching*, *approximation*, *overgeneralization* and *paraphrase*.

2. Basically, LPSs, IPSs and HPSs employ the same type of CSs to compensate for their insufficient knowledge of the TL. Only the proportion of certain CSs employed by them differs considerably. This was not a longitudinal study. However, if we assume the three proficiency levels represent three different phases in the L2 acquisition process of individual learners, the results suggest that L2 learners tend to abandon the use of certain types of strategies as they advance towards TL proficiency, but they do not appear to adopt any new ones.

3. Regarding TL user proficiency and the use of CSs it can be suggested that LPSs, who do not have a great linguistic knowledge of TL at their disposal have to rely to a great extent on CSs based on L1 linguistic knowledge, such as *foreignizing* (one of the most common type of CSs based on L1) and *code switching* (one of the least common type of CSs based on L1). Higher-proficiency speakers, on the other hand, abandon these strategies and concentrate more heavily on strategies based on the TL.

4. The frequency of use of *foreignizing* by the LPSs, and statements made by these subjects about their use of this strategy, suggest a strong dependency on the L1 at this proficiency level. Many of the LPSs reported that they usually think first in their L1 before expressing the intended meaning, except for some items that are already automatized.
5. An interesting finding of this study is the fact that a great majority of the learners believe they use *foreignizing* because they are conscious of similarities between the two linguistic systems (L1 and TL).
6. In the case of *code switching*, it seems that some learners are more or less conscious that this strategy breaks the rules of the TL, consider it a stigmatized strategy, and try, therefore, to avoid it. Others consider this strategy useful to overcome specific problems.
7. From lower to higher-proficiency, the presence of SHs in L2 speakers' performance is very high. They constitute part of the learners' process of communication and seem to be highly spontaneous devices employed for some learners. Other learners use them consciously as devices to prepare what comes next. A third class of learners seems to use SHs consciously in some situations and unconsciously in others.

8. It seems that the SHs are present in the learners' speech behaviour because complex cognitive operations are necessary for speech production. Speakers may be having difficulties with the conceptual, lexical, grammatical or phonological levels or with all of them simultaneously.
9. SHs do not seem to be a phenomenon specific to IL, and neither do they appear to be the result of lack of knowledge of the TL. The information collected from the *performance data* and *introspective analysis* suggest that the frequency of use of SHs may also be related to other important factors such as: influence of task, speech style, level of anxiety and the amount and complexity of language produced by the speakers.
10. Finally, in spite of the fact that all subjects adopt basically the same types of CSs and SHs to produce the TL, the results of this study indicate that Brazilian learners of English pass through phases in terms of types (small range) and frequency (large range) in the use of CSs and SHs, and thus, that TL learners' communicative behaviour is transitional and dynamic.

4.3.2. *Suggestions for Future Research*

The following suggestions for future research seem appropriate as an outgrowth of the present study:

1. Examine the possible effect of CSs in terms of learner success, namely, the strategies that improve communication in order to establish to what extent the learners might benefit from their use.
2. Examine CSs in other areas, such as, morphology, phonology and syntax, this study focussed mainly on vocabulary / lexis.
3. Examine other factors affecting the choice of CSs, including task requirements, teacher classroom instructions, age, sex, national origin, style for learning in general and purpose of learning the TL.
4. Examine L2 learners performing a variety of tasks in both languages L1 and L2 in order to observe whether they plan and produce language in the same way in the two languages.
5. Examine whether learners resort to CSs when they are faced with lexical problems in L1 and if they resort to the same strategies they use in L2.

6. Examine whether there are differences between L1 and L2 performance in terms of SHs. There is a possibility that the distribution and type of some SHs may be the same in L1 and L2 performance.

4.3.3. *Implications for Second Language Teaching and Learning*

With the shift from teaching methods and teacher training towards more emphasis on the discovery of learners' cognitive styles and the development of communication skills, the findings of studies like this may have important applications in the field of second language teaching, most specifically in the areas of syllabus design and teaching methodology. Syllabuses should be designed to favor the development of learners' communicative competence (cf. Canale and Swain, 1980 and Littlewood, 1981). As is suggested in the communicative approach, learners should be encouraged to engage in communication with peers, teachers and others in different simulated or real-life situations using the TL as much as possible. They should be encouraged to develop negotiating skills and strategies in the classroom. It is expected that through negotiation of meaning they will be able to manage their own communicative problems through requesting confirmation, clarification and repetition, appealing for assistance, repairing and gesturing.

It seems possible to develop subjects' communicative competence by increasing their strategic competence and CSs may

serve this purpose. They may bring very positive contributions to the development of oral communicative skills and consequently for learning the TL in general. According to Si-Quing, (1990) "a more practical and economical way to develop learners' communicative competence specially in the formal classroom setting, and the acquisition - poor environment, is to increase learner's strategic competence, their ability to use communication strategies to cope with various communicative problems they might encounter" (p.180). It has been mentioned in the literature (cf. Rubin, 1975; Bialystok and Frohlich, 1980; Wenden, 1986; Willems, 1987 and Oxford, 1990) that CSs are important tools to be used by the learners (specially in the initial stages of learning, and if encouraged, the use of these tools, it will help them to become more aware of their potentialities, which in turn, will revert in more fluency of the new language .

It is evident that no one can learn all the vocabulary and grammar of a new language at once and a new didactic position in second language teaching has been to encourage learners to communicate in the new language even with their limited linguistic repertoire. If learners avoid communication for fear of making mistakes and appearing incompetent, they will lose chances to test hypotheses they may have formed about the TL, and therefore, will not receive feedback that will allow them to grow. According to Faerch and Kasper (1983a),

establishing and trying out hypotheses about L2 on the basis of active participation in communicative events is one of the central elements in contemporary, cognitively oriented models of L2 learning and acquisition (p.21).

While communicating, these hypothetical rules may be either

rejected or accepted by interlocutors. If accepted they may be incorporated into the speakers' TL repertoire and in this sense it can be said that communication and learning are processed simultaneously. As Corder, (1983), says, "successful strategies of communication may eventually lead to language learning" (p.17), thus CSs may help learners to increase their linguistic repertoire, and undoubtedly help them to become more fluent and confident of what they already know about the new language.

In this view, teachers' roles should go beyond the provision of linguistic information. They should create a classroom atmosphere favourable to learning, as Krashen (1982) says, 'situations where comprehensible input is plentiful' (p.31). Students must be advised to forget their inhibitions and the fear of losing face. Wenden and Rubin (1987) report that a willingness to take risks is a characteristic of successful language learners. Part of being a good teacher is trying to eliminate the 'high affective filter' (Krashen's terminology) so that learning can occur in an environment in which CSs are not only allowed, but encouraged. As the learners' TL experience increases, their language naturally improves and they will automatically abandon the use of certain CSs.

Although it is still controversial whether or not CSs can be taught, there is a consensus in the literature that the learning of a new language involves not only the acquisition of grammatical, lexical, semantic and phonological knowledge about the new language, but also the acquisition of strategic competence.

To reinforce the position that CSs should be accepted and

encouraged in classroom, I agree with the view put forward by Si-Quing, (1990), that "any attempt to use CSs for the purpose of reaching communicative goals, however poor, is better than none"(p.183). Although it seems clear that TL users should be advised to benefit from CS resources, there are two important points that should be taken into account before introducing them in the classroom. First, it is necessary to investigate whether learners are already employing CSs in their speech and if so, what types. Second we have to know more about the effectiveness of different types of CSs before advising learners which strategies to adopt and which ones to avoid.

Finally, it is believed that a better understanding of our students' process of communication in the TL in both phases of speech production is basic for modifying and improving the teaching of a second/foreign language.

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APPENDIX 1

Procedures and Assessment of the Oral Proficiency Tests

PROCEDURES AND ASSESSMENT OF THE ORAL PROFICIENCY TESTS

Because oral performance in communicative situations is one of the most difficult skills to assess (cf. Henning, 1985 ; Shohamy et al., 1986), the procedures and methods of assessment of the oral proficiency tests were devised with particular care. Students were assessed by means of a test based on an 'Oral Interview' (OI) and a 'Composition Through Pictures' (CP). Below is the description of the two assessment tests:

OI - The topics of conversation between the examiner and the student varied freely from everyday subjects to more complex ones. The test followed the model of the Foreign Service Institute (FSI) Oral Interview (Lowe, 1976 in Shohamy, 1983). It includes the following four phases:

1. *Warm-up*: In this phase the student is put at ease and the examiner checks the student's level of proficiency in speech and understanding;

2. *Level-check*: During this phase the examiner checks the functions and content where the student's performance is more accurate;

3. *Probing*: In this phase the examiner assesses the highest level at which the candidate can function;

4. *Wind-up*: In this phase the learner is returned to the level at which s/he can function more comfortably, and is left with a feeling of accomplishment.

CP - The second oral test type was based on the composition of a series of pictures in sequence for each student. The students were given 10 minutes to prepare a story in advance and they were told they had to tell it in their own words. The pictures came from *Composition Through Pictures* by Heaton, 1966 (see page 6 of this appendix).

The tests were administered and graded by the experimenter and after the students had been assessed and fit in the three different groups by proficiency level, their English teachers were interviewed to give the experimenter confirmation about their proficiency level, and no discrepancies were found. Each oral test lasted from 10 to 15 minutes and it was tape-recorded in the language laboratory of CEUD/UFMS. As in Liski and Puntanen (1980); Shohamy (1983) Shohamy *et al.* (1986) the proficiency scale defined functional oral proficiency in terms of *grammar, vocabulary, pronunciation and fluency*. Another variable that was taken into account was the number of utterances produced by the

student. "A testee speaking a great deal is naturally more prone to error than a testee making only a few utterances" (Liski and Puntanen, 1980:229).

Emphasis was put on meaning rather than on form, thus, the utterances produced by the subjects were not judged just in terms of 'correctness', but also in terms of 'acceptability'. According to Folland and Robertson, 1976, in Liski and Puntanen, 1980, "certain errors may be either major or minor depending on whether, in context, they disrupt communication or not. A major error was found to be one which (1) causes noncomprehension of the whole or part of an utterance, (2) causes misunderstanding, or (3) because of its difference from current usage, causes the listener to stop and miss a part of the whole of subsequent utterances".

The oral proficiency tests (following Foreign Service Language Institute in Shohamy, 1983) were rated on a scale ranging from four to ten, four being equivalent to no language produced, no interaction possible and ten being equivalent to near native language performance. Following Lowe (1976) and Shohamy (1983) the tests were not analysed analytically, but holistically. Below is the description of the 'Rating Scale from FSI' used for OI and CP.

HOLISTIC: Rating Scale (FSI)

4. UNINTELLIGIBLE

No language Produced

No Interaction Possible

5. HARDLY INTELLIGIBLE

Very Poor Language Produced

Only Simplest, Fragmentary Interaction Possible

6. CLEARLY INTELLIGIBLE

Simple Language Produced

Interaction Possible

Not Articulate

7. RESPONSIVE IN INTERACTION

Slightly More Sophisticated Language Produced

Consistent Errors: but not interfere with fluency

Strong MT Interference (Translated Patterns, etc)

8. ALMOST EFFORTLESS IN EXPRESSIONS

Adequate In Interaction

Errors: not consistent

9. FACILITY OF EXPRESSION

Comfortable, Initiating in Interaction

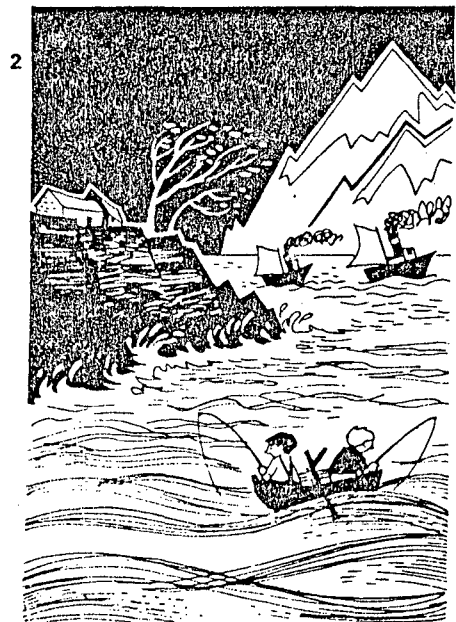
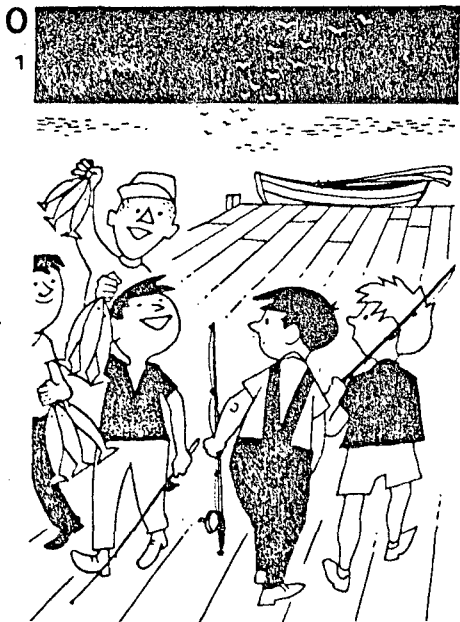
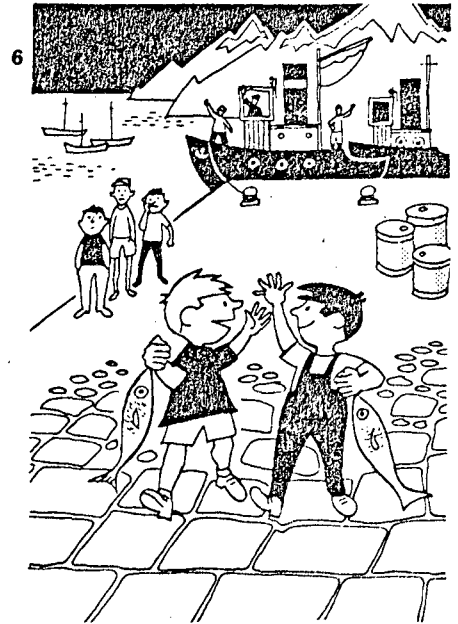
Sporadic Mistakes

10. NO LIMITATION WHATSOEVER

Near-Native

Students who performed within the criterion of number 4 and 5 were disconsidered for the experiment. Number 6 classified the subjects as LPSs, number 7 and 8 classified them as IPSs and number 9 as HPSs. Number 10 was not considered.

Proficiency Test: Composition Through Pictures (CP)

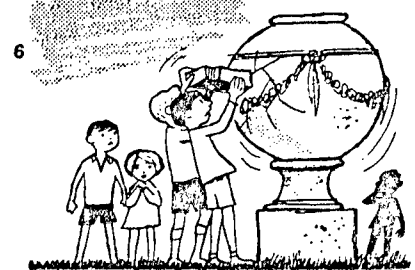
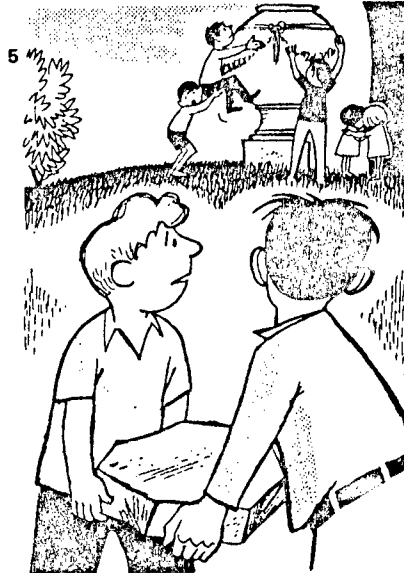
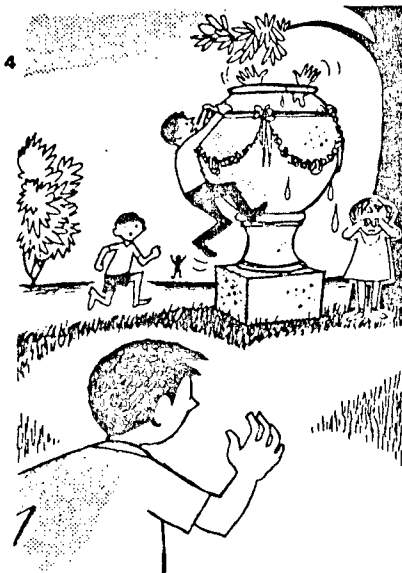


APPENDIX 2

Descriptions of the Three Tasks Performed by the Groups

TASK 1: COMPOSITION THROUGH PICTURES (CP)

Students were given five minutes to prepare the composition in advance. They were told to build a story based on the pictures, to use the imagination as much as possible and to build at least five sentences for each picture. When asked, the experimenter helped the subjects to interpret the pictures. The pictures selected follow the sequence presented below (in a more reduced size) and they came from *Composition through Pictures* by Heaton J.B, 1966.



2ND ACTIVITY: RETELLING OF A STORY (RS)

In this activity the analyst told the subjects a brief story in L1 (five paragraphs) to be told by them in the TL. The story was told twice and slowly and subjects had the opportunity to tell the story in L1 to the analyst in order to check if s/he had not forgotten important details. Then, the subjects were asked to retell it in the TL at a normal speed. The story selected came from L.A. Hill's *Series of Stories for Reproduction*(see the story below).

"Jim era inteligente, mas não gostava de trabalho árduo. Ele dizia, 'a gente trabalha muito, ganha muito dinheiro, e o governo fica com a maior parte dele. Quero um trabalho fácil que me de bastante dinheiro e que o governo não fique sabendo'.

Resolveu ser ladrão - mas não fazia os roubos: contratou outras pessoas (um grupo) para roubar para ele. Estas pessoas eram muito menos inteligentes que ele, portanto ele organizava tudo e pedia para que elas fizessem o serviço.

Um dia ele saiu a procura de famílias ricas para roubar, e mais tarde enviou um dos homens do grupo para roubar uma bela e grande casa que ficava nos arredores da cidade.

Era noite, e quando o homem olhou através de uma das vidraças da casa, viu um casal de jovens tocando um dueto no piano.

O homem retornou até Jim e disse: 'Aquela família não tem muito dinheiro. Duas pessoas estavam tocando no mesmo piano.'"

3RD ACTIVITY: EXPLANATION OF CONCEPTS (EC)

The subjects were required to explain orally four concrete and four abstract words. The concepts were written in L1 and TL (in order to avoid ambiguities), and distributed to the subjects. The subjects were asked to explain the meaning of the items as if they were trying to explain to someone who did not know the meaning of the word at all. This activity was introduced because the analyst believed that it was more complex than the 1st and 2nd ones, since it is difficult to explain concepts even in L1, and this would force the subjects to use more CSs.

The words were:

Concrete Concepts

1. Lantern (lanterna)
2. Flag (bandeira)
3. Alligator (crocodilo)
4. Bachelor (solteiro)

Abstract Concepts

1. Pride (orgulho)
2. Patience (paciência)
3. Courage (coragem)
4. Honesty (honestidade)

APPENDIX 3

Transcription Symbols and Taxonomies of CSs

TRANSCRIPTION SYMBOLS

1. When intervals in the stream of speech occurred (pauses with more than 0:5 seconds), they were timed and inserted within parentheses, either within an utterance:

when I was (0:6) oh nine or ten

or between utterances:

I said step right up (1:3)

A short pause (less than 0:5 seconds) within an utterance was indicated by a dash:

Umm - my mother will be right in

Untimed (more than 15 seconds) intervals heard between utterances were described within parentheses and inserted where they occurred:

I am ready to order ((pause))

2. A colon indicates an extension of the sound or syllable:

what happened to: you

I'm so... so: sorry re:ally I am

3. When hesitations in the stream of speech occurred, the reproduction of the sounds were transcribed within parentheses:

The weather (uh) was so nice (eh) (mhm)

4. A bar inserted within parentheses (/) indicated the speaker abandoned the message and a double (//) indicated the learner interrupted the message and initiated a new one:

Oh I was just out (/). I thought well...

5. When repetition of words, expressions or the whole utterances occurred, they were transcribed again within parentheses:

you know they were (you know they were)

6. When part of the speech was not clearly understood, the expression 'incomprehensible' inserted within parentheses was used:

He thinks he's real (incomprehensible), but Mary...

7. When omission of the words occurred in the stream of speech a question mark (?) inserted within a parentheses replaced the omitted item:

two people were playing - in the (in the) - (?) piano

8. Mispronounced words were phonetically transcribed and inserted within bars:

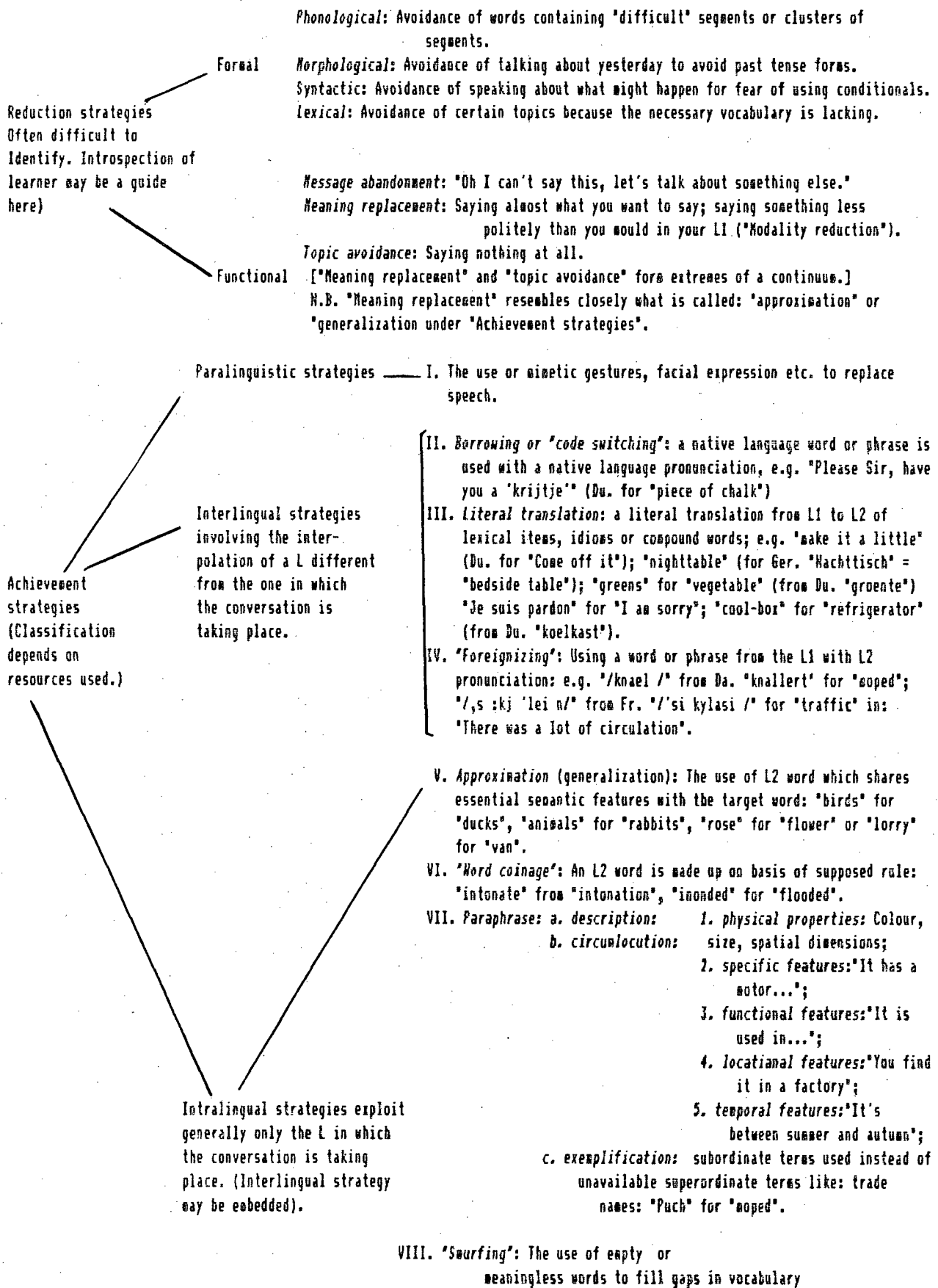
In the next moment - the: (the) boy (0:5) /eskeleid/

TYPOLGY OF COMMUNICATION STRATEGIES SUGGESTED BY COHEN, DUMAS AND TARDNE, 1980: 6-7

Communication Strategies

	Phonological	Morphological	Syntactic	Lexical
Transfer from NL	<i>/ʃi:p/ for /ʃip/</i>	The book of Jack for Jack's book	Dió a Ellos for Les dió a Ellos in Spanish-L2	Je sais Jean for Je connais Jean in French-L2
Overgeneralization	El carro/karo/es caro (Flap r generalized to trill contexts- Span-L2)	He goed Il a tombé in French-L2.	I don't know what is it	He is pretty (Unaware of the semantic limitations)
Prefabricated pattern	-	-	I don't know how do you do that	-
Overelaboration	/hwʌt ar ju duin/ for /wʌt duin/	I would not have gone	Yo quiero ir - Span-L2. Buddy, that's my foot which you're standing on	The people next door are rather indigent
Epenthesis	<i>/sə'tərei/for/strei/</i>	-	-	-
Avoidance	(To avoid using certain sounds like /l/ and /r/ in pollution problems)	(Avoiding talking about what happened yesterday)	(Avoiding talk of a hypothetical nature and conditional clauses)	(Avoiding talk about one's work due to lack of technical vocabulary)
a)Topic avoidance				
b)Semantic avoidance	It's hard to breathe for air pollution	I like to swim in response to what happened yesterday?	Q: Qué quieren los pájaros que haga la mamá? R: Quieren comer. (Spanish-L2)	Il regarde et il veut boire to avoid the word for cupboard in Il ouvre l'armoire
c)Appeal to authority	Q:F...? R: fauteuil (French-L2)	Q: Je l'ai...? R: prise (French-L2)	Q: El quiere...? R: que te vayas. (Spanish-L2)	How do you say "staple" in French?
1. Ask for form				
2. Ask if correct				
2. Look it up				
d)Paraphrase	Les garçons et les filles for les	Il nous faut partir for Il faut que	J'ai trois pommes for J'En ai trois	High coverage word tool for wrench Low

	enfants (Thus avoiding liaison in French-L2)	nous partions (To avoid subjunctive in French-L2)	(To avoid en in French-L2)	frequency word labour for work word coinage: airball Circumlocution: a thing you dry your hands on
e)Message abandonment	Les oiseaux ga... (gazouillent dans les arbres was intended in French-L2)	El queria que yo... (fuera a la tienda was intended in Spanish-L2)	What you...?	If only I had a...
f)Language switch	I want a Couteau	Le livre de Paul's (French-L2)	Je ne pas go to school (French-L2)	We get this Hostie from Le pretri (English-L2)



command like: "thing", "whatsit", "what-do-you-call-it".

IX. *Self repair(restructuring)*: Setting up a new speech-plan when the original one fails.

X. *Appeals for assistance*: a. *Explicit*: "What d'you call"; "Speak more slowly" "I am foreign"; "Do you understand?";

b. *Implicit*: pauses, intonation, drawls, repetition or "I don't know what to call this" and the like;

c. *Checking questions*: To make sure something is correctly understood: questions: "Do I hear you say..."; "Are you saying that...";

XI. *Initiating repair*: "I am sorry, there must be some misunderstanding. Does... mean...? I took it to mean... I hope you don't mind my asking..."

TYPOLOGY OF CS SUGGESTED BY FAERCH AND KASPER, 1983: 184-185

Type	Explanation	Example
A.Reduction strategies	These are attempts to do away with a problem. They involve the learner giving up part of his original communicative goal.	
1.Formal reduction strategies	These involve the avoidance of L2 rules of which the learner is not certain (i.e. tentative hypotheses) or which he cannot readily gain access to.	He made him to go... He asked him to go...
2.Functional reduction strategies	These involve the learner avoiding certain speech acts or discourse functions, avoiding or abandoning or replacing certain topics, and avoiding modality markers.	He plays... He does sport
B.Achievement Strategies	These are activated when the learner decides to keep to the original communicative goal but compensates insufficient means or makes the effort to retrieve the required items.	
1.Compensatory strategies		
a) Non-cooperative strategies	These are compensatory strategies which do not call for the assistance of the interlocutor.	
i)L1/L3-based strategies	The learner makes use of a language other than the L2.	
- code-switching	The learner uses a form in the non-L2 language.	I don't have any Geschwester.
- foreignizing	The learner uses a non-L2 form but adapts it to make it appear like a L2 form.	Danish 'papierkurv' 'papercurve'
- literal translation	The learner translates an L1/L3 form.	Danish 'grontsager' (=vegetables) 'green things'
ii)L2-based strategies	The learner makes use of alternative L2 forms.	
-substitution	The learner replaces one L2 form with another.	'rabbit' 'animal'

Type	Explanation	Example
-paraphrase	The learner replaces an L2 item by describing or exemplifying it.	He cleaned the He clean the house with a... it sucks in air
-word coinage	The learner replaces an L2 item with an item made up from L2 forms.	'gallery'
-restructuring	The learner develops an alternative constituent plan.	'picture place' 'I have two...' 'I have a brother and sister'
iii) Non-linguistic strategies	The learner compensates, using non-linguistic means such as mime or gesture.	
b) Co-operative strategies	These involve a joint problem-solving effort by the learner and his interlocutor.	
i) Direct appeal	The learner overtly requests assistance	'What's this?'
ii) Indirect appeal	The learner does not request assistance, but indicates the need for help by means of a pause eye gaze, etc.	
2. Retrieval strategies	These are used when the learner has a problem locating the required item but decides to persevere rather than use a compensatory strategy.	
a) Waiting	The learner waits for the item to come to him.	
b) Using semantic field	The learner identifies the semantic field to which the item belongs and runs through items belonging to this field until he locates the item.	
c) Using other language	The learner thinks of the form of the item in another language and then translates it into the L2.	

1. *Switching to the Mother Tongue* - This strategy, sometimes technically called "code switching", is used for speaking and involves using the mother tongue for an expression without translating it. Here are some examples of this strategy. Geraldo, a Spanish speaker learning English, uses *balón* for *balloon*, and *tirtil* for *caterpillar*. Trudy, an English-speaking student of French, says, *Je suis dans la wrong maison* (I'm in the wrong house), inserting "wrong" when the French word is unknown. Leslie, an English speaker learning French, states, *Je ne pas go to school*, thus switching back to English in midstream. June, another learner of French, uses the expression *le livre de Paul's* (Paul's book), including the non-French word *Paul's*. And Henri, a French speaker learning English, declares, *I want a couteau*, a knife.

Creatively using this strategy, Norman adds word endings from the target language onto words from the mother tongue, as in *Wir sind Soldieren* (We are soldiers, using the English word *soldier* with the German *-en* tacked on). An English speaker, Nicki, wants to describe a clock over the fireplace, but says instead *Il y a une cloche sur la cheminée* (there's a bell over the fireplace). Of course, these two examples might be misunderstood by native speakers of the new language.

2. *Getting Help* - This strategy involves asking someone for help in a conversation by hesitating or explicitly asking for the missing expression. This strategy is somewhat similar to the strategy of asking for clarification or verification; the difference is that in getting help, the learner wants the other person to simply provide what the learner does not know, not to explain or clarify. For example, Clive, a learner of Spanish, signals a desire for help by saying only the first part of the sentence, as in *El quiere...?* (He wants...), and Hector, a native Spanish speaker, finishes the sentence with *qué te vayas* (the whole sentence means, "He wants you to go"). Edna, a learner of French, asks in English, *How do you say "staple" in French?* Terry, another learner of French, says, *Je veux, uh, how do you say it?* (I want...). Often this strategy is combined with the next one, using mime or gesture, in order to ask for help.

3. **Using Mime or Gesture** - In this strategy, the learner uses physical motion, such as mime or gesture, in place of an expression during a conversation to indicate the meaning. Following are some examples. Kirsten does not know the expression for a large wooden desk with drawers, so she makes gestures indicating the size of the desk, the hardness of the wood, and the way the drawers pull out. Not able to say, "I am afraid," Jaime instead mimes the emotion of fear by crouching with his arms crossed over his head. Aviva does not yet know how to say, "Put it over there, please," and instead points to the place, hoping the other person will catch the meaning and put the object down in the right spot. Not knowing how to express approval verbally, Tonio claps loudly to indicate approval, then nods in an exaggerated fashion while saying "yes."

4. **Avoiding Communication Partially or Totally** - This strategy involves avoiding communication when difficulties are anticipated or encountered. It includes a total avoidance in certain situations, as when required to use persuasive skills or to compete with others for a turn to speak. It also includes avoiding certain topics for which the learner does not know the words, concepts, or grammatical structures in the new language. This strategy goes against the aim of speaking as much and as often as possible, but it does have an advantage of keeping the learner emotionally protected and possibly more able to speak about other things later in the conversation. The avoidance of a specific expression is illustrated by Constanze, a learner of English, who avoids saying *air pollution* (or any description or synonym for this expression) and says instead, *It's hard to breathe*; this might also be used as an example of the strategy of adjusting or approximating the message. The abandonment of communication midway is exemplified when Miki says, *If I only had a...* but then fails to finish the sentence.

5. **Selecting the Topic**- When using this strategy, the learner chooses the topic of conversation. The reasons for this are obvious. Learners want to make sure that the topic is one in which they are interested and for which they possess the needed vocabulary and structures. For example, Rashid, a learner of English, is interested in football and knows a lot about it, including useful terms, so he often directs conversation to this theme. Marcelle is more comfortable discussing subjects like family, school, and weather and thus frequently attempts to move the conversation toward these topics. Learners using this strategy must be careful not to be overly domineering. They should allow the other person to guide the conversation, too.

Writers in any language sometimes use this strategy, but it is particularly valuable to writers in a language other than their own. Of course, circumstances sometimes force language learners to deal with topics they don't want to write about, but whenever possible learners should select a topic that interests them. The only caveat is that learners, when choosing a topic for writing, need to be aware of their audience's interests, needs, and level of understanding.

6. *Adjusting or Approximating the Message* - This strategy is used to alter the message by omitting some items of information, make the ideas simpler or less precise, or say something slightly different that has similar meaning. Here are some examples. Omitting details that the learner cannot yet say is illustrated when Vanya, asked about his family, says he has two children but does not indicate that they are now fully grown adults; another learner, Nina, says she has to leave now, but does not indicate that she has an appointment at the dentist's in 20 minutes. Using less precise expressions to substitute for more precise but unknown ones, Carmelita might say *pipe* for *waterpipe*. Using a French word that has a similar meaning to the intended French word, Laura says *bureau* (office) to mean shop, as in *un bureau pour cosmetics et perfume*. Franny, a learner of Spanish, uses "presidente" to mean principal, as in *Señor Smith es el presidente de la escuela* (Mr. Smith is the president of the school).

Writers often resort to this strategy when they simply cannot come up with the right or most desirable expression. For instance, instead of writing the more difficult sentence "I would have liked to have visited Australia, but I could not go because I lacked the necessary funds", Nubia writes "I did not go to Australia, because I did not have money".

7. *Coining Words* - This simple strategy means making up new words to communicate a concept for which the learner does not have the right vocabulary. For instance, Zoltan might say *airball* to mean *balloon*. A German learner of English, Gottfried, does not know the expression *bedside table* and therefore coins the expression *night table*, a direct translation of the German *Nachttisch*. (Note the use of the strategy of translating in the service of coining words during a conversation). Lucille, an English-speaking learner of German, does not know how to say dishwasher in German and consequently makes up the word *Abwaschmaschine*, a combination of *abwaschen* (to wash up) and *Maschine* (machine). Finally, Omar, a learner of English, is not familiar with the word *bucket* and therefore coins *water-holder*.

When there is no time to look up the correct word, or when the dictionary fails them, writers sometimes make up their own words to get the meaning across. For example, Stravos uses the term *tooth doctor* instead of *dentist* when writing a note to indicate where he is going this afternoon.

8. *Using a Circumlocution or Synonym* - In this strategy the learner uses a circumlocution (a roundabout expression involving several words to describe or explain a single concept) or a synonym (a word having exactly the same meaning as another word in the same language) to convey the intended meaning. Examples of circumlocution are as follows. Renato, a learner of English, does not know *car seatbelt* and therefore says, "I'd better tie myself in". Liz, a learner of French who does not know the word for *stool* (*tabouret*), describes it instead: *une petite chaise de bois, pour reposer les jambes quand on est fatigué, elle n'a pas de dos* (a little wooden chair for resting the legs when one is tired, it doesn't have a back). Osmin, a learner of English, cannot come up with the right word and therefore ambles around the topic: "She

is, uh, smoking something. I don't know what's its name. That's, uh, Persian, and we use in Turkey, a lot of". Heinrich does not know how to say *towel* in English, so he says, "a thing you dry your hands on". Domenico uses the close synonym *sofa* or *couch* to mean the specific piece of furniture, *divan*. Frequently learners use high-coverage terms that are very close to (but not quite) synonyms; for instance, *pen* instead of *ballpoint pen*, *fruit* for *strawberry*, or *meat* instead of *ham*.

Synonyms or circumlocutions are sometimes used in informal writing. For instance, Siu cannot think of the word *briefcase*, so he writes, "I lost my leather package that holds papers", a circumlocution that gets the point across.

APPENDIX 4

Performance Data

Ap (LPs)

1st Activity (CP)

It was a Sunday morning. The weather - was summer, - and the children - was playing in the park. In the park - there were flowers - a house (0:5), an /stetju/ - and a big - vase. A boy called Peter - was - playing on the tree - and fell - into the vase (pause). The vase was (was) very big - and Peter - was - with (with) her his - hands - up (pause). He called - the other children (0:6) called help, - and the children tried - to take him (0:11), but the va... the vase - was very tall too, - and the children didn't get to take Jim (pause). Then, Joe and Paul - taked - a stone. Then, - they broke (they broke) the vase and Peter, (and Peter) - felt with the water.

Ap (LPs)

2nd Activity (RS)

Jim was a /in'teliz'ent/ man (pause). He didn't like to - work - hard (pause). He - /pri:'ferid/ to - (to) work hard and the /'govəna:nt/ - take the - money for us, and the people - stay without money (long pause). Then, to: (0:5) then, Jim decided to - be... (pause). Then, Jim decided to become - a thief. He called other mens to work them. He - planned the - thieves and the mens (0:5) did - the - thieves (pause). One day - they was looking for - a house - to rob (to rob) it, and the mens - found - a beautiful house - and planned to do to rob (pause). Jim - called the man - and (0:6) speak to - (to) him - go there. The man went - and saw - (and saw) a girl - playing piano (0:6), and the girl - didn't play - alone. With - (with) her - was a (was a) man - and the thief - think that - the people of the house - was poor, (0:5) because (0:7) because two people were playing - in the (in the) - (?) piano.

Ap (LPs)

3rd Activity (EC)

1. lantern is a - light that with the (incomprehensible) - hold in - the their hands - to see - in the dark.
2. alligator - is a - (a) an animal - very big (0:5) and strong (pause). It: - it's - like a - /'krokodilo/.
3. bachelor is a single man
4. flag (0:6) is a - piece (0:7) that's the - (the) countries /u:z/ to be - there - /si:mbəls/
5. honesty - means (0:11) one /fi:lay/ (0:8) or - a way - that the man be - without (without) - be / i:ə'pəstə/
no better any /i:ə'pəstə/
6. pride is a feeling that the people - feeling - when - they - (they) are - happy ? when they - (they) - get -
something - that - they want
7. courage - is brave. One man - brave - has courage
8. patience is /kəlnə/

Ed(LPs)

1st Activity (CP)

One day - on the garden - one boy was - crying about the /'estatjuet/ (pause) I don't because - he:...I don't

be... (I don't) know because - he: was: crying (pause). In the next moment - the: (the) boy (0:5) /'es'keleid/
- the tree - in - (in) get (0:5) a:nd - (a:nd) - I don't (0:5) (I don't) get a:nd (pause) about to the vase. It
was - in the - tree. The boy - was: - into the vase - crying -, crying, crying. Your friends - friends the boy
- looking - (looking) the moment para - to: (to:) boy (i:) - (?) and the girl - was crying - very, very, very
crying. The friends - getting - (getting) (0:10) take and get take the boy - (eh) he was into the vase (pause).
The - (the) boys: - don't take the boy into the vase. (pause) They: - (they:) break the vase a:nd - in the
moment - the boy (0:14) (the boy) said (0:7) "I'm - (I'm) free - (I'm free)".

Ed(LPs)

2nd Activity (RS)

Jim was intelligent -, but - don't like work in the hard. His he said " You work the more - have mo... (have) a
lot of money a:nd - then - the president /wif/ a more - part there. I want - one work the (0:5) (the) /feisil/
the (incomprehensible) the - more (more) money - a:nd - that the president - don't (don't) get don't know -
about (about) he. Then, (0:5) he turned - um one thieves - but, (but) he (0:5) (but he) (0:7) (but he) not
(0:5) (/). He b' raid /... He get /g :t/ - (he get) /g>t/ peoples - to: (to:) /reub/ - to he. There was - a: -
little intelligent that he (that he). He /'organizaid/, /'organizaid/, /'organizaid/ (0:5) a:nd talked - there
(0:5) the there - the that do. One day - (one day) there were - looking - families beautifuls to - to /reub/
and Jim - /invei.../ /inveitid/ - on - (on) there - to - one - beautiful hou... large house absent to center of
the city (to center the city). Was - (was) night - and - then - the man - look - looking - looked - about the
window. He: (he:) too (he:) - one (0:5) one /d>r/ - one boy and one girl - taking - one: (taking one: (0:5)
/duetou/ the piano. When - he: turned - to house - he: - (he:) - said (0:5) to Jim - "those family no: have -
many - money - , two persons (0:5) were taking - in - (in) the one (0:7) piano.

3rd Activity (EC)

1. lantern - (eh) a:nd (a:nd) - /'lɑ:nʌn/ - the: (the) /neɪt/ - the (the) - dark, very, very, dark, a:nd
 you: was: - in the street very, very dark (0:6). The (the) lantern was that (that) (that) light - (that light)
 - in your life (in your life) (eh) - because - you /'nesse/ /'nessesie/ /'nesseseri/, /nesseritedi/ - the
 lantern (0:5) to: (to:) - look around you. The lantern it's - (/)

2. alligator, alligator - is (0:5) (/) /'ælɪgətə:ri/ the: (the:) /'æntənəl/. You: - alone the - /'æntənəl/ (/)
 Alligator (alligator) is - is the animal - green (0:7) green (0:11). It is: - very (very) (eh) (/) in the /'ænt
 'neɪ/ - have many alligators (O.K.?) Yes, yes alligator is: (0:11)... (/)

3. bachelor, bachelor - bachelor - (eh) the: - (the:) - my professor (my professor) English is: - a ba...
 bachelor (bachela) (eh) (0:5) that a per... a /'persɒl/ a /'persɒl/ that - have - studied in your life - it's a
 bachelor.

4. flag, flag? What's flag? flag - is: (is:) - those things - that /'æf'ændɪd/ in your space (0:7) example (eh)
 - the man (0:8) to: go (to: go) in the moon (0:9) (the moon) - (eh) he is: - (he is) (0:5) put the flag in your
 moon.

5. Honesty: honesty - I am (I am) honesty (0:5) honesty - the man - that - (the man that) is: (is:) - worked
 - /sɪn'se'rel/ - studious /'stʊdɪdɪd/ in the life - he is honesty

6. courage (0:5) the man - (the man) that (the man that) (0:6) (incomprehensible) the: (0:6) /'aʊt / 'aʊt /
 /'lɪŋwəl/ example English, - the - man (the man) is courage (0:7) (eh) (0:4). The /'brezɪləri/ that
 (incomprehensible) - the - English /'lɪŋwəl/ /'lɪŋwɛdʒ/ - the /'brezɪ:ləri/ is - courage

7. patience (0:4) to: have - (to have) (/) get - talking - English clearly you: - must (must) patience (0.K.?)

Nd(LPs)

1st Activity (CP)

Well, today is a ve:ry - beautiful day - a:nd - the chil... child - (eh) went to the park - for - playing (pause). So Peter - close - the eye and another child - was - running - and stayed - under the tree, the flowers, the (incomprehensible) Peter was under the (incomprehensible) - and he - jumped - a:nd (jumped) into the va:se, the big vase - with water. The childrens - listen - the Peter (the Peter's) cry - and - running to help him, - but the vase is very tall, and the children - is very short. Paul and John - taking a pedra a:nd broking the vase, so: Peter - (eh) /autsal/ out - no - (//) Peter - jumped - without vase - with the water.

Nd(LPs)

2nd Activity (RS)

Jim was intelligent, but he hate (eh) - her - work. She said (she said) "you work - very - much - and (0:7) receive - money - and: the /'governa/ /governor/ stay with the: (0:5) better part it. I want - one work - (I want one) easy work - that give me - very much money - and - that the /g v no/ don't stay - thinking - it. So - he stay a - thief, but he don't make the - thief, he (?) - another peoples - to(?) - for him (pause). They, (they) were - less intelligent - that him. Then - he: talked a him - what - do. One day - they - (one day) (0:5) (they - were looking for - families, rich families - for thieves a:nd - Jim (0:7) (and Jim) enviou, one - of them - for a - bi:g - and beautiful house - out of - (out of) town. It's night and when the man look (0:7) (look) (eh) - (incomprehensible) the window - he see - one (0:5) young boy and a young woman playing the piano.

When he come back home he says - for Jim "That family don't have - much money. Two people - were - playing the
- one piano."

Nd(LPs)

3rd Activity (EC)

1. Alligator is: a big animal. It is - green and - very - (uh) /vɔrəs/

2. flag is a thing - (uh) (0:8) (/)

3. lantern is a thing - with light - we used for - (for) - illumination

4. bachelor is the - man - that - don't married

5. honesty is: (0:8) when a man or a woman not say - (eh) - (eh) /mentiras ?/

6. patience - you: (you:) - you must patience - to: (incomprehensible) English

7. courage - a courage (0:8) man - (0:6) can jump - the (can jump) - the: plane, can (dirigir ?) cars very -
very rapid /'repi:d/

8. pride - pride is, is: - to have pride - (eh) (0:5) no (/). I have pride - to: (to:) get ten - to get ten -
in the - (in the) /'test/ ?

Kr(LPs)

1st Activity (CP)

It's beautiful day and - five childrens are playing in the garden - on the garden. One of them - closed your eyes and the others running across the garden. Each of them - is (0:6) (?) but - John (incomprehensible) up the garden - , but he: didn't get too /se'guiur/ - there - and fall down in the (0:5) (incomprehensible) which - is - on - the garden.

Kr (LPs)

2nd Activity (RS)

Jim was intelligent, bust he but hated hard - work. He said: "You: work hard - gets more - money and - then the - go... /'govern'ment get (incomprehensible) take, with a great part of them I want - a - easy work that - get me - more money - and - the /'government/ didn't know about them, about it. Then, he became a thief, but he didn't - get a things for he. He obtained other peoples - to - get their things for he - and they - (they) was - less intelligent - that he that him and them (eh) what are they doing. One day - they (0:7) (they) looking for people - rich people to get things - them, and Jim send one - of them to a: - beautiful - and - large house out - far from of the downtown. It's dark - and - when the man - looking - at (eh) - for - the window - he: saw - a young man and - a young - girl - playing - piano. When he became to the house, he came back home, he - said to Jim - (eh) - "Those people - (eh) those family have not more money - those people was playing - in the same piano.

Mn (LPs)

1st Activity (CP)

One day a:nd beautiful afternoon (0:5) (uh) - many girls and boys are playing in the park. In the park there was a very - beautiful flowers and: trees. The boys and girls are playing happy, very happy in the park. Peter in the small boy, Peter a small boy decided to - play in the tree, then Peter was playing in the branch of tree. Peter was very happy - in the tree, but suddenly Peter - get down into the pot. The pot - is empty of wa... water and Peter was - (was) into the pot now. The friends of Peter was helped them, but the pot is tall and big. (pause) The Mary is brother of Peter - was (was) crying because - Peter was empty the pot a:nd (a:nd) (and) (and) the boys (uh) - (and) the boys trying helped them. Two (two) boys (two boys) saw - the (the) (the) children and - they carrying a - piece of /'la:gi/. Then (uh), the two boys trying trieded (uh) - (trieded) - (?) the (the) pot - a:nd break (and trieded break the pot). Later two boys break broke the pot a:nd Peter - was - (was) helping was help. The - (the) boys and girls were very happy because Peter - was: (was:) in the (in the) park now.

Mn (LPs)

2nd Activity (RS)

Jim was very intelligent man, a:nd - (eh) but (but) don't like - (but don't like) hard work. He told "You work hard, but the /'gov n'ment/ take much, your much money." Then, Jim - decided work - decided to work - a:nd take much money, and don't - (and don't) - gi... (eh) don't gave for /'gov n'ment/. He decided (uh) (he decided) to be a: thief, but - Jim - wasn't a thief. Jim /'orgenizaid/ the /'robed/ and your friends /a'tekd/ the houses or banks, or - (or) (or) another things. Jim (Jim) (uh) (eh) - asked for your friends - to: /roub/ a beautiful house, because the house - was: (was) the traditional family a:nd (a:nd) (and) this family is very, very rich. Then, Jim - (uh) (then) the frie... (the friend) (the friend) of Jim (uh) was (was) walking for the

house. And (eh) he saw - a /tru:f/ the window one - (one) girl and one boy - was - playing the piano sometime. Then, - (then) the - (the) thief re... (eh) return of: house - of house of Jim a:nd - told - Jim (and, and - told him). "Jim, the house no... not is - very /rri:tʃ/, because - one boy - and one girl - was playing the piano in the /s a/ time, a:nd - the house - there was one (one) piano. Then (uh), the family isn't /rri:tʃ/ - (eh) - O.K.?

Mn(LPs)

3rd Activity (EC)

1. the lantern was thing the: - (thing) - to - (to) be - light - a:nd - shine - of the: - another things.
2. alligator is (is) the animal - (uh) who /irabitat/ - is: the: - river - the la... (eh) river a:nd - places - there was - water. Alligator - is animal - of: - ve:ry dangerous for - (for) - (for) people, because - (uh): (because) - they (uh) (they) - (they) - (very) - (very) (eh) (very) bra... (ne'?) /bra:vios?/
3. the bachelor is a - perhaps is - the (the) man - that: not: married - (eh) - the - (the) bachelor is: one that is alone - (eh) - is (alone) and - don't (don't) married.
4. Flag is a /'rreprezi.../ flag /'rrepreziʃn/ of: cities, (eh) - (cities) /kauntris/ or - (or) another (or) another things. In the flag there was: many - (many) - (many) words or - (or) collors, (eh) and - in many flags there was a - phrases or (or) words that: told - (that told) - a: a name of the cities or - countries or - another things.
5. Honesty is a - adjective a - generally used - for - people, (eh) because - this adjective is used only for

people (uh) (perha...) for instance the (the) man is (the man) is very /'rɒnɛstɪ/ because (eh) - he: (he) work hard a:nd - (and) is not (is not) isn't a thief.

6. courage is adjective of people to - because is the adjective adjectives a: for used (for) (eh) /'rɛr.../ /'rɛrɒz?/ in the - (in the) - dangerous situation. The people - (the people) - that - help (help) for - (for) - (uh) other peoples. (uh) - The - (the) /'kɒrɪd / man help them.

7. The word /p'eɪʃnt/ is adjective to - is adjective for peoples - that: - (that) - (that) understood a situations (uh) the (/) another (the another) people (uh) - there (/). To be - patient is: - (uh) know - (know) is (know) /a:nsɪəs/ and patient is: - /'kɒntrə:riəs/ of: - /a:nsɪəs/ of: a: in... /ɪn'kɪət/ a:nd: (pause) (/).

8. the pride - is: (is) - (is) think (0:5) (/). The word pride (uh) is adjective too, but: - this adjective (eh) is (eh) is not very (is not) very well, because (eh) a people - was pride (e' pride que fala?) (was pride), a people was pride he is a - (a) people (eh) that - know (uh) (/) (nao sei explicar).

Mr (LPs)

1st Activity

On Saturday morning - there were - a lot of children playing on the Central Park. Some were running - and the others were looking at the flowers - and one boy was: - on the tree. Then, he - pulled down in the vase - that - was - under the tree. He tried to - (to) saw himself, but he - couldn't. Then, he began to - cry - by (by) help. And then, their (their) friends - tried to - save him but - they couldn't to - and - called to - (to) the people who (who) were near the vase - to - save him. Then, they - tried -, but they couldn't. After a long time - they - (they) - catch - a storm and broke the vase. Then, - the boy - pulled down and was saved - by - the - people. The children - were very - happy - and decided to (to) began play again.

Mr (LPs)

2nd Activity (RS)

Jim was very intelligent, but: - hated - hard work. He said: "You works hard - gets a lot of money and then the authority gets the best part. I want so: - one - easy job, - that give - me a lot of money and the authority - didn't know about - it". Then, he: became - a stoler, but he: (he) didn't - make - (ah) (make) stoles. He (he) arranged others people - for stole - by him. The people were - less intelligent - than he. (pause) About (/) he /'organi:zeitid/ - everything that - them - would(?) to make. One day he: - (he) were (0:10) (he were) - "procurando" - (eh) rich families - for - stole them, - and: he: /ordened/ - that - they: - would go - to - a: big and beautiful house (eh) out of town. There was night - and - whom the man - /s ul/ through the window, he: /səul/ one - boy and one girl playing - together on the (?) piano. When he: (?) (he) said for Jim "That family - didn't have much money (pause). Two people - were playing - on the - one piano."

Mr (LPs)

3rd Activity (EC)

1. Lantern is an (an) - object - that - give us: - light (eh) think that you: - (you) are on a - (on a) place there - isn't (there isn't) light there. Then, you can - carry one lantern - and - to: use it by (by) bright your way (right?).

2. Alligator is an animal who lives - on - (on) water, on places: - (eh) (0:5) on places that - have - (have) water and - land, too. Alligator is - a dangerous animal, because if - (if) you: - (if you:) are swi... swimming - on water - (on water) and: - there is - an alligator there - it can - (can) carry you, can eat you. It is very - (very) dangerous. The man: - use - (use) it by to make - bags, to make shoes:. It is - (eh) (0:5)

(it is) - interesting by: - (by) the /'mer'ket/.

3. bachelor is a - man who: - (who) likes to: (likes to:) (0:5) to - give a lot of girls - around him. The bachelor: (0:5) generally (0:5) (generally:) - tell lies to: - (to) give (to give) his companies - (eh) his (0:5) /g lenti/. He wants to: - (to:) (to) bring a - the (the) - hearts - the girls.

4. Flag. Every: - (every) places - (every places) have ha... (have) their flags. The flag - of Brazil - are green - yellow - blue - and white. The flag /'repr'ezent/ - the cities - the places. The flag is a /simbol/ /simbolo/ (/).

5. Honesty - honesty - is a: - (is: a:) very good /knɔ'litati/ - of the person - the people. People who is honesty - don't tell lies: - don't: (0:7) don't (0:10) (/).

6. Pride is: a - one - human /sentiment/ - that (0:7) when one person - is - beautiful - or: - make a - (a) - great (incomprehensible) he: - (he) can - began pride.

7. Courage: we need more courage to: (0:4) (to) - study hard - to work hard - to: - (to) enter on - one - adventure.

8. Patience: when - we: are in trouble - we need to: - (to) have patience - to - suffer - to: (to) - hope better days. Patience is a very good quality about the - people.

Is (LPs)

1st Activity (CP)

Today is: - a beautiful day, - and - the sky is - big. There are many children in the park. They are (they are) (incomprehensible) (they are) playing - and one boy is climbing - in the tree, - but suddenly he felt - in the vase, a big vase. Oh, /gud/ and now - he - is (is) (he is) shouting (he is shouting) 'help' their friends - are crying. Two boys - appeared for help them (incomprehensible). He: they are (they are) breaking - a big vase. They are - trying - to break. Oh, - the boys are - shouting - now. They are happy - his friend - is well is (his friend is well).

Is(LPs)

2nd Activity (RS)

Jim was intelligent, but he didn't like very work, he didn't like work hard. He said, "You work - a lot, - he get - a many money, and the - /go'vern/ - stay a lot - our money" (pause). He wanted - work easy - and - he (he) got a lot of money, but the /go'vern/ - he: - the /go'vern/ , the /go'vern/ - it (0:8) know - about - his - business (pause). Then, he: - became a /reub/ - but he didn't (?) a /reub/ - he: (pause) he met a lot of people - to /reub/ for him - and then (0:5) (/) but the people - was (0:5) (the people) was least intelligent - that he (0:7). Then, he: - (he) (he) said - (he said) everything that - the people - need to do. One day - they - (one day they) - were - looking for - families, for rich families to /reub/ , and Jim - (and Jim) - send - one the (one the) - person - for a big - and a beautiful - house. The house - (the house) - stay - stayed - in a village (pause). Was - a (was a) "noite" and - when the (the) man look - (look) through the window, he: saw a young - and a girl, a boy and a girl. They are - playing (0:5) they are /pretisi:/ (they are practising) (?) in a piano. When he: - (when he) (0:11) (when he) go - to back home (0:6) when he came - back home, he said for him "that family - haven't - (wh) haven't - a lot of money - because two peoples - were /pretisi: / in the -

(in the) (in the) (pause) (professora como e' que e' mesao, esqueci?) (in the) (in the) only piano.

Is (LPs)

3rd Activity (EC)

1. Lantern (what is lantern?) (eh) That serve for - (ah) - (for) /iluminaz/ - places? (0:5). The people use - in the - (in the) picnics - or - are in the fishing. He is - It is small.

2. Alligator is an - (is an) animal. He is very, very dangerous. He's big - he is live. He's lives in - a /pantanal/. Pantanal - is /re:'zery/ of - animals. Alligator - is a terrible - animal. He: - (he:) eat - people (laugh).

3. bachelor /beɪtʃələr/ bachelor - is - one person that - (that) didn't married - with a - person. He is: (0:9) he is (0:9) (he is) a - (a) (incomprehensible) pause (ai, meu Deus do Ceu) (/).

4. flag - is a symbol - of a - country. Our flag - is - is - blue, (0:5) - yellow (0:8) and (0:13) white. He shows the "cor" the "cors" of - the country.

Lc(LPs)

1st Activity (CP)

On (on) Sunday - many peoples and children go (eh) went - to a park. One beautiful Sunday - a boy was running - on the tree. There is - a big vase /be'ne / the tree. Suddenly, - the boy fell - inside - of the vase. The big vase was full - of the water (0:7) and the boy - didn't know to swim. The (the) boy - called help - and some

boys that - was playing ball - the park tried - to help him - to help him. The boys - broke the big vase - with
a (incomprehensible) stone - and - the boy was well again.

Lc (LPs)

2nd Activity (EC)

Jim was a - an intelligent man, but: - don't like work - hard work. He said "You work hard (0:14) and (0:15)
(/) when (eh) the go... /'gouv'n'ment?/ stay with a: (0:5) better part - that money. I want - a job - easy that
(0:5) (?) many - (many) money much money - and - that - a /'gouv'n'ment/ don't stay (stay) (stay) (0:5) knowing
about it. And he: (he) (0:14) (he) was an - a thief, but - he: - don't want - to rob. He (0:10) /ra:nd / other
peoples to - to /roub/ to he, to his, her, to his. The people was - less intelligent that he that hes (0:5) but
- he - orga ... /organi... /organizzeitid/ other /roubs/ - and, he said - to - theirs what (what) to do. One
day - his - one day they - was /'prokjurig/ - to - ri... rich families to /roub/ - and Jim - /invaious/ one -
that man to a beautiful - big - house (pause). The: - house - stay - for - to center - of - city (pause). At
night - when the - (when the) (incomprehensible) see - saw (0:5) out to - he: (0:6) (he) saw - one girl - and -
a boy - playing one /douet/ in the piano. When went to - /roub/ - he said - to Jim - "that family - haven't -
much money - because - two peoples - stay (two people) was (two people) were playing - in - the - same piano.

Lc (LPs)

3rd Activity (EC)

1. lantern it's a instrument - used to see - at night.

2. alligator - it's a /tʃi:pi:kəl/ animal - of - Pantanal.

3. ba... bachelor (bachelor) is - a man - that - never - married.

4. flag - all the countries - have - a flag - a flag. The flag of Brazil is green - yellow - blue - white.

5. patience - this is a - quality - that the person - have (pause). This person was /'kɒl/ very /'kɒl/.

6. honesty - this is a - quality too, that person (0:5) (/) this person - never (0:5) does (0:5) that thing.

Kr (LPs)

1st Activity (CP)

It's beautiful day and - five childrens are playing in the garden - on the garden. One of them - closed your eyes and the others running across the garden. Each of them - is (0:6) (?) but - John (incomprehensible) up the garden - but he: - didn't get too /segiur/ - there - and fall down in the (0:5) (incomprehensible) which - is - on - the garden.

Kr (LPs)

2nd Activity (RS)

Jim was intelligent, bust he but hated hard - work. He said: "You: work hard - gets more - money and - then the - go... /'gɒvənmənt/ get (incomprehensible) take with a great part of them. I want - a - easy work that - get me - more money - and - the /'gɒvənmənt/ didn't know about them, about it". Then, he became a thief, but he

didn't - get a things. He obtained other people - to - get their things for he - and they - (they) was - less intelligent - that he that him and then - he: - prepared all and - said to the to them to them (eh) what are they doing. One day - they (0:7) (they) looking for people - rich people to get things - them, and Jim send one - of them to a: - beautiful - and - large house out - far from of the downtown. It's dark - and - when the man - looking - at (eh) - for - the window - he: saw - a young man and - a young - girl - playing - piano. When he became to the house, he came back home, he - said to Jim - (eh) - "those people - (eh) those family have not more money - those people was - playing - in the same piano.

Kr (LPs)

3rd Activity (EC)

1. lantern a thing that I use - to see in the dark.
2. alligator one animal which lives - in: water.
3. bachelor (I didn't - remember the meaning of the - (the) word).
4. flag we use - how: (/) - the symbol of my country.
5. honesty it's a quality of - the man.
6. pride (incomprehensible) (don't know explain it).
7. courage and patience I think it's a: - beautiful quality.

CI (IPs)

1st Activity (CP)

Some children were playing - . They are playing - something - about to hide. One of them - closed his eyes with his hand and the others were going to hide. A boy - Mike - get up - in a tree, and that tree - was over next - a an object of art, a greek object of (ah) art. And he: (he:) couldn't get hold anymore, so he fell in - the object of - (ah) - art. That object contained water. All the others saw that he fell down and they: went to save him. They tried (0:6) many /ænz/ to save him. Two of them - took a stone - and - hit - the object. So they - (they) could save him, and - that was happened. They could - break the object and - the boy Mike was saved. And - all the children - was very happy - that they: - could save him.

CI (IPs)

2nd Activity (RS)

Jim was - intelligent, but he hate - hard work. (eh) He said: (0:6) you - work - much - you get a lot of money , - but but the /gʌvənmənt/ - get most of this money (0:8) and - I wanna a - job that - I - get (I get) a lot of money, but - (uh) the government (uh) - can't - get knowledge about - it. So - he became a - thief - but - he doesn't - rob or steal. He: send - other - persons to do it - (uh). One day - he send - a man - steal a: - house -, big house. (uh) When the man arrived there - he looked - trough the window - and saw - two persons playing - piano - with four hands. So he decided not steal - that house - and come back came back home. (uh) There he: told - Jim that (uh) he: - doesn't steal the house - because that house was not - (uh) so (0:5) (//) (uh) - the persons that house, they're not so rich, - because they're playing both of them are playing the same piano.

C1 (IPs)

3rd Activity (EC)

1. Lantern is an object that - you can - places illuminate by it.
2. Alligator is an animal -, big animal that lives in - wet places.
3. Bachelor is a - single person - single man.
4. Flag is - a piece of (0:5) (mhm) - is an - object that contains - a: (0:9) something that (0:5) (ohm) stay in a - (mhm) (0:6) in a mast.
5. Honesty - is (0:14) I don't know - form to explain (0:8). Honesty is a feel that you have - that you: can't (0:16) to make that another person.
6. Pride is when you - feel - that a - another person is very important for you, a:nd or - made something important.
7. Courage is a feel - you (you) feel it when you is in a situation - that (0:5) you can - go ahead.
8. Patience is when you: - get nervous a:nd - is very calm - do something very calm, you have patience.

Cd (IPs)

1st Activity (CP)

There were many children playing in the park. They were hiding from one of them. A boy decided to climb - a very big - tree, and when he was trying to do this, he slipped and fell into a very big vase full of water. He couldn't get out of that and the other boys were very worried about him. One of the girls were - crying. They didn't not didn't - know what to do. (uh) Then, two boys had a great idea. They: took a very big - piece - of stone? and tried to: broke the big vase. They - get it and the boy - came out of - it with a lot of water. He was - save - with the - other friends.

Cd (IPs)

2nd Activity (RS)

Jim was a very intelligent man, but he: - hated hard working. He: said: "you work hard - you earn - lots of money and the government stay with - everything. So, I don't want a: - hard work, but I want an easy work that - gives me lots of money and that the government - will not know about it. Then he: became - a robber, but he: didn't - executes (0:5) he didn't do the robberies. He: - asked for another - people to do it for him. Then, he paid them (0:5) (eh) he organized everything and told them what to do. One day (uh) they - were (they were) looking for (uh) rich families - to: (0:12) (?) (uh) Jim one day send one of his men to: - a very big and rich house. The men - went there - and when he looked at - the window, he could see two people playing the piano and he didn't take - anything from the house. He came back to talk to Jim, and said - (uh) "They were not very rich people, because there were two of them - playing just one piano".

Cd (IPs)

3rd Activity

1. Lantern. It's an object very - useful - that (0:5) at night you can - have a light.
2. Alligator. It's a kind of crocodile.
3. bachelor is a single person.
4. flag is something that represents - a country, an state - or (uh) (0:10) an ideal.
5. honesty is an - a (/) It's a quality of a person.
6. Pride sometimes is a quality, sometimes it is not.
7. Courage (0:6) - it's something that we - think is - invaluable.
8. Patience (0:8) we need it's something that we need - to do - everything.

Dn (IPs)

1st Activity (CP)

It was - a beautiful day, funny day. The children are playing - in the garden, and then they decided - to: (to) /hit/ -, to play - in a /hid/ /hit?/. Then, a boy was chosen - to: - to put your hand on the eyes - for the other children - hit. Then, he counted - till - ten - and a boy - while a boy and the other children (ah) were

hiding, and the boy looked around the garden and saw a vase. He saw: - a tree. He thought that if - he could (0:5) go (go) into the tree, a:nd hidden there, (ah) - nobody could - meet him. Then, he - go to the - tree, but he didn't see that the tree was (was) a little - (was a little) (0:5) wasn't verely strong, and he: (he) had to: (to) (pause) he had to "descer" (laugh) and, then, suddenly (0:5) he went to the vase. It was a big vase. Well, he started to cry, because - he was worried about - being - about be, being inside the vase, the big vase, and the children - heard her cries, a:nd - and - went - to the: - big vase. Well, the only way - to; - to (0:6) "tirar" the (the) boy - from the vase, from the big vase was to broke - the vase, and - two boy two boys - pick a: take a big - /strouk?/ a:nd - started to: (to) broke (to broke) the (the) vase. Well, it was a (it was) fun - (ah but the vase was - broke - and then the boy - (ah) get to: (to:) to - end.

Dn (IPs)

2nd Activity (RS)

There was a boy - who was - very intelligent, smart - don't intelligent - but smart, and he: - (he) thought that - people - can work - but - can't work hard (can't work hard), 'cause the (the) money - goes to the (the) president, they think that, they think that (/). Well, a:nd, then - he decided to organize the plan, because he thought that - robber is - (is) - better than you worked (you worked), you work hard - to (to) get money. Well, but - naturally, he: (he) didn't - (ah) do it himself. He: asked for other people to do that, and he: (and he) contracted people to rob a house. He organized a plan to robber the house a:nd send (ah) the people to do that, a man send a man to do that a person to do that. The man - went out: this house, but - at the window cause he has in the window, he saw: - two guys: a boy and a girl - a:nd he saw that they (they) (they) were playing the piano, in the same piano. Well, he thought - (/) he was afraid, cause he thought that - it (it) (it) wasn't the (the) best time the best hour: to robber - the house, and then he come back - (he come back) and said to the boy, to this smart boy, that he couldn't robber the house, 'cause the house - (ah) the (the) guys or the family weren't - /rik/ (ah) why (why) he asked that the (the) boy and girl are playing the saae piano.

3rd Activity (EC)

1. lantern: it's a thing - that people usually use to: (0:6) to be have: the light, the light.
2. alligator (0:6) it's an animal who have a big mouth (laugh) - and - you can (you can) meet him them, you can meet it - (uh) at Pantanal.
3. bachelor - it's a man - that people - give to people - that - haven't (ah) married.
4. flag - well - it's a thing - that - every country - had - to: (to:) (to:) show? or explain. It's a picture, flag, a picture.
5. honesty (0:5) I think, it's the most - important thing - that - a people - a people (eh) - have to (to) - have - (it's) the same of to be good. It it - it's the contrary to - dishonesty O.K.?
6. pride - well - it's a: - a feeling that - people have - to: (to) say that - (eh) that - (that) - our (our) better (/)
7. courage - courage - is: a very important - feeling - 'cause if you - (if you) - (if you) want - to: (to) (to) live you have - to have courage (uh) it's - don't be afraid.
8. (uh) patience - well, I don't have patience - It's a - to: be - (/) to take it easy. Yes, to take it easy.

Vn (IPs)

1st Activity (CP)

Yesterday, the park near my house was full of children. It was a funny day - but Bill - decided to hide in a tree, but he didn't see a pot full of water under the tree, and when he was - in the tree, the branch broke and he fall into the pot. The children get nervous try - trying to help him. The pot was too big for them. So, they got a - an idea. They decided to broke to break the pot - and then - Bill could get out of the pot. They got happy, but they decided to go home.

Vn (IPs)

2nd Activity (RS)

Jim was a smart man, but he hated hard work. He always said "you hard work, you work hard, get lot of money and then the government stay with the majority of it. I want a job - which I - needn't - work hard - get lot of money and if (if) it's possible the government can't know about it job". So, he decided to be a thief. He asked for people to steal: - and he - get all the money for /ix/ he told? all they have to do. Someday - they were: look for families for - rich families to steal - and asked for a man - to go to a big, beautiful house - not in downtown. It was night and when the man - looked through the window he saw a boy and a girl playing the piano together. When he: came back - for - Jim's house - he said " That family isn't rich, they were playing the piano, the same piano together.

Vn (IPs)

3rd Activity (EC)

1. alligator - a big green animal with big mouth and big teeth - with lives in a river or in lakes.
2. bachelor a man - who never get (get) married.
3. flag - the Brazilian flag is green, yellow, blue and white - and when we - are singing "Ouviram do Ipiranga às margens plácidas" we have to look - at - it.
4. honesty - a person is honest when we can trust him anyway.
5. courage - we must have courage to get inside - a - big old - and empty house - on Friday, the thirteenth - at night.
6. patience - we must have patience to - deal with naughty children.
7. pride - you get pride of a person when this person - do something beautiful and - (ah) good for someone else.

VI (IPs)

1st Activity (CP)

My friend John was visiting his friends. Then he went up on a tree - and he fall down on - in a - (in a)

statue. This statue - was - a ball - a big ball - a:nd it was full of water. So: - when he: - fall down - he couldn't go out, because it was - so big and he is a short guy. Then - the children that was that were playing - with him - call everybody to help him, and he was - (he was) yelling - too. The people that were working there - help him - to go out - to went out - a:nd -, it was impossible to - put him out - a:nd they - they break - they broke the statue - a:nd - went out.

V1 (IPs)

3rd Activity (EC)

1. Well - well a lantern is: - (well let me see). Suppose it's too dark here - and you want to see: something. So: - if: (if) I had - a lantern - I could turn it on - a:nd - a light well shine - and we could see everything. A lantern is: - an object that you can turn on - and a light comes - (comes on).

2. Alligator - well an alligator is an animal similar (similar) to a - /'krok di:lo/. An (an) alligator - well, in my country - Brazil - there are a lots of alligator in Pantanal, so alligator is a green - animal. So (incomprehensible) /'krok di:lo?/ similar to a /'krok di:lo/.

3. bachelor is a - (is a) person that didn't marry - so: it's a person that is - not old - maybe could be, but it's a person that didn't marry - a:nd is alone - a:nd - the persons (the persons) think - this (this) person is a: - alone - is: (is an) It's an - (laugh) (//) well - the person the people think this person is always alone - because - he didn't marry - is alone.

4. flag - well every country has a flag. A flag is: - (is) the symbol - of a country. My flag is: - a square - or every flag is square, but (laugh) (/). Well - (//) a flag is the symbol - (is the symbol) of: (of) the - country.

5. honesty - well suppose you: - (/) I borrow you ten dollars - so: - if I (0:5) (if I) bring it back - I'm an honest person, but I didn't (bring it back) - If I didn't (0:5) (//) if I didn't give you after ten dollars I'm not an honest person.

6. pride - pride - well suppose - (uh) - my (0:5) (my) pride (0:12) (//) (laugh) O.K. so: pride, well suppose - I'm with my - (I'm with my) boyfriend and - we had a /diskʌsən/ - a:nd a - before that - I had (0:5) (before that) I told him - that I'm going to call him - I was going to call him that night a:nd then we had a /diskʌsən/ and after that - I thought I think "Well I won't call him - he told me something that I didn't like. Well, but I have to - 'no' but my pride is saying that. I can't call him 'cause - well. I'm (I'm) me (laugh) cause - well I imagine what - people can say no, no I'm - (I'm) - (laugh) I'm a girl so - I'm (I'm) better than him 'cause he's a boy a:nd my pride is saying - don't call him and I won't call him.

7. courage - suppose - a house's on fire - so: - there is a children there - there are and they can they couldn't go out, so: - I said - "my God - well - I couldn't let them in (I couldn't let them in) so I go there - break - I would break the door - a:nd - I will put them out - so: - then - you can say I'm a - courage person. I'm brave.

8. patience - well - suppose you said I call (I call) you O.K.? And I would say "Just a moment hold on, please. Just a moment" - and I was (waiting) and - you didn't come, you didn't come, you didn't come, so: I le... I spend ten minutes and you didn't - answer, so: - I still waiting, waiting and waiting, but you didn't answer, a:nd - I said "O.K. I'll call later I was /'peɪʃnt/ to: wait - ten minutes, but I'll call later".

VI (IPs)

2nd Activity (RS)

Jim was a clever boy - a:nd he's always saying "I like to work - I'm clever - but I don't like to work (to

work) hard 'cause - you see, you work hard - but - the /'gʌvənmənt?/ /'gʌvənmənt/ (uh) (help me) (laugh) but the government - (ah) takes the (0:4) most part of your money because you have to pay - for the government - a:nd a: - he decided to be a thief - so: - he didn't - (mhm) - he didn't work hard - he think - and he was - the - (he was the) "hand" he was the head of the - thieves. He: (0:5) plans the (0:5) he makes - he makes plans and - after that - he contractes people - to do this - to go in - the houses - and to - take - things out (mhm). One day (0:4) he told one of - his thieves to - go in a house - and - rou... /reu'bt / a:nd when this guy - get there - he see through he saw through the window that - there are - a boy and a girl playing - a piano. They were playing together. So, he didn't go in, he get back a:nd - (get back and) told Jim "I didn't rob that". "Why", Jim asked, and he said - "Well, I think they are not rich" - cause they were - there were two persons playing the same piano.

Rh (IPs)

1st Activity (CP)

There are some people - in the park. There are some boys: - and girls: - running - and a man (0:6) that who maybe - is praying. (pause) There is a boy in the tree. Under him there is a kind of vase - full of... a kind of a big vase - (full of) - water. Suddenly the boy falls down into - the vase (pause). He begins (0:6) to cry (0:5) "help, help" (pause). Her friend begins to cry. The people who were at the park (0:5) runs (0:5) the people who were at the park (0:5) go there to help him - , but they can't (0:5) take him away - from - the vase . So, the boys - have an idea. They take - a brick that was - on the ground - and (0:6) hit it (0:5) - against the - vase - until (0:5) it was broken. When (0:5) the vase broke - the boy (0:8) (the boy) was free.

Rh (IPs)

2nd Activity (RS)

Jim was a very intelligent - man. (pause). He worked very hard, but he didn't earn much money with his work. (pause). He, he: (0:6) (he) hated - the situation. So - he decided to (0:14) to: (0:5) to look for a way - to earn money easily. (pause). Then, he decided to: - become - a - (a) - thief. He: (0:10) (he:) - call some (0:5) (some) - (some) man and - make them - his employee (pause). He planned all the (0:7) (he planned) (0:8) (?) and (and) this man (0:13) (and this man) did - the robbery. (eh) One night (0:5) one of his - employee went to rob a beautiful house. When he - arrived there he saw: - two - a boy and a girl - playing - the piano (0:5) through the window. (pause) After he saw that, he - came back - and said to his - boss - that she that he - (that he) wouldn't - rob that house because that family probably (0:10) would be very poor - because (0:5) the boy - and the girl were playing the same piano.

Rh (IPs)

3rd Activity (EC)

1. Lantern is a (is a) an object that we use to - clear when is dark, when we don't have light.
2. flag - flag - is - a piece of cloth with special colors and draws that - symbolise a country.
3. alligator: alligator is a animal - green - with big - teeth - and a big mouth.
4. bachelor, bachelor - is a man - with - advanced age - who is not married.
5. honest, honesty is a: - a person - who (who) - always - use (0:8) the truth - and everything he does. A

person like that is honest.

6. pride - pride (0:7) is a feeling - a person has - when (0:7) he has something - he likes - or when he does something he likes very much. He's proud of his - things. He has pride of he - of - this.

7. Courage: Courage (0:9) a person (0:5) who is brave has courage. A person who: - faces everything has courage.

8. Patience - patience (0:10) (patience) - you have when you: - can wait - for everything (0:7) for: (0:6) (eh) when you - can wait for everything without - being worried (0:5) or: (0:10) or anger.

Sd (IPs)

1st Activity (CP)

It was a - very shiny day - and - the - very beautiful park - with Roman statues - and things about the - old Roman. Children are playing. One of them - need to - close his eyes and the others - will try to find a place. The last to be - found - will be the winner of the game. Toby was a very smart boy - then, he - /kleiə p/ a tree - and will be there until the game was over, but suddenly - he found /faundaun/ until a very old and big Roman - pot. It was full of water - and he was - inside of - them. The other boys saw what was happening and run to help him, but the bottle was very - tall, very high, and they couldn't - (couldn't) help Toby. Suddenly, one of them had an idea. They will - pick up a piece - of stone (a piece of stone) no, they will pick a stone - and knock on the bottle until it broke. So, that they did. They (0:5) (/) the stone was very heavy and and two of them - need to - do the work. So, they /'nɒk/ /'nɒkɪt/ and outside of the pot. Suddenly, it broke it - and - Toby became out with a lot of water. All the boys were very happy - that they could - that they helped - Toby, but they didn't remember that they had broke the pot.

Sd (IPs)

2nd Activity (RS)

Jim was a very /intelli ent/ - but he hated - hard work. He was said: "You - work enough - get - got a lot of money, and then the government stay with - mo... the most of them. I wanna a - easy work that give - ee a lot of money, and (0:4) with the govern... didn't know - (0:5). No - I wanna - an easy work that give-me a lot of money, and (0:5) - with (the) govern didn't know (0:5) about it. No - I wanna - an easy work that give-ee a lot of money, and - the (the) government didn't know about it. Then, he became a thief, but he didn't - do the /reubs/. He: - get - other persons to /reub/ for him. They were - they weren't so /inteli/ent/ - like him. So, he organized everyting and /seis/ to them - what to do. One day - one of them - were looking for - rich families - to /reub/. Then, Jim - send on one - of them - to a very big and pretty - house - out of town. It was night - and when the man - looked through the window - he saw - a man (ah) a young man and a young - and a girl - playing - with four hands on the piano. When he came back to home - he said to Jim "That family is not so - rich. They haven't so money. Two person was playing the same piano.

Sd (IPs)

3rd Activity (EC)

1. Lantern is an object - to - light things like a candle, but it's (incomprehensible). It's very usual - in houses - and car.

2. alligator - is a crocodile, it seems like a crocodile. We have a lot of - alligators - in Pantanal. They

have tooth - and a big mouth with a lot of teeth. They - are /anfi:bi:ans/ I think. They can live in the water - and they can live - with - without - water.

3. bachelor /be el / I don't know how to pronounce this - ano... this word. It's a man - who - haven't - (eh) - who have an /ə'beɪnsd/ - age. It wasn't - it isn't a man with - twenty six, twenty - seven years old - It is a - man - with more than thirty years, he did who did (incomprehensible) married (incomprehensible).

4. flag - is a sign or symbol - about - every country. Brazilian flag is green, yellow, blue and white. American flags - red, white and blue. It is make - with - (/) (laugh) (I don't know what flag means).

5. honesty - is a person that - do - all the things - with - everyone - wants - I think (eh). They didn't (incomprehensible). They didn't lie - I think this is honesty.

6. pride - is something - that you have - about something or someone - or yourself. If you: - had a son - and he plays - well piano /ou/ play well - basketball - you'll be pride of them.

7. Courage - it's - when you are afraid of something - and you need to do, then you have courage.

Cr (IPs)

1st Activity (CP)

There was a group of boys playing - in a - park, and one closed his eyes - and the other boys went to: - (to:) (/). The boy who was - with his we eyes closed, couldn't (couldn't) find the others who went to: run to the boys - didn't see him them (uh). One boy tried to: (to) jump - and to get a tree, but he couldn't, and so he (he) felt in a vase and (uh) very (very) (very) tall and the other boys was - were very wo... - worried to - (to) save him - (?) the vase (uh). They tried to (to) - (to) pick him there, but they couldn't because the

(the) vase was very tall. So, they decided to - to broke the vase - to (to) pick the boy from there (uh). They broked the vase and pick the boy up from there.

Cr (IPs)

2nd Activity (RS)

There was a boy (eh) who - his name was - Jim, a:nd he was very, very intelligent, very smart, but he doesn't, he didn't like to work - hard, a:nd..., because he (he) had a: - a kind of - (of) think. They (eh) (excuse me) (/). He (he) always said that (eh) "we work very much, we work hard but - the ma... - (//) we can we get a lot of (a lot of) money, but the /nai'oritʃi:/ of the money we receive the government - (eh) (eh) I can't say stay with the government - so he want to (to) have a work, a job, That (eh) were they - (they) - were he could to work he couldn't to work very much a:nd but he could (eh) - have get a lot of money, a:nd (a:nd) so he decided to (to) (to) be a robber, but he never robber, he, (he) robbed. He: always asked some... someone, a group of quang - who (eh) where the boys robbed for (for) him (eh). He (he) made, he always made all the plans - for the (I don't know how can I say assalto) for the (//) - (ah). He make the plans, and the guys would robber for him, a:nd - once he (he) made (he made) a plan and told one bo... one guy to: (to:) go in a house, a very beautiful house to: (to:) (to:) /eʒekute/ (laugh) the plan, the plan, a:nd - the boy went - and - in the house, there was a - a - window, a glass - window (eh) where he could see (eh) two (two) persons playing - the same piano - a:nd he: (he:) saw that seeing and he decided - not - robber this house, and so he went to Jim and told said Jim that he wouldn't - robber that house and Jim asked why, and he said that it was because he (he:) went in a house and he could saw - through the (the) window glass two persons playing the same piano. So, they (they) weren't very rich because they had to playing on the same piano.

Cr (IPs)

3rd Activity (Cr)

1. lantern is a kind of light - you - which you (you) use when you are - in a forest - on - or when you are in a farm.

2. Alligator is: a - kind of - is an animal - which we have in Brazil, who (who) lives a in a (in a) (in) Pantanal, a:nd (a:nd) - lakes or in - rivers.

3. bachelor is: - a - the - a boy or a man a boy not a man (laugh) who never (who never) (never) want to marry someone.

4. flag is a - sym... - symb... (symbol) of the countries.

5. honesty is when a person (eh) doesn't (doesn't) to anything - (anything) - (anything) wrong I think. When - a person doesn't /reuber/, when a person just say the true.

6. pride is when a person is ve:ry - (is ve:ry) - (how can I explain?) (0:10) pride - a person who - doesn't like to say that - (eh) he or - (or) she are wrong. They doesn't like they don't like to /komi:t/ mistakes.

7. courage is when a person - (eh) is not afraid of anything.

8. patience is a person who: - (who) is /ka:l/ and - has can give you time to: (to) do things, to think, (eh) is a person very /ka:l/.

E1 (HPs)

1st Activity (CP)

There was a group of children playing hide and seek in the garden. While they were playing one of the boys decided to hide on top of a tree. While he was climbing this tree, one piece of the tree broke and this boy happened to fall in a container full of water. This container was a piece of decoration in the garden. (incomprehensible) children heard when this boy fell into this container. They came up to the container and tried to save his friend. As the container was very high, they couldn't climb the container to save their friend. There were two other boys in the garden working. They were carrying a very piece of stone. When they saw the group trying to save that boy they came up to them and broke the container with the stone. The boy, finally came out of the container, - soaking wet, but the group was happy, they succeeded saving his friend.

E1 (HPs)

2nd Activity (RS)

Jim was a very intelligent man, and - he - decided that he didn't want to work hard in his life to make a lot of money. He considered himself a very, very intelligent man. And he always thought that he worked hard during all your life and then, the government takes (uh) most of your money - by taxes. So, then he decided to be - a robber, but as he (as he) was very intelligent, he was not going to - rob, to steal things himself. He hired a group of man to do - the job (uh). So that was the easiest way he found to make a lot of money without the government knowing - how much money he would make in his life. One day he: told one of his men to go into a house and to - enter that house and to steal and to rob the house. Because he knew that was a very, very rich family. Well, the - (the) man went into went to the house looked - from the outside saw two youngsters: a girl and a young man playing the piano together. They were playing a duet. Then, the guy who was going to rob the house, decided not to do it, 'cause - he thought that those people were not very rich. He came back and talked

to Jim. He said: "Well I went there and I saw two people playing the piano together, and I saw that they were not very rich, and I didn't rob the house.

E1 (HPs)

3rd Activity (EC)

1. lantern: It's something you: - use - to see: - in a dark place. To illuminate the place. For example if you are walking - in a forest during the night, you can use it. So it - will help you - to see - the the (incomprehensible) and the path.

2. alligator is an animal, a very well known animal from - Pantanal.

3. bachelor refers - to someone who - achieves a degree after - taking - a university course.

4. flag is a word - which refers: - to the symbol of a country. It's the symbol of a country. For example, after - Ayrton Senna wins one of his races, people who are watching the race, stands this symbol.

5. honesty refers - to a very - important value in life. For example, you work hard during all your life and you: - you by your house, you buy your car, you: - buy lots of things, but working very hard. You didn't earn your money very easily. You were very - (very) (0:6) (/) (you were) a person who work very hard, and you - have all the things you got in your life with this quality.

6. pride: when you have a baby, and your baby starts: clapping - his hands. So - the feeling that you have - means this word. How do you feel when your baby starts clapping his hands, learns how to smile - starts walking. How do you feel? That's the way you feel.

7. Courage: it's an adjective - which refers to brave people. If you are a brave person you have a lot of this quality.

8. patience refers - to people - who: - like - to teach things - to: do the things: without - (uh) - (without) hurry. People who are calm. People who: - (people who) have this quality are not nervous people. For example if you are going to teach a: child who does not know how to - speak and this child was - some problems: - like learning words: you have to: (you have to) have a lot of this quality, otherwise you won't succeed teaching this child.

Mr (HPs)

1st Activity (CP)

There are ve..., very there are many children - playing in a - park - , and Jo... Jonny one - of the children is - the most /active/ (0:4) children chil... child and he: tried to: - climb up tree (0:4) and fall - into a: - (a) kind of pot - full of water - and - the other children - tried to help him. One tried to climb that pot (0:5) the other - started crying - and the another one (0:5) went to: (to) - find - some way to: - (to) help. Meanwhile - two of them - found a: - big stone and with it they tried to: - break the pot and - (and) succeed. Jonny - fell down - with the water and - a piece of the pot (laugh).

Mr (HPs)

2nd Activity (RS)

Jim was a very - inteli... intelligent boy but he: hated - to work hard. He said that, (he said) - "if you work - very hard - you: - get - very much money, but the government take the major part of your money. Then, I want

a - very easy - work (0:5) and want to: - get - very much money in a way that the government - doesn't know: - and doesn't get - my money. The he decided to: organize a game - of thieves, but he: - (he) didn't want to did to do the work - himself. Then, he instructed - the: boys of the gang, gave them the instructions, and - sent them out - for - the houses. He wanted to: - break through: (I don't remember). When night (deve ser ne'?) When night he: - send one sent one of them to a very beautiful house - and when the boy (0:5) looked through the window, - he saw a: - couple? - playing a duet - in the piano. Then, he: decided - don't to - break - through that house, - and told Jim - that he didn't do because - he: realized that the - (that) people - weren't very rich because the there were two people - using the same piano.

Hr (HPs)

3rd Activity (EC)

1. lantern is a kind of light that you can carry.

2. alligator is a kind of animal (ah) /reptail?/.

3. bachelor - (I don't know) laugh (pause) bachelor is a - man that didn't marry.

4. flag - is a: - an object - made of - cotton (0:5) that represents something a: - club - or - a - country.

5. honesty - is (0:7) the quality of so... somebody that is honest.

6. pride - is (0:7) the quality of a person that - it is not - humble (?) laugh.

7. courage is - a quality - of a person that is brave, that - don't be - afraid easily (0:5) that don't (laugh) that doesn't (eh) - (I don't know) (/).

Kt (HPs)

1st Activity (CP)

The kids were playing hide and seek in the park, and then - (uh) - John was supposed to count up to fifty, and all the kids - went away to hide themselves. Peter decided to climb a tree, and - under the tree there was a big vase full of water, and Peter fell down, and he fell in the water, and he shouted "help me please". Everybody - heard him and - decided to - (to) ran back and saw him and they tried to - climb - , but it was a round vase and they couldn't get - up (laugh) (I don't know) so:, they: tried and tri... (tried) and they couldn't so - two boys decided to - (to:) - take a rock of a stone - and break the vase - and so they did, and - they - hit the rock - and they broke the vase, and then Peter - (uh) get out of the vase (laugh) that's it (laugh).

Kt (HPs)

2nd Activity (RS)

Jim was very intelligent, but he was always saying - (uh) "I don't like hard working because you work hard and you make a lot of money but you have to give - most of it to government. I want to: (to) have an easy job - but I want to make - a lot of money - (uh) - so he decided to:. No - he became a thief, but he didn't do the job himself, he had another (uh) - he had employes (laugh) to do his the job for him. One day he found a - very - beautiful and big house, and he sent his - (his) employee - to: (to) rob the house - and the man went there and looked through the window and saw - a young couple playing the piano and then he returned home and he told Jim that he didn't - (uh) - he - that he: - hadn't (incomprehensible) in the house, because a - they weren't rich they were playing in the same piano.

3rd Activity (EC)

1. A lantern is an instrument that you use to: light a place that is dark. It's like a torch. It's a torch.
2. An alligator is an animal a:nd - he is a - (0:5). He is a big animal. He is it's green with a: - hard skin. He lives in the water and - outside the water, a:nd a - there is another kind of alligator, it's called crocodile (laugh).
3. A bachelor is a man that hasn't been married yet and it's - and he's - about - (thirty) years old or older.
4. A flag is a symbol - of a country. It's made of a - cloth, a:nd a - it usually has - something (uh) that symbolizes the country (uh) laugh .
5. honesty - (honesty) is (honesty) you're - you're honesty when you are sincere. So, - honesty is a quality of sincere people (laugh).
6. O.K. pride - (I'll try to explain pride). When someone is a: (0:5) (/). When someone likes - what he: - does or: - he is aware of - his value a:nd a: (0:7) (O.K.) - when someone is proud of himself (laughs) agrees with his way of life (I don't know).
7. courage - someone - has courage when someone is bra:ve, when a: - he isn't afraid of anything.
8. patience - (uh) - you have to be patient - when you're a teacher. You can't lose your temper (laughs).

1st Activity (CP)

Once upon a time there were a lot of children playing around a park. They were playing hide and seek. There was a guy counting while the other guys, the other children were trying to hide themselves. This guy that was counting - he was - near a statue. (pause) O.K. So the children went (went) hide themselves. One guy - as he was really smart - he discovered the big tree, so, he thought "I'm going to climb this and to hide myself on the branch". So, he climbed the tree and walk, went up to the branch. So he stayed there for a while. The guy who was counting - he started to looking everywhere to find the children. So he looked under a tree - he looked (uh) - behind the (the) plants, the flowers. So he was just looking everywhere to find the children. And this man was there on the branch. Then, one thing happened. This guy he's probably was pretty (incomprehensible). He didn't care very good on the branch. He fell down inside the big pot of water. It's kind of a big vase there was there on the park. So he fell down. As he was falling down (incomprehensible), he screamed, he asked for help. O.K. At this moment, everybody heard this guy and decided to look for him. Everybody was very, very worried. One girl started crying. She thought that this man had died. So, this man was really worried. He was very inside the pot and he didn't know how to come out of it. Another guy, that guy that was looking for them that was counting before, he tried to go up - on the vase, on this pot and - took and take him out, but this vase was a very high vase. It was hard to climb the vase. So, meanwhile there were two men working on this park, near to the place at they were - playing. So, then, they saw what was happening and (and) they thought "we have to help them". So, they (they) (they) had on their hand - a - stone, a very big stone. It was heavy too. It was so heavy that they were carrying this stone together. So - as they did not had a way to climb that pot, they thought "you have to break it. If you not break it, this man is not going to come out at all" and they had to do that fast because he's probably was drinking so many water inside of it. Somebody said that he didn't know how to swim, but here was no way to swim at all. O.K., so these guys had not - another thing to do as to break this pot. So that (that) was what he did. They started breaking it and they finally got this man come (incomprehensible) with all the water out of this pot. It was they were frightened before that this before this happened but as: the man came out, everybody was very happy. Everybody jumped and - they decided no to

play hide and seek on that park anymore.

Gr (HPs)

2nd Activity (RS)

Jim is a very clever, a very intelligent guy. He doesn't like to work hard at all. He wants things easy for him. He thinks if he works hard all that he win he is going to give to the government. He is going to pay tax for the government and things like that. So he decided not to work hard at all. He decided to do the things easy to have a easy work. So he thought "I am going to be a thief", but as he is very, very clever, very intelligent, he decided not to be the thief, and be the chief of them, be the boss. So, what did he do. He contracted another guys to go and rob for him. O.K., so he organized everything. He decided how they were going to rob O.K.? and then - he asked one guy to go to one house that he thought it was a rich house and to rob something. All right. Then, this guy went to the house, and the guy who was the thief (who was the thief), he looked through the window and inside the house there were two people. They were playing together on the same piano. All right? So this guy came back to Jim's and said " Hey Jim I'm not going to rob that house, because they are not rich", and Jim asked "How come they are not rich". "Well, they were playing at the same piano". I mean, they didn't - if they were rich, they probably were playing on two pianos.

Gr (HPs)

3rd Activity (EC)

1. lantern: The first word I have to explain is lantern. Well lantern is: an object o:r - (/) lantern is an instrument - (lantern is an instrument) you can use to: - to: to bright - to: shine dark places. Lantern is an

instrumento you use: to: (to) shine dark places. Suppose you go to a fish a fishing and: of course there is not electrical energy - next to the river or the place you're going to fish and you need a lantern - in order to: - illuminate the place.

2. Alligator: Well, alligator - I'm very afraid of all - alligators, because alligators is a very ugly animal. It's (it's) very big. It's: it has a: (a) big mouth and big teeth - ani... (eh) alligators in the most important animal we have in Pantanal here in Mato Grosso. We have a lot of alligators and: - (eh) (eh) alligators are being comercialized? (I don't know how to say this), but people are very interested in killing alligators in order to sell their skin, because it's a very good article, of - (of) high quality to make (eh) bells and: ba:gs for elegant people.

3. Bachelor - bachelor is a man. Well is a man (is a man) who has never married. Perhaps, be... because he has not found the (the) right woman or perhaps, there are some man who wants to find an ideal woman, if (if) - they don't find this - kind of (of) woman they don't marry. Bachelor is a single, a single man. O.K.?

4. Flag. Well flag is a very important symbol that a country can have. Fla:g - (eh) represents (represents) - everything that a country has. For instance, the Brazilian flag (the Brazilian flag) has four colors: blue, yellow, white and green and each color represents something that our contry has. O.K.? this is flag.

5. Honesty - Well (laugh). How can I explain honesty? Well honesty is a (is a) quality (is a quality). It's a very beautiful and: it's a very beautiful quality - people can have if everybody in this world - was - honesty, perhaps this world would be much better.

6. Pride: is a feeling (is a feeling) a feeling you have about something. You may be pride - (you may be pride) - you may be proud - your qualities - (eh) Suppose a very beautiful girl, she is proud of her beauty - and suppose you get ten in your English test - of (of) course you'll be (you'll be) proud of it. Pride is (is) - something you wish very much.

7. Courage is: - also a quality, a quality a person have (eh) I'll try to; expl... to - give an example to be easier. A: (a:) - (a) courageous man - is not afraid of fighting in the wars, he is not afraid of anything in this life. He is not afraid of: (ah) - darkness, danger. A person who is afraid of everything is not courageous, but a coward person.

8. Patience. I think patience is also a very important quality and: this - is a quality that we need in our world. (pause) Usually many terrible things happen because: - (ah) people are not courageous (ah) excuse-me because people are not patient. (uh) if you don't have patience - you (you) won't get anything in your life. A teacher (a teacher) has to be: to be: patient with their, (their) students.

Z1 (HPs)

1st Activity (CP)

When I was a child I - used to spend my holidays - at my mo... at my grandmother's house. She lived - in - a - small town. Every - boys and girls in the city used to play - in the park. You we - we like to play - hide and seek. The park was very beautiful - and - there were a lot of places to hide. I remember a - big and beautiful statue and - big trees and flowers. Once a friend of mine - who was trying to: (to) hide - climbing a (a) tree, when he was climbing he fell into a vase, a very big and beautiful vase. He cried and everybody - (uh) heard him. So: a - we: stayed everybody together and - tried to - (to) bring the boy out. (incomprehensible) a - began to cry and the boys hurry up (incomprehensible) and they are thinking about to - (to) take the boy from the - (from) the vase. So: one has an idea - pick up a big stone and - hit the: - the vase (incomprehensible). several times. So the boy - (uh) could play again with the others ones.

2nd Activity (RS)

Jim was a very intelligent man, but he hated to work hard. He said all the time " If you worked hard, and if you want - much money - the govern take the most part of your money. I want - (I want) an easy work that give me: a lot of money and - the govern didn't know about it. Then, he became a thief (thief) but (but) he didn't do - the robber. He asked other peoples to do it for him. They were less intelligent than him, so he organized everything and - the other ones - did what - he - he told them. One day they were looking for - rich families in order to rob them. Jim sent one of his robbers - to a big and beautiful house - out of the center of the town. It was night and when the man - looked through the window he saw a couple of - (a couple of) young persons were playing - a four hands on the piano. When he came back home he told to Jim "that family - aren't rich. They don't have much money as I think. (uh) (uh) I saw two persons - playing - on the piano - (on the same piano).

3rd Activity (EC)

1. Bachelor is a single man who is: - is: thirty five, forty years old.
2. Every country has a flag. It's the symbol of a country. Our flag is: blue, green, yellow and white and it's written "Ordem e Progresso".
3. Alligator is an animal - wich lives in a - lake. The people hunt it because - they (they) want their leather - to make shoes. It's very, very expensive.

4. Lantern is: an ob... object. It works with battery? you can use it - in dark places.

5. Pride is someone who thinks - so much about himself.

6. Patience is someone - who never - (who never) gets angry.

7. Courage - O.K. Ex: If you: see a house in fire - and some children are inside. If you go to there - and - bring out the children off the house you are a courage person.

8. Honesty is someone who never - steal or rob.

Rc (HPs)

1st Activity (CP)

This story goes like - (eh) - (ah) kids (ah), there sound seems to be five kids playing hide, and (ah) - one of (ah) (one of) the kids (eh) would close his eyes and (ah) the four other would go hiding (you know) somewhere. So, - one of the kids - (ah) was trying to climb a tree to - hide himself, but he didn't know he didn't see that - there was a big vase under the tree. So, (ah) he was stepping with this left - foot on a branch and it seems to me like he slipped - and fell inside jar, a big jar, and (ah) the jar in picture number three says that - the jar is full of water, so (ah) the kid was drowning and (and) into the jar, and (ah) so - kid tried to - (you know) (ah) lean the jar and it would fall and (and) kid come came out of the - jar. So, in picture number four there is a guy trying to climb the jar and, then - in (eh) picture (eh) number five it seems like a couple of boys - went - somewhere and - (ah) got a rock (you know) (ah) a piece of rock, concrete or something and they went there and broke the jar, so the little boy came off the jar, that means that they were very smart (you know) instead of trying to pull the jar off, the kid off, the jar and this broke and (ah) the kid came out

before it drowned down.

Rc (HPs)

2nd Activity (RS)

Jim was one of these guys that (ah) - found that working hard - (ah) wasn't a good deal because (ah) he would have to work hard and - get a lot of money, but a great part of this money would go to the government. So, he found a way to get a lot of money and giving not to the government. He became a - thief (ah) but as he was - an intelligent person he wouldn't - (he wouldn't) go up (ah) - stealing houses or anything. He: (he) had some people that (that) weren't as smarter as he was, and (ah) he planned he would plan everything, and (and) they would go out in the streets and rob houses and (incomprehensible). So, one (eh) (one) time as they (one time) they were looking after (ah) - this (this) guy to: houses, very rich houses (ah) away from downtown - (eh) in a suburb. So: the guy went there and (ah) when he looked through the window - (ah) there was a couple (there was a couple) (ah) playing - the duet. So, he: didn't rob the house - he: went back to: the place who were (ah) Jim - live or he would hide himself and he told Jim. I didn't rob that house. So Jim asked why and he said (ah) "I think the house is - all right, but I think - this is a poor family, there is a poor family living there, because (ah) there were two people playing in a single piano.

Rc (HPs)

3rd Activity (EC)

1. lantern (what's a lantern?) lantern (O.K.) have light (light) (O.K.) look up in the ceiling. Look at the ceiling guys, the light. It's an electrical light. A lantern - gives light, but (ah) it's (ah) (it's) (ah) using energy we can use lantern with (ah) carving or gas or something (O.K.?).

2. Alligator is an animal (ah) you have them in Pantanal (ah) lot of people are killing alligators now to: - sell this the (this) skin you know. The, they make shoes and they make purses of (ah) out of this skin (ah) alligators skins. (O.K.?) There is a campaign now to keep this alligators from killing.

3. bachelor is a boy that is not married (O.K.?). Someone is married, a person is married. It could be boy and girl. A boy - gets married, so he's man, married man, before - (ah) he gets married, he is single, no girls, no(no) wife, no nothing, so he's is bachelor. No wife.

4. flag is - (flag is) (ah) - (ah) it's a (incomprehensible) (eh) that is spende it gets some (incomprehensible) and (ah) we have for example Brazilian flag is one of our national - symbol (you know?). Our flag, Brazilian flag is square (ah) with a - losango in the center, and there is a ball inside this losango and a stripe. Our flag is green: - (ah) (green), yellow, blue and white (O.K.?). So, it's square and losango, inside the square there is a ball, a circle and inside the circle there is a stripe which is written "Ordem and Progresso". In our flag there are twenty (I don't know) twenty one or twenty two stars (you know?)(incomprehehsible).

5. Honesty is - a quality (O.K.). It's an adjective, it's a quality. Give quality to a - sbstantive. So, honesty - is a quality of someone that is a good person (O.K.?). You have this feeling for example, I owe you a thousand cruzeiros, you don't remember, (ah) but this feeling of being honest. I'll tell you remember I owe you a thousand cruzeiros. You say "no, I can't remember" said yes, but I remember that I owe you a thousand cruzeiros. This means honest person. To be honest (you know?) honesty is this feeling. This quality you have.

6. Pride (what is pride?). Pride is (ah) something that you feel (ah) when the (//) if for example you're a good person, you do something good, you do something well, and, then, you feel, you have a feeling of (of) satisfaction, sort of thing (you know?) like you feel pride, if you're good at yourself, because (ah), (ah) because you're honest (you know?) (incomprehensible) pride is silling.

7. Courage (what is courage?) courage is a feeling that you do something that - most of the people can do well,

saying something that is very (ah) dangerous to be said or - do something that (/) (O.K.?) if for example, a car come (come) (ah) (come) is coming fast (ah) toward (toward) somebody, then you - (you) just jump and say to the person "This is very courageous attitude, you know because if you save someone and the rest of your life (ah) and (ah) (/).

8. Patience is (ah) a full feeling (you know?) that you have when you don't have hurry, when someone says something bad - to you, and, then, you (you) have patience, you leave this - feeling of - (ah) waiting, and (ah) thinking of (ah) if it's (you know) taking decision to take a decision and think and you think (you know) you take time, (incomprehensible) you have patience. You're not in a hurry (ah) with anything.

Lc (HPs)

1st Activity (CP)

There were five children playing in a park or a - museum, and they were playing - hide (hide) and seek. They were really happy there, and - so one - boy decided to climb a tree, and - he climbed there and suddenly he saw - into - a big object of art and (eh) it was full of water because I think of the rain. He fell in (in) there - and - (eh) his friends were really - (uh) scared, because they didn't know what to do. One - of them - was crying and - they were really scared, because - they wanted to help him, and they didn't know how. So, two of them decided to get a big stone, and they decided to break - the object, so, they broke it and the water fell out, and so did the boy, and they were really happy, because - they could - help (eh) their friend.

Lc (HPs)

2nd Activity (RS)

There was a man and his name was Jim. He was very intelligent, but he didn't like to work hard, so - (eh) because as he always said: "You work a lot, you make a lot of money and the government keep the government keeps a lot of it, so he decided that he wanna a job that - he would make a lot of money - and - was not so hard, and that the government (eh) - didn't know about it. So he, decided to: - rob, but he didn't do (he didn't do) the job himself. He hired - other people - less intelligent than him - to do the job for him (eh) and so he planned everything and then (eh) he: used to tell - the man - to do - the work for him. And one day he: looked for a big house, a beautiful house, outside downtown, and he told - one of the man to rob the house, and he sent the man there, and the man looked through the window and he saw two people persons playing - a duet on- the piano. So, as he saw this - he: decided not to rob, because (eh) - he thought they were not so rich because they were playing on the same piano.

Lc (HPs)

3rd Activity (EC)

1. Honesty. A person who is honesty is a person - who - O.K. (//) (eh) if you are honesty you are sincere - you: don't lie. You: - (uh), (you) always tell people - (eh) exactly how things are, and - I think - that's it - that I can - think of now.

2. Pride is a thing that - (uh) is not good for anyone. If you have a pride - (if you have a pride), you don't really (uh) - (you don't) (//) - you make things harder for you, because - it's a thing that - even - though you think - you're wrong - or if even though you're rude someone, because of your - pride, you don't -

apologize, you don't say you're wrong, a:nd (and) it's a thing that is really bad.

3. Courage - is something good - because - (O.K.) (what can I say about courage), if you want to (//) If you have to do something and you don't have courage, you always be afraid - a:nd you won't do it, and if you have courage, I'm sure you'll do it. Even though - you know you can not do it well, but you'll do, you'll try.

4. Patience (uh) if you have patience (patience) (uh) - your life will be much better, because - you'll have to: - learn - to wait for things, a:nd - when you are patient, you'll learn - this, you'll know this, because - you wait for things, you wait for people, and you don't get nervous, you don't get mad, because - you know have to be - patient to anything.

5. lantern is an object that - you use when you are in the dark, and you want to see, a:nd you turn on the object and suddenly - a light comes out of it.

6. alligator is an animal a:nd - you have a lot of them in Pantanal. They are I've never seen one before but - they are - (//) (I've never seen one before) (uh) but I saw them on TV -, books, a:nd they are like - green a:nd - they (they) are really. You have to be afraid of them a:nd (uh) Capitão Gancho is afraid of alligators - because - (oh) one day one - (ahh) attacked him - a:nd (eh) - he is afraid now, that's what I can think about.

7. Flag is an object - that all the countries - all institutions - most of - have, a:nd by seeing a flag, you know which country is, a:nd if you (incomprehensible) (you) see a lot of flags there, a:nd - (a:nd) (0:5) you can identify your country by seeing your flag (uh).

8. Bachelor is a person - that (0:6) O.K. a bachelor is a person - a single man or woman that has never married before.

1st Activity (CP)

There is a - little park - where little children used to play. Once - (eh) some children were playing - in the park - hide hiding themselves. That - (eh) climbing a tree was: a - good idea - for: hiding themselves from each other. One of the kids - realized that - (eh) climbing a tree was: a - good - idea - for: hiding himself, - was a good place - in the top of a tree. So, he climbed the tree - but he felt in: a vase, a big vase one of (eh) the park monuments - (eh) that was full of water. This vase was - deep, very deep and so - (eh) (eh) he started to get down. The other guys, the other kids - (eh) who he realized what was happening - (eh) tried to help him to get out of the vase, but they didn't get - to go - even to the top of the vase to - (to) help the that other kid who was inside getting down. So, they got an idea - to break the vase so - (eh) they could - (eh) they le... let the vase (eh) - to open a hole in the vase - to the water and - the other kid - to: go out - and so they did.

Jr (HPs)

2nd Activity (RS)

Jim was a smart guy, - but he hated - hard work. He used to say - I work hard - I make good money and then the government comes and take a big part of it. So, he used to say I - (I) want a job - easy - that - I - where I can - have - good money - (//) where I can earn good money, and - that the government never know about it. So:, - he decided - to: be: a: robber, - but he never used to: - (to:) - steal. They got some - guys - to: make it for he for him. Those (those) guys - were less - smart than he was (0:7) and he: used to organize everything - to those guys - make - the job (shh). One day - those guys - were - looking for rich - families - where - they - could steal - and (0:5) the outskirts of a city. One of those guys - went to: - went to look inside of a: - a: - big, beautiful house - and saw - a: - young boy, a young man a young woman playing - together in the same

piano. He: - returned back - home and - said - to Jim - "that family - has not - much money. Two persons - were playing - in the same piano".

Jr (HPs)

3rd Activity (EC)

1. Lantern - is: the same of flashlight. That's a light for you to see in the dark.

2. Alligator is a crocodile - that lives in: - some - wet lands - the wet lands.

3. Bachelor is a: - (ah) old single man.

4. Flag is: - (ah) - the symbol of - a nation.

5. Honesty is: (ah) - the (0:4) one of - (eh) qualities of the - character - of a man. The ability to: (0:6) (to) not - doing things (eh) - things wrong.

6. Pride is: a - (eh) - things - that you feel - (eh) about yourself - when you: - realize that you are: very good in something.

7. Courage - is: (eh) - (is) have no fear.

8. Patience - is: - to be calm - to: (0:5) (to:) be able to support - (eh) (to be able to: to: support - (eh) - things - with without get mad.