Rafael Zaccaron

THE MORE THE MERRIER (?):
THE IMPACT OF INDIVIDUAL AND COLLABORATIVE STRATEGIC PLANNING ON PERFORMANCE OF AN ORAL TASK BY YOUNG LEARNERS OF ENGLISH AS AN L2 IN BRAZIL

Dissertação submetida ao Programa de Pós-Graduação em Inglês: Estudos Linguísticos e Literários da Universidade Federal de Santa Catarina para a obtenção do Grau de Mestre em Letras.
Orientadora: Profa. Dra. Raquel C. S. F. D'Ely
Coorientadora: Profa. Dra. Donesca C. P. Xhafaj

Florianópolis
2018

Zaccaron, Rafael
The more the merrier (?) : The impact of individual and collaborative strategic planning on performance of an oral task by young learners of English as an L2 in Brazil / Rafael Zaccaron ; orientadora, Raquel Carolina Souza Ferraz D'Ely, coorientadora, Donesca Cristina Puntel Xhafaj, 2018.
212 p.

Dissertação (mestrado) - Universidade Federal de Santa Catarina, Centro de Comunicação e Expressão, Programa de Pós-Graduação em Inglês: Estudos Linguisticos e Literários, Florianópolis, 2018.

Inclui referências.

1. Inglês: Estudos Linguisticos e Literários. 2. Linguistica Aplicada. 3. Planejamento Estratégico. 4. Trabalho Colaborativo . 5. Tarefas em L2. I. D'Ely, Raquel Carolina Souza Ferraz. II. Cristina Puntel Xhafaj, Donesca. III. Universidade Federal de Santa Catarina. Programa de Pós-Graduação em Inglês: Estudos Linguisticos e Literários. IV. Titulo.

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Esta Dissertação foi julgada adequada para obtenção do Título de "Mestre em Letras", e aprovada em sua forma final pelo Programa de Pós-Graduação em Inglês: Estudos Linguísticos e Literários.

Florianópolis, 9 de março de 2018.

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AGRADECIMENTOS

Vista de uma forma bem simples, essa pesquisa versa sobre trabalho colaborativo. Dessa maneira, nada mais justo do que agradecer a todos que colaboraram para que este trabalho se desenvolvesse. Da mesma forma que ocorreu na pesquisa com os participantes, o processo de produção deste trabalho foi tão importante quanto o produto.

Gostaria de agradecer aos meu pais, Zilda e Deonisio Zaccaron, ambos se sacrificaram, e até hoje ainda se sacrificam, para que seus filhos pudessem chegar onde eles não puderam ir academicamente. O esforço de vocês nunca passou despercebido, muito obrigado!

Agradeço à professora Dra. Raquel D'Ely, primeiro por ter aberto uma vaga extra para mim no mestrado e por ter também acreditado que eu poderia desenvolver esse trabalho. E à professora Dra. Donesca Xhafaj por ter me dado dicas desde a fase do projeto de mestrado e pelos olhos de águia na leitura dessa dissertação. Se não fosse por ambas durante essa jornada, essa dissertação não existiria. Gratidão!

À CAPES pela bolsa por 24 meses. Foi graças à essa bolsa que pude me dedicar da forma que me dediquei à realização dessa pesquisa.

Aos funcionários da PGI, bem como a todos os professores desse programa que de alguma forma contribuíram para meu amadurecimento acadêmico. Menção especial às professoras Dra. Rosane e Dra. Hanna pela ajuda com a parte estatística e a professora Dra. Lêda pelas contribuições na qualificação. E ao professor Dr. Hamilton do CED minha gratidão pela ajuda inicial no Colégio de Aplicação.

Um agradecimento especial para as duas professoras membras da banca, professoras Dra. Janaina Weissheimer e Dra. Rosane Silveira, pela leitura minuciosa e por todas as valiosas sugestões propostas.

Em ordem alfabética, para tentar ser o mais justo possível, agradeço aos grandes amig*ue*s que facilitaram essa jornada, cada pessoa de alguma forma especial: Adriana, Ana Clarissa, Ana Paula Sato, André Luís, Bianca, Bruno, Daniel, Denise, Eloísa, Fabricio, Flávia, Janaina, José Augusto, Julissa, Lucianna, Marcela, Maria Carolina, Nara, Paola, Paula e Priscila.

Eu tive a sorte de contar com pessoas maravilhosas que me ajudaram a coletar os dados. Adriana, Ana Flávia, Bruno, Daniela, Daniel, Eliani, Nadia, Nara, Natalia, Rafael e Vinicyus, a ajuda de vocês foi fundamental e serei eternamente grato.

Também pude contar com pessoas altamente qualificadas e generosas para serem meus avaliadores. Gratidão, Anthony, Meghan, Nara, Priscila e Rebecca, eu sei o trabalho que deu.

Aos professores das duas turmas com as quais trabalhei, Adriano e Nadia, gratidão imensa. Bem como aos demais funcionários das duas escolas que me ajudaram e possibilitaram a coleta de dados. Finalmente agradeço imensamente a toda/os a/os estudantes que participaram dessa pesquisa, tanto na EeB Dom Jaime Câmara quanto no Colégio de Aplicação, sem essa cooperação não existiria trabalho algum.

To the person who has been supporting and encouraging me to develop my skills in English since 2007. Anthony, if it was not for you, this thesis would also not exist. Thank you ever so much!

Quero especialmente agradecer àquele que literalmente não só me 'aguentou' durante todo esse tempo, mas também me ajudou a trazer um pouco de harmonia nessa jornada. Meu parceiro, Rafael Campagnaro, você foi parte integrante na confecção desse trabalho, mesmo rindo do meu lado quando eu ficava repetindo os fonemas em voz alta tentando decifrar o que foi falado nas gravações. Nem sei como te agradecer, de verdade. /ˌobɾiˈgadu/

E finalmente quero agradecer ao sistema público de ensino no Brasil. Foi graças ao mesmo que eu consegui chegar aqui, começando no 1° grau (sim, na era paleolítica essa era a denominação) na escola estadual Santo Antônio, depois, o 2° grau no CEFET, a graduação na UFPR, todos em Curitiba, e finalmente a pós-gradução na UFSC. Vida longa e de qualidade ao ensino público no Brasil!

Namastê.

"If we work in tandem"
Glinda to Elphaba
(Stephen Schwartz)

ABSTRACT

THE MORE THE MERRIER (?): THE IMPACT OF INDIVIDUAL AND COLLABORATIVE STRATEGIC PLANNING ON PERFORMANCE OF AN ORAL TASK BY YOUNG LEARNERS OF ENGLISH

RAFAEL ZACCARON
UNIVERSIDADE FEDERAL DE SANTA CATARINA
2018
Advisor: Raquel Carolina Souza Ferraz D'Ely
Co-advisor: Donesca Puntel Xhafaj

Based on research about collaborative work and strategic planning, this study investigated: (i) the relationship among planning collaboratively and individually to perform a monological oral task in ESL and the oral performance (message) of participants; (ii) the different strategies used during planning; (iii) the perception learners had on the two planning conditions. Seventeen students enrolled at a state secondary school volunteered to take part in this study. They were split into two groups and planned, both individually and collaboratively, for 12 minutes to record an oral message on *whatsapp* using their own mobile phones. The quantitative results indicated, in general terms, a trend favouring the collaborative planning condition for the variables fluency and accuracy, while the pragmatic measure, outcome, approximated statistical significance in favour of collaborative work. The qualitative data pointed that both individual and collaborative planning fostered the use of different strategies mainly directed at the macro aspects of the messages, which were linked to the nature of the tasks, while collaborative planning seemed to be used as a strategic tool to overcome individual L2 lexical shortcomings. The main contributions of this study are that strategic planning, either collaborative or individual, seems to yield positive effects on oral performance of L2 learners and that participants had a positive perception on the process, signalling that tasks using strategic planning could be incorporated into teaching second languages at state schools.

Keywords: Strategic planning. Collaborative work. L2 Tasks.

RESUMO

THE MORE THE MERRIER (?): THE IMPACT OF INDIVIDUAL AND COLLABORATIVE STRATEGIC PLANNING ON PERFORMANCE OF AN ORAL TASK BY YOUNG LEARNERS OF ENGLISH

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Baseado em pesquisas sobre trabalho colaborativo e planejamento estratégico, este estudo investigou: (i) a relação entre o planejamento colaborativo e individual para realizar uma tarefa oral monológica em ISL e o desempenho oral (mensagem) dos participantes; (ii) as diferentes estratégias usadas durante planejamento; (iii) a percepção que os alunos tiveram sobre as duas condições de planejamento. Dezessete estudantes matriculados no ensino médio em uma escola pública foram voluntários desse estudo. Eles foram divididos em dois grupos e planejaram, individualmente e de forma colaborativa, por 12 minutos para gravar uma mensagem oral através do *whatsapp* usando seus próprios celulares. Os resultados quantitativos indicaram, de forma geral, uma tendência em favor do planejamento colaborativo em relação à fluência e à acurácia, enquanto a medida pragmática, *outcome*, aproximou-se estatisticamente em valor significativo em favor do trabalho colaborativo. Os dados qualitativos apontaram que tanto o planejamento individual, quanto o colaborativo, incentivaram o uso de diferentes estratégias, principalmente direcionadas aos macro-aspectos da mensagem, o que foi relacionado à natureza das tarefas, enquanto o planejamento colaborativo pareceu ser usado como uma ferramenta estratégica para superar lacunas individuais lexicais na L2. As principais contribuições deste estudo são que o planejamento estratégico, colaborativo ou individual, parece produzir efeitos positivos sobre o desempenho oral dos alunos de L2 bem como o processo foi percebido positivamente pelos participantes, sinalizando que tarefas que utilizam o planejamento estratégico podem vir a ser incorporadas no ensino de L2 nas escolas públicas.

Palavras-Chave: Planejamento estratégico. Trabalho colaborativo. Tarefas em L2.

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LIST OF ACRONYMS, ABBREVIATIONS, AND SYMBOLS

UFSC – Universidade Federal de Santa Catarina
SLA – Second language acquisition
TBA – Task-based approach
L2/SL – Second language
L1 – First language
MALL – Mobile Assisted Language Learning
FonF – Focus on Form
CAF – complexity, accuracy, and fluency
ESL – English as a second language
IELTS – International English language testing system
CNS – Conselho Nacional de Saúde
CA – Colégio Aplicação
EeB – Escola educação básica
CEPSH – Comitê de ética em pesquisas com seres humanos
R.Q. – Research question
H - Hypothesis
TCLE – Termo de consentimento livre e esclarecido
I.P. – Individual planning group
C.P. – collaborative planning group
Q – Self-report questionnaire
App – application
T-unit – terminable unit
C-unit – clause unit
AS-unit – Analysis of speech unit
SRU – speech rate unprunned
MA – Master's degree
CELTA – Certificate in teaching English to speakers of other languages
PhD – Doctoral degree
PGI – Programa de Pós Graduação em Inglês (UFSC)
SPSS – Statistical package for the social sciences (software)
Min – Minimum score
Max – Maximum score
M - Mean
N – Number of participants
SD – Standard deviation
P. - Participant
P value/ Sig. – Probability level

Flu_Ind – values for fluency individual condition on SPSS
Flu_Grp - values for fluency collaborative condition on SPSS
Acc_Ind - values for accuracy individual condition on SPSS
Acc_Grp - values for accuracy collaborative condition on SPSS
Out_Ind - values for outcome individual condition on SPSS
Out_Grp - values for outcome collaborative condition on SPSS

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1. INTRODUCTION

1.1 BACKGROUND TO THE STUDY

Put two and two together. According to the American heritage dictionary of the English language, this idiom means: "draw the proper conclusions from existing evidence or indication" ("put two and two together", 2016). Although idioms are seldom used in academic work, this specific one has been on my mind for quite a while when I think about the present study. Since the very beginning of my teaching career, some peers, managers, and the literature have encouraged me to believe that students could go beyond their individual capacities when working together, and that was long before I heard about Vygotsky's or Swain's proposals.

From the very start, my learner-to-teacher-to-researcher journey was filled with readings with a focus on what is commonly referred to as group work in the field of Second Language[1] Acquisition[2] - henceforth SLA. This research area has shown that learners may, indeed, benefit from working with (a) peer(s) (Beniss & Bazzaz, 2014; Kowal & Swain, 1994; Ortega, 2005; Swain, 1985, 2000, 2001; van Compernolle, 2015; Vygotsky 1978; Xhafaj, Muck &

[1] SL / L2 are used interchangeably when in reference to second language.

[2] Although I acknowledge the existence of the term foreign language and the difference Krashen has established between foreign and second language, I have decided to make use of the latter in this thesis, for the term foreign language can also be interpreted as the language of others, the one that cannot be achieved. I am also captivated by the new terminologies that are being used lately in the field, such as additional and host language. However, considering that the literature I base my work upon mainly uses the term Second Language, this is the term adopted for this study.

D'Ely, 2011). Yet, the results from different studies do not seem to converge all to the same direction, as learners might not work collaboratively when they: perceive their proficiency level to be unbalanced (Lynch & MacLean, 1999; Storch, 2002), feel anxious working with (a) peer(s) (Batstone, 2012), and/or have to work with someone they do not like (Hyde, 1993); moreover, individual work may even trump collaborative work[3] as seen in Xhafaj (2013). Besides, as a teacher, I have also questioned the benefits of collaborative work myself, due to my own perception in the classroom. In fact, this was the initial drive that has propelled me to investigate the impact collaborative work may have on learners' performance as a researcher. Therefore, this is an attempt to put two and two together.

Leaving possible philosophical questions aside, when you put two and two together, based on the common knowledge in maths we share, we have four. Now, when you put two learners to work together, will that produce the same results as having them in triads or larger groups? Well, maybe. Yet, surprisingly, the vast majority of research that has investigated collaborative work in the field of SLA, to date, had pair work only as the analysed condition (Lynch & MacLean, 1999; Swain, Brooks & Tocalli-Beller, 2002; Xhafaj et al., 2011; Xhafaj, 2013).

Drawing not only from Hyde (1993), whose study had learners pointing their preference towards group work[4] rather than pair work as a collaborative condition, but also having in mind our local context - the Brazilian state schools, when sometimes a single L2 teacher has classes larger than 30 students - as well as a constant need to offer variety in the classroom, which also means providing different grouping setups, one might agree that research on

[3] The terms collaborative work and collaborative planning are used interchangeably in this study.

[4] Group work, in this study, is considered an arrangement of over two learners.

collaborative work should also be extended to different collaborative arrangements, moving beyond the standard pair work analysis. This research is, therefore, interested in what another idiom entails, the one which is present in its title - is the more the merrier? Could the interaction among more than two learners offer an effect on performance of an oral task that will be different from individual planning?

Equally important to the impact strategic planning may have on performance, this study was also interested in unveiling the strategies employed by learners when planning, both individually and collaboratively, to perform an oral task in English. Thus, this is a product-process piece of research with a mixed methods approach to data (Dörnyei, 2007). The planning stage is viewed under the prism of strategic planning, a concept that has been defined by Ellis (2003, 2005, 2008) as the time allowed to learners to plan strategically. D'Ely (2006) has further detailed the concept of strategic planning as "a metacognitive process that may lead learners to purposefully exert some control, guidance and regulation over what they know, which, in turn, may optimize the process of organization of thought to foster their (oral) performance" (p. 67). Thus, strategic planning is viewed as an opportunity to ease the burden of performing a given task in an L2, being a form for preparedness for the task as discussed in Gavin (2014); consequently, this construct is appealing to both researchers and practitioners since it is hard to find someone who would not agree that performing a task in an L2 is a cognitive demanding process to speakers.

Having set out a brief discussion on the theoretical foundation of strategic planning and collaborative work, I shall also comment on the research context of this study. I had a wish, from the very beginning of this journey, to conduct this piece of research in a state secondary school, and so it happened. Now, the question I cannot avoid is: how can further research focused on L2 oral production be conducted in state schools in Brazil? In spite of official

guidelines[5] stating that the four skills (i.e. speaking, writing, listening and reading) should be developed with students at these schools, research on L2 oral production is challenging in these contexts due to the extra emphasis that L2 teachers place on grammar aspects and reading strategies (Dos Santos, 2012). According to Dos Santos (2012), it is common to find English teachers at state schools who see reading and grammar as the reason for having English as an L2 in state secondary schools in Brazil. So, an honest answer to that question is that you have to carefully find a suitable research context, one where the L2 teacher(s) believe(s) state school students in Brazil can not only develop the students' reading skills and their grammar knowledge in an L2 but also move beyond this limited concept of attainment to one where learners are also encouraged to work on their oral skill in a second language, in this case English. Thus, this piece of research is also interested in demonstrating that, despite all the governmental effort in the last three decades to dismantle the state school system in Brazil (Gadelha, 2017), state school learners can go beyond what is expected of them, once the appropriate resources and opportunities are provided. Following next, the purpose, the significance and the organization of this thesis are presented.

1.2 STATEMENT OF THE PURPOSE

Assuming that collaborative planning work might impact on performance of an oral task, the objective of this piece of research is to analyse the impact individual and collaborative strategic planning have on performance of an

[5] I refer to the recently approved (December, 2017) *Base Nacional Comum Currícular* concerning the guidelines for the four last years in primary state schools and the *Parâmetros Curriculares Nacionais* (PCN+) for state secondary schools.

oral task for young Brazilian learners of English as an L2. This study also aims at unveiling the strategies learners deploy when planning individually and collaboratively. Moreover, participants' perception[6] concerning the different planning conditions is also investigated.

1.3 SIGNIFICANCE OF THE STUDY

This study adds to the body of SLA research, more specifically to the field of research involving tasks due to the following issues. First, there have been quite a few studies involving collaborative planning to perform a task (Beniss & Bazzaz, 2014; Kowal & Swain, 1994; Lynch & MacLean, 1999; Ortega, 2005; Swain, 2000, 2001; Xhafaj, Much & D'Ely, 2011; Xhafaj, 2013). Nevertheless, to the best of my knowledge, no study has focused on groups of three or four L2 learners working together and the impact on planning and performance. Second, this piece of research involves technology in an embedded fashion, that is, the use of participants' own mobile phones to perform the tasks is integrated smoothly into the task cycle, which also adds to the Mobile Assisted Language Learning (MALL) field of research. Finally, considering that research in SLA has mainly focused on adult learners, another contribution of this study is the fact that it was conducted in a state school in Brazil with young learners of English as an L2 – a population that has rarely been the locus of SLA research. Therefore, it could contribute with information in relation to this specific population that may be used for future studies

[6] Concerning the concept of perception, the adopted working definition for this study is the one brought by Silva (2004); according to this researcher perception is "a physical and intellectual ability used in mental processes to recognize, interpret, and understand events, an intuitive cognition or judgment" (p. 9).

as well as offering insights with its pedagogical implications.

1.4 ORGANIZATION OF THE THESIS

The present thesis is organised in 5 chapters. This introductory chapter is followed by chapter 2, which presents the theoretical base that has guided this study: (1) the task-based approach, the area in which this piece of research is grounded; (2) the theoretical work and empirical studies on strategic planning for oral production; and (3) collaborative work.

Chapter 3 offers a fine-grained description of the method deployed in the present study and it includes the following: the ethics statement, the objective, research questions and the hypothesis that have steered this piece of research, information about participants and setting, the instruments, and procedures for both data collection and analyses.

Chapter 4 reports the quantitative and qualitative results, which are triangulated and discussed in light of the research questions and the hypothesis posed in chapter 3, as well as the review of the literature presented in chapter 2.

Finally, chapter 5 aims at connecting the dots when the research findings are summarised and reflected upon. This chapter discusses the limitations of this study but also presents a path for future research endeavours. Last, but certainly not least, the final section presents the pedagogical implications that collaborative and individual strategic planning may offer to the classroom environment as well as theoretical and methodological implications for the field of SLA. I hope you enjoy the reading.

2. REVIEW OF THE LITERATURE

This chapter comprises the theoretical background for the present study and it is split into three sections according to the main concepts thereof: (1) The Task-Based Approach (TBA), which defines tasks and presents the main tenets connected to this teaching and learning L2 approach, (2) Strategic Planning for oral production, which defines this pre-task condition and brings empirical research related to the present piece of research, and (3) Collaborative Work, where the discussion on the topic is analysed having the Output hypothesis (Swain, 1995) as a base. Again, a number of studies that possess similarities to this piece of research are also reviewed. This review of literature aims at providing a panorama to which the whole body of the present study is anchored, so that the results from the present study can be compared and discussed in light of previous studies.

2.1 THE TASK-BASED APPROACH

The TBA, which stems from the Communicative Approach (Skehan, 2003), had its onset during the 1980s when the term communicative activity was progressively replaced by tasks. Samuda and Bygate (2008) mention the shift of attention tasks received in language teaching during the 1980s and 1990s, moving them to a central position in the SLA field. Ellis (2003) holds a similar view, placing tasks in the core of SLA research in the following decade. Considering the current vast amount of studies in the field, one can say that TBA still plays a central role in second language research.

If the role tasks have in SLA is largely accepted in the field, the definition for tasks remains somewhat elusive. Samuda and Bygate (2008) bring different definitions of tasks, trying to find a common ground for it, e.g. Long's

(Long, 1985, as cited in Samuda & Bygate, 2008) broad interpretation "task is a piece of work undertaken for yourself or for other, freely or for some reward" (p. 63), and Prabhu's (Prabhu, 1987, as cited in Samuda & Bygate, 2008), who propose that a task "requires learners to arrive at an outcome from given information through some process of thought" (p. 63). We also have Skehan's (2003) definition for task as "an activity in which meaning is primary; there is some communication problem to solve; there is some sort of relationship to comparable real-world activities; task completion has some priority; the assessment of the task is in terms of outcome" (p. 63). These different definitions show the specific focus each researcher has; that is, the link to 'real world' situations in Long, the cognitive demand tasks have in Prabhu and the application to research and assessment in Skehan, respectively.

A definition of task closely related to L2 learning is presented by Tavakoli and Foster (2011):

> we take as a task anything that classroom language learners do when focusing their attention primarily on what they want to say to others or what others are trying to say to them. Language tasks closely resemble what learners do in their first language when they are, for example, telling stories, making plans, discussing problems, or explaining information, and as such, they are very common in communicative L2 teaching. (p. 39).

This definition, which encompasses the classroom perspective and the link tasks have to actions normally performed in the L1, is closely related to this piece of research. For the present study, data were collected in a classroom; furthermore, the tasks used resemble real life situations.

Considering this plurality of views, a few researchers strived to find the 'essentials' a task must entail. In Samuda and Bygate's (2008) view, this might seem less ambitious

initially; nevertheless, it is more manageable, helping the study of tasks. From the group of researchers concerned about this issue, Ellis (2003) establishes six features a task needs to present: "(1) a task is a workplan; (2) involves a primary focus on meaning; (3) involves real-world processes of language use; (4) focuses on one or more of the four language skills; (5) engages learners in cognitive processes and (6) has a defined communicative outcome" (p. 9).

In addition to those requirements to define a task, the concept of focus-on-form (FonF), first brought by Long (1991), is of paramount importance. Accordingly, along learners' interaction, attention to form has to occur at some point of the task in order to foster language acquisition. In agreement, when discussing upon negotiation of meaning[7] within tasks, Skehan (2003) highlights that within the use of tasks, there should be a FonF. This means that even in interactions with meaning as primary, there should be concern for form as well. Ellis, Basturkmen and Loewen (2001) explain that a FonF task has two goals: "one is to stimulate communicative language use and the other is to target the use of a particular, predetermined target feature" (p.16). This concept is at the core of the TBA; however it is noteworthy to mention that while a specific targeted form is intended to be used in focused tasks, by no means the approach imposes that specific form as a requirement for task completion. In summary, there seems to be an agreement that having learners directing their attention to

[7] The concept of negotiation of meaning, also negotiation for meaning, has been quite popular in the SLA literature since Krashen´s i+1 posit, which, in simple terms, means that learners should go beyond their comprehensible input in order for learning to occur (Foster & Ohta, 2005). In this process, communication breakdowns are likely to happen and, according to Long (1996), the process of learners attempting to make non-comprehensible or partly comprehensible input through interaction is what is called negotiation of meaning.

form during meaning-focused tasks is positive for learning purposes.

Bearing in mind the idea of directing attention to form, the concept of attention is an important aspect for L2 learning that has been incorporated to SLA from psycholinguistics, being Schmidt (2001) one of the researchers who dealt with the concept of attention bridging those two areas. While a clear-cut definition for attention has not been agreed upon, Schmidt argues that attention is a limited and selective mind resource and not a unitary phenomenon "…it refers to a variety of mechanisms. These include alertness, orientation, preconscious registration (detection without awareness), selection (detection with awareness within selective attention), facilitation, and inhibition" (p. 3). In that sense, attention can be understood as the ability to focus on a specific thought, in spite of competing attentional demands. This finding has anchored his *Noticing Hypothesis* that has had quite an impact on TBA studies (Robinson, 1995a; Swain, 1985 to name a few).

In simple terms, the noticing hypothesis argues that input does not become intake[8] for language learning if it is not noticed. The notion of noticing in Schmidt (2001) is not equal to what is commonly known as metalinguistic awareness, noticing is at a lower level of abstraction, constituting what some researchers have termed detection of language aspects within selective attention. In addition, Ortega (2009) adds that successful L2 learning goes beyond what is present in input, it is necessary to notice aspects of the language, corroborating what Long (1996) had

[8] According to Sharwood Smith (1993, in Reinders, 2012), input is
"the potentially processable language data which are made availa ble by chance or by design, to the language learner' (p. 15), whereas the same author conceptualize intake as the part of input that was processed by the learner and is somehow turned into knowledge.

previously postulated. In a nutshell, there seems to be agreement in the field that noticing language aspects is generally a basic requirement for L2 learning.

Considering that attentional resources are limited and have competing demands as well as results from studies where students could not perform at the same level of complexity, accuracy and fluency (CAF[9], from now on), Skehan (2003) has developed the concept of trade-offs in language performance. According to this notion, as learners attend to one aspect of performance – a single aspect of CAF – this may negatively impact the other dimensions as seen in Foster and Skehan (1996), D'Ely (2006) Guará-Tavares (2009) and Skehan et al. (2012). It is relevant to highlight that the aforementioned studies focused on oral production; although the TBA approach encompasses the reading, listening, writing, and speaking skills, the present review centres on TBA research involving the speaking skill specifically.

In searching ways to lessen the burden of online task performance most tasks may initially pose on L2 learners, some researchers and teachers, aware of the trade-off effects, have given special attention to the planning during the pre-task phase. Among different approaches to that task stage, strategic planning, which is presented next, has been in prominence in the TBA field.

[9] Albeit there are different measures for speech production, CAF is the most present set in cognitive studies. According to Skehan (1996), complexity refers to learner's ability of using interlanguage structures that are elaborate and structured, accuracy is linked to student's performance in accordance with target language forms and fluency is related to the capacity of mobilizing his/her system to communicate in real time.

2.2. STRATEGIC PLANNING FOR ORAL PRODUCTION

One of the main contributions Skehan (1996) has provided to the body of research in TBA is a framework to analyse and implement tasks. According to this framework, the implementation of tasks consists of three distinctive phases: (1) pre-task, (2) mid task and (3) post-task. The (1) pre-task stage has the goal to ease processing demands and improve performance, as attention might be shifted to language aspects as well as to the communicative goal; the (2) mid task, when decisions are taken online, during this stage, learners have their attention directed to solving the task, in other words, the focus should be placed on meaning; and, finally, the (3) post-task, when a moment of awareness raising occurs, in which, even moments of focus-on-forms[10] may happen (even though FonF may suffice for language development). Such focus allows for noticing to occur and also enables language teaching goals of accuracy and complexity. Considering that within a task there should be a FonF at some stage (Long, 1991), the pre-task stage offers the greatest possibility for manipulation by the task designer, since it is planned in advance and it is not dependent on learners' response as the other phases (Foster & Skehan, 1996). The pre-task stage has been the focus of many empirical studies in the area, and among different approaches to the pre-task phase, strategic planning has been broadly used.

A series of studies in strategic planning (D'Ely, 2006; Ellis, 2005; Guará-Tavares, 2016; Ortega, 2005; Xhafaj et al., 2011, among others) refer to Levelt's model

[10] The concept of focus-on-FormS, according to Long (1988), consists of the teaching of specific grammar points, which is, in turn, in accordance with a syllabus, such as a structural syllabus. To some extent, one may point out that, as such, the concept of focus-on-forms is opposed to focus on form.

of speech production to account for the complexity involved in speech production. According to Levelt (1989) speaking is a complex cognitive process that involves four components: (1) the conceptualizer, which works at the macro level and "generates the pre-verbal message" (p. 14), in other words, an information retrieval process; (2) the formulator, which works to translate the pre-verbal message into a linguistic structure that will be used next; (3) the articulator, which works to utter the phonetic plan, and, finally, (4) the speech comprehension system, which monitors not only produced speech, but also, internal speech. These four components work in a highly automatized fashion, and this automaticity is what allows them to work in parallel, and, as a result, the possibility of producing fluent uninterrupted speech (Levelt, 1989). Due to the complexity involved in speech production, as posited by Levelt, his model is especially relevant to the studies of speech production which involve strategic planning, once the main objective of strategic planning is to lower the burden of speech production.

On discussing the benefits of strategic planning, D'Ely (2006) argues that L2 learners can take "advantage of time to prepare as well as to elaborate on message conceptualization and, perhaps more importantly, especially on message formulation. It is this latter type of planning - which, following Ellis (2003, 2005) I am calling strategic planning" (p. 32). By means of perceiving strategic planning as a window for learners to plan their speech, this concept is aligned with Levelt's model at both the macro and micro levels, although it is important to point that the concept of planning in Levelt's model occurs without awareness of the cognitive components involved. The area of convergence between strategic planning and Levelt's model is encountered when this type of planning allows learners to think about the content of their message (conceptualization) and its form (formulation) prior to producing speech (D'Ely, 2006). In addition, strategic

planning also allows reconceptualization, self-monitoring, and peer monitoring. This is the understanding of strategic planning adopted for the present piece of research.

In relation to strategy[11] types employed by learners when planning, a number of information-processing studies – Ortega (2005) and Guará-Tavares (2016), to name but a few - have adopted and or adapted the framework developed by O'Malley and Chamot (1990) to analyse both online and offline processing strategies. O'Malley and Chamot's framework can be divided into three main headings: metacognitive strategies, cognitive strategies, and socio-affective strategies. A brief description of each category is presented next.

The metacognitive strategies are linked to the learning process itself, as learners can plan, monitor and review their performance (Guará-Tavares, 2016). Common metacognitive strategies indicated by O'Malley and Chamot (1990) are: organizational planning, problem identification, monitoring, and evaluation. Cognitive strategies, on the other hand, can be applied to specific tasks according to the demands they require, some examples of cognitive tasks are: repeating, writing, summarising, grouping, lexical search and compensation, and contextualisation. Finally, socio-affective strategies are linked to aspects related to oneself and others, being examples of it: cooperation, seeking clarification, and asking for help. This last category is particularly related to the present study as it investigates also collaborative planning. Next, the analysis of a few empirical studies on strategic planning is presented.

[11] The concept of strategy is defined by O'Malley and Chamot (1990) as "thoughts and behaviours that learners use to help them comprehend, learn, or retain information" (p. 43)

2.2.1 Empirical Studies on Strategic Planning for Oral Production

Research on strategic planning has flourished in the last two decades with a series of empirical studies (D'Ely, 2006; Guara-Tavares, 2016; Li, Chen & Sun, 2015; Pang & Skehan, 2014, Specht, 2014, 2017[12], but to name a few) that have added to TBA field as a way to unfold the role strategic planning plays on learners' performance. With that in mind and due to the space constraints, the empirical studies selected to be reviewed for the thesis were the ones which have a close link to the present study.

A seminal piece of research in the field was conducted in 1996 by Foster and Skehan, the focus of which were the effects of planning and tasks characteristics. The participants were 32 pre-intermediate English learners from varied L1 backgrounds. This complex study, which also considered task familiarity, had a control group, a group that was allowed planning time prior to task completion and a third group that received instructions on possible ways to use language during planning time (detailed planning). All groups performed three distinct tasks – a narrative, a personal information exchange task and a decision task – in a different order at weekly intervals. Learners' speech samples were measured at the level of CAF and the quantitative results have shown that both groups that planned displayed more complex and fluent productions when compared to the group that had not planned. Moreover, the detailed planning group exhibited slightly better results than the planning group. Conversely, accuracy was a measure that had better results with the planning group (no instructions on planning given) over the two other

[12] I also refer to the forthcoming publication by D'Ely, R. Mota, M. and Bygate, M. (in press). Strategic planning and repetition as metacognitive processes in task performance: implications for EFL learners' speech production. John Benjamins.

groups. These results were also corroborated by Wang (2009 in Skehan, Xiaoyue, Qian, & Wang, 2012). A possible explanation for these results is the trade-off effect existent when learners focus on either meaning or form during the task performance.

In light of the similarities these studies presented, Ortega (2005) decided to focus on two of her previous studies – 1995 and 1999 – in order to compare the results of the qualitative data that came from those two groups with different proficiency levels. Both previous studies had graduate and undergraduate students at the University of Hawaii, where they were studying Spanish as a foreign language. For the former study Ortega had recruited 28 low intermediate speakers, and for the latter 64 advanced volunteers. For both studies participants were recruited as pairs - one was assigned the role of the listener while the other was the speaker. In both studies the speaker experienced both planning and no-planning conditions as the studies had a repeated measures design. The task consisted of the speaker retelling a story to the listener. Before this retelling, the speaker received input in the form of pictures and L1 recording, answering a post-task interview afterwards. The oral data were transcribed and statistical analyses were carried out to assess CAF. In relation to the main finding, in both studies the planning condition outperformed the lack of planning as the speakers who planned produced more fluent speech and more words were present in a sequence of speech. The benefit for accuracy, however, was present only for the advanced speakers (Ortega, 1999). On the other hand, complexity was fostered in Ortega (1995), when the participants had a lower level of proficiency in the L2. These results also suggested that individual differences, such as proficiency, play a role in production. Moreover, these differences were found to have an impact on the processes learners embark while planning (Ortega, 2005). In relation to strategy use from a qualitative perspective, both the 1995 and the 1999 studies

showed that learners made more use of metacognitive strategies.

In the Brazilian context, Xhafaj et al. (2011) had a pair versus individual planning study in which 16 participants, who were undergraduate students of *Letras – Inglês*, were split in two groups and had to leave a voice message after planning under one of the two different planning conditions. The transcribed messages were assessed for CAF and statistical t-tests were run. The quantitative results of this study were not statistically significant in favouring a specific planning condition, although all analysed measures but one (accuracy measured as errors per C-unit) showed slightly better results for the pair planners, demonstrating a trend, yet weak, benefiting the students who planned in dyads. On reflecting upon the non-statistically significant results, the researchers pondered that a high level of proficiency and previous exposure to planning conditions might have affected these results. They suggested the need for replicating this study having the same participants performing under the two different planning conditions, namely a within groups analysis. With this suggestion in mind, the present piece of research has addressed this particular issue.

All in all, the review of these empirical studies has shown that strategic planning has a general positive impact on oral performance, though the results vary depending on the level of proficiency, the type of interaction or previous exposure to planning conditions. Taking these issues into account, this study intends to investigate whether young learners of English as an L2 in Brazil – a population yet to be researched - benefit differently from strategic planning conducted individually and conducted in groups. In terms of interaction, the research focus is on collaborative work. Again, this seems to be significant; first because there is little research on collaborative planning, and, also, the majority of studies which researched collaborative planning

did so considering pair work interaction only. Next, the theoretical background on collaborative work is presented.

2.3. COLLABORATIVE WORK WITHIN THE TBA

The decline in the influence of behaviourism in the field of languages was followed by the rise of cognitive theories in the 1970's (Ritchie & Bhatia, 1996). Since then, many different theoretical approaches have attempted to unveil the complex cognitive process of acquiring a second language and the role interaction may play in its development.

Influenced by Krashen's input hypothesis (see Krashen 1985 for a comprehensive analysis), which posits that comprehensible input[13] drives the development of linguistic competence, Long (1981) developed his interaction hypothesis. Long's influential hypothesis states that changes made during conversation (e.g. language simplification, clarification requests, slower speech rate, to mention a few language phenomena) foster learners' comprehension of oral input, hence promoting acquisition (Long, 1996; van Compernolle, 2013). This hypothesis places learners' interaction in a pivotal role in the learning process, since, according to Long (1996), "environmental contributions to acquisition are mediated by selective attention and the learner's developing L2 processing capacity, and […] these resources are brought together […] during negotiation for meaning" (p.414). Nonetheless, it is valid to note that his claim is based mainly on native-

[13] The concept of comprehensible input is at the core of Krashen´s hypothesis. It is grounded on the concept that learners' current level of competence for input (i) plus 1 (next immediate level for language development) leads to learning. Therefore, comprehensible input is i+1 (Krashen, 1985).

speaker/non-native-speaker interactions involving negotiation for meaning.

Almost concomitantly to the surge of Long's hypothesis, another SLA researcher, Merrill Swain, gave prominence to the conversational production, also known as output. Swain (1985) further argued that interaction and input alone were not enough for second language acquisition to occur; instead, learners had to produce what she termed 'pushed output'. In her Output hypothesis, Swain argues that learners can notice their linguistic gaps while preforming a production task. This is viewed as an opportunity to "trigger cognitive processes that are involved in second language learning" (p. 371), according to Swain and Lapkin (2005).

Swain established the output hypothesis after observing foreign language students in Canada. These learners had plenty of access to second language input in a naturalistic environment; yet, despite several years of exposure to the L2, they did not fully develop in particular certain grammatical aspects of the target language. The issue in Swain's view was related to output, or rather, the few opportunities learners had to produce the target language "first, the students are simply not given – especially in the later grades – adequate opportunities to use the target language in the classroom context. Second, they are not being 'pushed' in their output" (Swain, 1985, p. 249). Considering this perspective, learners could be moved from the semantic strategic processing to the "complete grammatical processing" (Swain, 2000, p. 99) necessary for accurate production.

The first claim within the hypothesis is that output may generate noticing[14]. This is relevant when considering that there should be some level of noticing for learning to

[14] The concept of noticing here is linked to Schmidt's (2001) previously mentioned (see subsection 2.1) definition of this construct.

occur, as seen in the previous section regarding the role of attention (Schmidt, 2001; Skehan, 1996). In Swain's view, learners might notice gaps in their knowledge online "learners may notice that they do not know how to express precisely the meaning they wish to convey *at the very moment of attempting to producing it*" (2000, p. 100, emphasis in the original). In the process to remediate that gap, learners may turn to additional resources (e.g. asking a peer or a teacher) and through this action new knowledge can be generated or existing knowledge be consolidated (Swain, 2000). In regards to her research and other studies that aimed at testing the output hypothesis, a substantial number of them made use of communicative tasks (Beniss & Bazzaz, 2014; Kowal & Swain, 1994; Swain, 2001), considering tasks as an important pedagogical tool; therefore strengthening the possible link between tasks and output to the L2 learning process However, a clear link between output and learning still remains elusive (de Bot, 1996), which, therefore, demands more research.

The second claim is related to hypothesis testing by the learner, when learners attempt to use language they are not acquainted with prompted by interaction. De Bot (1996) reviewed three studies, which tested Swain's proposal, analysing think-aloud protocols and finding that hypothesis testing was present in all three. The third claim states that output may lead to metacognitive awareness through metatalk[15]. Swain (2001) noticed that learners were using the time allotted for communicative tasks to discuss language aspects (metalanguage), and, in that respect, she adds that collaborative tasks can allow learners to focus both

[15] According to Swain (2001), metatalk is a surfacing of language used in problem-solving, that is, it is language used for cognitive purposes. In metatalk, we are able to observe learners' working hypotheses as they struggle towards, for example, solving mathematical problems, scientific problems, or, as we are concerned with second language learning, linguistic problems" (p. 51).

on meaning and form (Swain, 2001). Finally, Swain (2000) has also highlighted the importance of the co-constructed knowledge during what she names "collaborative dialogues". This type of interaction is viewed as a knowledge-building dialogue that additionally entails linguistic knowledge. The collaborative knowledge, for Swain (2001), is at the intersection between language use and language learning. These language related episodes (Swain & Lapkin, 1998), when learners discuss aspects of form during meaning focused tasks, go hand in hand with Long's (1996) posit of focus-on-form within the TBA field, as seen previously.

Conversely, Krashen (1998) has been a strong critic of the output hypothesis, he argues that conversational occurrences that lead learners' attention to gaps of knowledge are scarce in empirical research. To counterbalance this argument, de Bot (1996) affirms that Krashen missed Swain's hypothesis point, as the emphasis of it should be placed on the quality of those occurrences, rather than the amount. Another argument raised by Krashen is that some people have mastered a second language without the need to speak or write it; that is, only receiving input during the learning process, although no evidence of such accomplishment was provided. This last claim is rather difficult to withstand nowadays, especially considering how a researcher would have control for this variable in such a connected society, unless the experiment deals with an artificial language, which is not the focus of this study. Interaction, be physical or virtual, is at the heart of our society.

Next, some empirical pieces of research that dealt with interaction are reviewed in order to analyse their results and investigate possible links between the aforementioned claims and the present study. The criteria for selecting these studies were that they should make use of tasks, produce output and were mainly conducted in the last three decades. There is one particular study that does not meet the criteria;

nevertheless, for its relevance to the present piece of research this is the first one to be reviewed.

2.3.1 Empirical Studies on Collaborative Work within the TBA

The first study reviewed is of a qualitative nature and required that second language learners compared different classroom groupings. So as to investigate the ideal number of learners for interaction, Hyde (1993) applied questionnaires to a multilingual group of 20 English learners in the UK. This author affirms that the common belief that pair work is beneficial to learning is not based on empirical research. The results of this piece of research showed that learners, in general, felt discomfort under the pair work condition, due to the fact they feel the pressure to speak, especially when they feel resentment towards their single partner. When asked about their favourite type of classroom interaction, learners ranked: first, teacher centred classes; second, group work; third, individual work and last, pair work. While these results should be carefully interpreted, considering that particular research context and the focus on learners' perception, rather than comparing the different arrangements in relation to production, they denote that there could be a different performance outcome from group interaction as opposed to pair work, since there is a more positive view on the former condition by the students. Similarly, in a review of TBA studies Batstone (2012) found that participants displayed signs of anxiety during interaction, casting light on the issue of how performance is impacted by the interaction between task and context.

Within the field of TBA, Kowal and Swain's (1994) study had 19 young learners, whose average age was 13 and who were learning French as an L2 in Canada. The objective was to examine whether students would become aware of their language gaps during interaction, and, if so,

investigate the effect peer-to-peer interaction had on task performance. For this, the researchers decided to use a dictogloss[16] task. The learners were divided in self-selected dyads and one trio and had to reconstruct a text. The conversation they had during task completion was recorded and transcribed. The analysis of these conversations showed evidence of learners noticing gaps. Moreover, collaboratively they were able to look for solutions through metatalk "…this triggered a search for solution. Students worked together to solve their linguistic difficulties, making form the focus of their discussion" (Kowal & Swain, 1994, p. 87), a result that corroborates the output hypothesis. An aspect also raised by the researchers was the fact that, on the one hand, highly heterogeneous dyads in terms of L2 competence hindered negotiation for meaning (a finding also present in Lynch and MacLean (1999) and Storch (2002). On the other hand, more homogeneous dyads tended to yield more balanced interactions from participants concerning negotiation of meaning. Nevertheless, personal traits might also play a role in interaction among peers (Kowal & Swain, 1994).

Also interested in the impact interaction would have on output, Storch (2002) collected data over a period of six months in an ESL class in Australia, where 33 students from varied L1 backgrounds were taking a course in academic writing at university. For this study, learners performed a composition task. The task was first performed in pairs and, after a week's interval, a similar task was then performed individually. The interactions during planning were transcribed and analysed from a qualitative perspective, then the researcher looked for patterns when it

[16] A dictogloss is often regarded as a multiple skill task. It consists of the following stages: 1) the teacher reading a brief passage and students just listening to it; 2) teacher reads the same passage again and students should take notes of it; 3) students are split in groups and should reconstruct the passage collaboratively.

was possible to notice occasions of negotiation of meaning. According to the author, "the requests seemed to serve a number of important social and cognitive functions, including drawing both participants into the decision-making process and drawing their attention to specific language items" (p. 317). Also noteworthy is that some output of the collaborative work was subsequently incorporated into the individual performance, showing some support to Swain's output hypothesis. Nevertheless, close analysis of the qualitative data indicated that learners approached the tasks in different ways and this impacted negatively the outcome, especially when learners were competing with each other (a dominant/dominant pair), instead of working collaboratively.

In an enlightening review of 20 studies involving peer-peer dialogue, Swain et al. (2002) concluded that mediation during learners' interaction in collaborative dialogue - when a communicative problem is found and the solution is sought in cooperation - is the locus for learning. Nonetheless, some drawbacks were also reported in those studies, such as "greater reliance on teacher feedback than on peer feedback, students' lack of confidence about knowing how to provide useful feedback, and conflict amongst collaborating students" (p, 181).

Considering the possible benefits and caveats pair work offers, but also interested in discovering what processes learners underwent while planning, Xhafaj (2013) had participants planning in pairs and individually to perform an oral task, leaving a message on the phone (with 6 mandatory words), in two different meetings. The CAF variables were measured and the results for complexity (number of clauses per C-unit), accuracy (number of errors per C-unit), and fluency (speech rate pruned[17] and

[17] Speech rate pruned, according to Ortega (1999), is the number of words and partial words that speakers produce per minute excluding repetitions.

unpruned[18]) showed no statistically significant difference between the groups (those who planned individually when compared to those who planned in pairs) as well as no significant differences found for the within groups analysis (the same learner when planning under the two different conditions). Nevertheless, there was an unexpected slight better result for all variables in favour of individual work over the pair planning condition. A possible reason for this result, offered by the author, was that participants were concerned in finishing the demanding task focusing on fitting the mandatory words in the messages. The design of Xhafaj's 2013 study has largely influenced this piece of research; however, instead of the pair work condition, the group planning work will be investigated in triads and groups of four learners. Moreover, the population of the present study is constituted of young learners of English, which is a group that has not been the focus of TBA studies.

With the aim of checking the possible impact of pushed output in accuracy and fluency, Beniss and Bazzaz (2014) conducted a quantitative study with 30 upper-intermediate learners of English in Iran, who all shared the same L1 and were tested for proficiency using the IELTS oral exam interview prior to treatment. This interview was recorded and used as a pre-test to evaluate both fluency and accuracy. They were randomly divided into two even groups, the experimental and control group. The experimental group received a treatment consisting of tasks that required them to produce pushed output (interacting in pairs with a peer or the teacher) and clarification requests, while the control group participated in several activities that did not involve production, although the authors do not clarify how these activities did not involve production. Drawing on previous studies, the speech production tasks

[18] Speech rate unpruned is the total number of words (complete and partial words), including repetitions per minute (D´Ely, 2006, Ortega, 1999).

designed were: picture description, retelling, an ask-and-answer task[19] and storytelling. This study comprised twelve 30-minute meetings, followed by a post-test IELTS interview in order to check any variation in terms of speech production between the two interviews. The transcripts of all interviews were coded in AS-units[20] for analysis. The results indicated a statistically significant difference for accuracy in favour of the peer condition, whereas no statistically significant result was found for fluency. The positive results for accuracy somewhat seem to corroborate the output hypothesis. The researchers attribute the statistically non-significant results for fluency to the nature of the tasks that did not allow planning time for performance and the short duration of the experiment.

In light of the diversity within these studies that aimed at investigating collaborative work, a few research trends can be envisaged. Working collaboratively seems to lead learners to notice gaps in their knowledge (Kowal & Swain's, 1994; Storch, 2002). In addition, performance can be impacted positively by collaborative work (Beniss & Bazzaz, 2014), but also not show a statistically significant difference when students plan in pairs (Xhafaj, 2013). Notwithstanding, there seems to be some disadvantages in working collaboratively, as anxiety (Batstone, 2012) and unbalanced levels of proficiency in the second language (Lynch & MacLean, 1999; Storch, 2002) seem to hinder interaction. Nevertheless, it is important to note that the vast

[19] The ask-and-answer task had students working in pairs. One of the learners read a text, while the second one had questions on the passage and asked a third student for rehearsal. The performance was then recorded with no access to the text.

[20] According to Foster, Tonkyn and Wigglesworth (2000) AS-unit is "a single speaker's utterance consisting of an independent clause, or sub-clausal unit, together with any subordinate clause(s) associated with either" (p. 365). Subsection 3.7.1 deepens the discussion on this speech segmentation with some examples using samples from the pilot study.

majority of studies here reviewed work with the pair work condition. That is, while they are relevant to unveil what collaborative work is about, they might not offer the full picture, which means that studies with different grouping setups might add a valuable contribution to the field of collaborative work.

After establishing the theoretical background on TBA, strategic planning and collaborative work, which all base the present study, the following chapter will thoroughly describe the methods employed to gather an analyse data.

3. METHOD

This chapter reports the method used to investigate the impact individual and collaborative strategic planning had on performance of an L2 oral task. The next sections describe: the ethics compliance statement, the objectives, research questions and the hypothesis that guide this study. Additionally, there is a description of participants and setting, the instruments used, the procedures used for data collection and the quantitative and qualitative analyses (i.e., mixed methods approach to data, according to Dörnyei, 2007) as well as an outline of the pilot study and how it contributed in shaping the design of the main study.

3.1 ETHICS COMPLIANCE STATEMENT

This study complies with the norms CNS 466/12 and 510/16, which regulate research involving human beings in Brazil. Furthermore, this study has been accepted by the research coordinator at *Colégio de Aplicação*, the principal at Eeb *Dom Jaime Barros Câmara* as well as both English teachers at these schools, who have kindly agreed to allow the study to be conducted in their classes. This study and its amendment were submitted to and approved by CEPSH-UFSC (*Comitê de Ética em Pesquisas com Seres Humanos*) under the register 1.985.268. The documents regarding the ethics process are found in appendices A1, A2 and A3.

3.2 OBJECTIVES

As previously mentioned, the main objective of this study is to investigate the impact individual and collaborative strategic planning have on performance of an L2 oral task by young Brazilian learners of English.

Moreover, the strategies used during planning time are investigated as well as the perception students had about the two different planning conditions are assessed.

Having these objectives in mind, and also considering the aforementioned theoretical discussions and previous studies analysed in the second chapter, especially the work of Swain (1985), which has spanned over two decades, the following research questions were formulated:

R.Q.1- Is the oral performance of the students in the collaborative planning group more fluent, accurate and appropriate than the performance of the students in the individual planning group? (comparing 2 different groups of learners)

R.Q.2 - Is the oral performance of the students more fluent, accurate and appropriate when they plan collaboratively than when they plan individually? (comparing the same group of learners planning in the 2 different conditions)

R.Q.3 – What strategies do learners employ when they plan individually and collaboratively?

R.Q.4- What are the participants' reported opinions on the two different planning conditions?

Drawing from empirical studies that dealt with collaborative work (Beniss & Bazzaz, 2014; Hyde, 1993; Kowal & Swain, 1994; Lynch & MacLean, 1999; Ortega, 2005; Storch, 2002; Swain, 1985, 2000, 2001; Xhafaj, Muck & D'Ely, 2011, and Xhafaj, 2013) and the research questions here presented, one hypothesis guide this study:

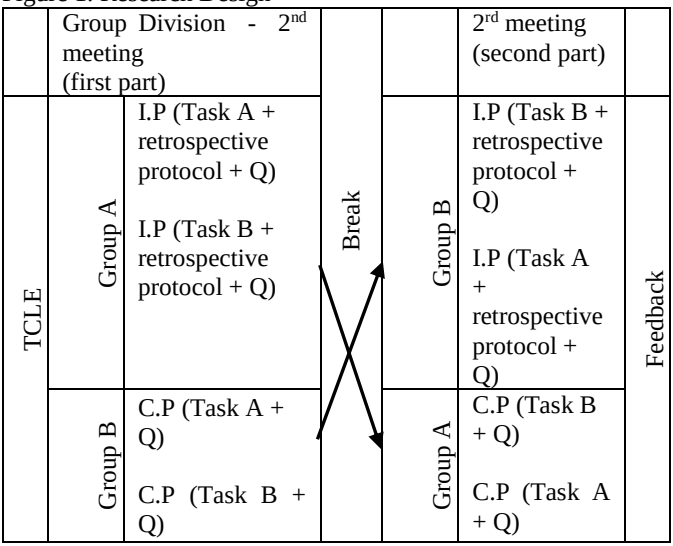
H1 – the L2 oral performance produced after collaborative planning is more fluent, accurate and appropriate than the performance produced after individual planning.

In what follows, the design of the study conducted to answer the research questions and to confirm the hypothesis is presented.

3.3 DESIGN OF THE STUDY

Aiming at answering the proposed research questions, this piece of research had the following design:

Figure 1. Research Design



Note. I.P = Individual planning; C.P = collaborative planning; Q = self-report questionnaires; TCLE = consent form; break = 20-minute interval

The information in figure 1 shows the different phases of this study. The researcher observed classes for 6 weeks before the first meeting, the presence of the researcher in class was allowed by the CA research assistant and the English teacher. The first meeting, prior to data collection, involved the invitation of participants and

provision of TCLEs to be signed by students and their parents, providing their consent for volunteered participation. Then, on the second meeting – on data collection day - the group of seventeen students was split into two groups (A and B) that were taken to two separate rooms. Within each group there was also a subdivision, so that participants were planning the two tasks (Tasks A and B) in both rooms (see figure 1) concurrently. This setup allowed that for the second part of meeting 2 there was not only an inversion of planning condition (i.e. planning individually or in groups) but also of the tasks themselves. The rationale for using this design was to control for task effects. The tasks were applied on a single day and all the procedures involved in the implementation and execution of this movement are detailed next.

3.4 PARTICIPANTS AND SETTING

The school selected to carry out this piece of research was *Colégio de Aplicação* (CA), which is a laboratory school maintained by *Universidade Federal de Santa Catarina* (UFSC). This school was chosen due to being a setting where research is normally conducted and also because it could spare a second room for data collection. Seventeen students were invited and accepted to participate in the present study. The group chosen was enrolled in the second year of secondary school in 2017, with ages ranging between 15 and 17 years old, with the average age being 16,11 years. Furthermore, the group was comprised of 11 females and 6 males. The reason for choosing a group in the second year was that the learners might possess a low to intermediate proficiency level in English, due to previous exposure to English classes at school, and this could help negotiation of meaning during interaction. This reasoning considered that high proficient students, as observed in Xhafaj et al. (2011), tend not to negotiate during pair

planning, whereas choosing low proficient learners could impose much of a burden for the completion of the selected tasks and, perhaps, even impede negotiation of meaning.

Regarding the school, it is relevant to mention that although CA is a public institution, it cannot be considered an ordinary Brazilian state school. Concerning the second language teaching that is offered there, students can choose among English, Spanish, French and German. Each of these languages has a specific room at the school, where additional learning material and technology aid is kept. In relation to the teachers, a vast number of teachers at CA possess a graduate degree, the teacher of the chosen group for this study, for instance, was a doctoral candidate at the time of data collection. Thus, one can assume that the level of attainment CA students achieve is normally higher than the average of an ordinary public counterpart institution.

Some data were collected using a profile report questionnaire – for more details on this instrument see the next sub-section - in order to understand the participants' views on the English language and possible individual impacts on their performance. First, in relation to the length of time they had been studying English at school, most participants (7) had studied English at CA for six years (41,1%); while 3 students reported studying English at CA for 5 years (17,7%); the same number (3) of learners studied English for 3 years (17,7%). Three other participants declared their interval of English classes at CA as being 7, 2 and 1 years respectively (5,88% each). There was also 1 participant who reported 3 months (5,88%) as the length of English classes he had at CA.

Second, it was relevant to know whether students had English classes out of the classroom context, that is, at a language institute or with a private tutor, for example, as this might impact their performance. The majority (10) of participants reported that they had never had English classes out of the school (58,8%), while 4 students reported to have studied English at private institutes for over 2 years

(23,2%). In addition, 3 participants (17,4%) reported studying at private institutes for a maximum period of six months.

Third, another aspect that could impact the results was a long period spent abroad, such as six months, in an English speaking country. The vast majority (14) of participants had never been to a country where English is the first language (81,2%), there were also 2 participants that had had short stays (shorter than 1 month) in such countries. However, there was 1 participant (5,88%) whose father is Irish and thus, he lived in Ireland for four years.

Finally, participants were asked about how many hours per week they had contact with English apart from school activities and where such contact took place. Most participants (7) had between 1 and 2 hours of contact (35,4%); while 4 students (23,2%) had less than an hour of contact; 3 participants (17,4%) reported to have between 3 and 4 hours of contact. There were 2 learners (11,76%) who stated the contact to be between 2 and 3 hours, and the same number of participants (2) signalled that this contact was over 4 hours (11,76%). When asked about where/how they had this contact, the following rank was obtained from the most to the least popular options: (1) listening/ translating/ singing songs; (2) writing/reading on the internet; (3) playing games; (4) learning apps, such as Duolingo; (5) talking to friends; (6) watching films and or series, and (7) talking to parents/relatives.

In a nutshell, the participants of this study were young learners who studied at a state school maintained by a federal university. Most of them had English classes at CA for over five years and had not had English classes in a different context. The vast majority had not been to a country where English is spoken as an L1. They mainly reported to be in contact with the language between 1 and 2 hours per week out of the classroom context. Among the activities that involve using English, the participants ranked the ones involving songs, writing or reading on the internet,

and playing games as the most popular ones. Despite some profile similarities having been traced, the sample encountered was diverse, which might indicate a mixture of different L2 proficiency levels. This movement of establishing the profile of the participants helped in providing relevant information to understand the context in which the research was conducted. Following next, a description of each instrument used in the study is outlined.

3.5 INSTRUMENTS

The instruments used in the study consisted of a profile report questionnaire, two oral tasks - *whatsapp* audio messages –, field notes taken by the researcher, the audio recorded during participants' interaction when planning (in groups), a retrospective protocol interview and a self-report questionnaire. The following sub-section will present each of them in turn.

3.5.1. Profile questionnaire

The profile report questionnaire, see appendix B, contained questions in relation to age, time spent studying English – at the regular school and possibly at another language school -, time spent abroad in an English speaking country, as well as opportunities to use the target language out of the classroom. The information from this questionnaire helped to portray a profile of participants, previously presented, in relation to aspects that might influence their L2 performance.

3.5.2 Oral Tasks

The two monological oral tasks, see appendices C1, C2, C3, and C4), were based on similar tasks that have been already used in previous studies (Mehnert, 1998; Xhafaj et al., 2011). Both tasks involved guided planning (for the instructions, see appendix D) and were performed on a single day. In relation to the planning conditions, all participants performed under both conditions, namely, planning collaboratively and individually. A thorough description of each task follows next.

Task A involved leaving an audio message to a friend on *whatsapp*, creating an excuse to apologise for the participant's absence in a group meeting. In order to foster the production of more challenging messages, the message had to contain the following mandatory words: ***house***, ***to get*** and ***umbrella*** (no specific order). This task has been adapted from the one first developed by Mehnert (1998), which was also used in Xhafaj et al.'s (2011) and Xhafaj's (2013) studies. Task B, alike the task developed by Xhafaj et al. (2011), follows a similar structure to Task A. For Task B, learners had to leave an audio message to a teacher on *whatsapp*, creating an excuse to apologise for the delay in delivering an assignment. The words: ***bus***, ***to meet*** and ***computer*** needed to be part of the message (in no specific order).

The reasoning for choosing these tasks is the resemblance both of them have to real life situations when people are using their L1, which is an important aspect to define tasks, as seen in Tavakoli and Foster's (2011) and Long's (2000) definitions. In respect to the mandatory words, the need to add specific words could potentially trigger more interaction under the group work condition. Additionally, these tasks showed positive acceptance from the participants in previous studies (Mehnert, 1998; Xhafaj et al., 2011; Xhafaj, 2013). The number of words to be included in both messages has been reduced in this study

when compared to Xhafaj's (2013) piece of research. Originally, in Xhafaj, six words were used for each task (house, to bring, red, money, to know, umbrella for task A; bus, to meet, green, computer, to understand, chair for task B); however, based on the responses of participants in relation to their concerns while performing the tasks, the researcher signalled that these words might have offered much of a challenge to participants, who were often more concerned with fitting all words into the messages than anything else. This reduction of three words for each message was an attempt to diminish the burden posed by both tasks. After task completion, the participants who planned individually answered the retrospective protocol interview.

3.5.3 Retrospective Protocol Interview

Aiming at unveiling the strategies participants used during individual strategic planning, a retrospective protocol interview was developed (see appendix E). The questions in this interview started very general and moved towards more specific issues, so, assistants were instructed to ask the questions up to the point the interviewee revealed the use of strategies. In relation to the use of think-aloud[21] versus retrospective protocols, according to Ortega (1999) and Xhafaj (2013), the retrospective protocol is preferred over the think-aloud procedure due to possible disruption to task performance and obstruction of the very nature of planning for a cognitive demanding task.

[21] Think-aloud protocols involve participants thinking aloud as they perform (a) task(s). They are asked to say what comes to their mind as they complete the task. This can include what they are looking at, thinking, doing, and/or feeling.

3.5.4 Group Interaction Recordings and Notes

Another source of data for this study was the audios that were recorded while participants were planning collaboratively in groups. These recordings were done using three digital Sony Icd-Px440 voice recorders. Additionally, another instrument that was used to gather data during collection was field notes about the interactions that were taken by the researcher during the collaborative planning time.

3.5.5 Self-Report Questionnaire

All participants were asked to answer the self-report questionnaire. In order to minimise any possible misunderstanding, the questions were formulated in Portuguese. The questionnaire, see appendix F1, F2, F3, and F4), was constructed to capture learners' different approaches to and how they felt under the two conditions and asked questions concerning whether participants enjoyed: the task, the allotted planning time, the planning conditions, using their own mobile phones, and whether they would enjoy tasks involving planning such as the ones in this study incorporated into their English classes. This questionnaire was adapted from the one developed by Xhafaj (2013), containing a few amendments in order to fit the tasks, which in the present study involved the use of *whatsapp*[22].

3.6 PROCEDURES FOR DATA COLLECTION

[22] Xhafaj had her participants' speech recorded in a language laboratory.

Data collection for this study was divided into three phases. In the first stage, prior to the beginning of the investigation, contact with the school (teacher and research advisor) was established, some classes were observed, and students were then presented with a consent form to be signed by their parent(s) and themselves. The researcher clarified, both orally and in written form (consent – see appendix A1), that if either a learner did not want to participate and/or a parent did not let their child to take part in the study, this would neither affect their school routine nor impact on their grades. Once the students brought the signed consent form on data collection day, they were invited to complete the profile questionnaire, and, subsequently, plan and perform the task on the same day, which encompasses the final stage of data collection presented in figure 1.

As previously mentioned, data collection occurred on a single day. There were 10 research assistants involved in the data collection process, they were all graduate or undergraduate students of *Letras – Inglês* at UFSC, apart from the researcher´s partner and the school English teacher. Their help was of paramount importance so that all individual retrospective protocol interviews could be collected at the same time enabling the study to fit within the English class time. On the chosen date, the researcher and the assistants met an hour before the English class, when the explanation of the procedures to be followed was provided alongside the individual plastic folders containing all the necessary documents (profile questionnaire, tasks, guided instructions, blank sheet, retrospective protocol interview), being one plastic folder per assistant/learner. At the time of the English class the researcher and assistants met the participants, then the group was divided into two groups: A and B. Group B stayed in their usual classroom, whilst group A moved to another classroom.

Group B was divided in three triads according to the class's English teacher[23] guidance, one triad received task A while the two other triads received task B. Once the instructions were read and clarified, they had twelve minutes to plan the task and each interaction was recorded, during this interval they could write on provided blank sheets knowing they would have no access to them during performance, by the same token access to mobile phones was not allowed during planning. After the planning time was up, they could no longer access any notes and had to immediately record the *whatsapp* audio message, with no time limit[24], using their mobile phones[25] out of the room. In order to avoid the effect repetition would play, learners were informed they could not repeat the recording. Finally, they returned to the room and completed individually the self-report questionnaire. Some notes about the interactions were taken by the researcher throughout the process.

In relation to group A, which had participants planning tasks A and B individually for twelve minutes in a different room, almost the same procedures were followed concomitantly to group B. The division of tasks was even,

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[23] The division of participants in groups was decided by the English teacher, instead of the researcher, due to the longer period of interaction students had had with their teacher. As a positive interaction among learners, seen in Hyde (1993) and Storch (2002), is a relevant aspect for collaborative work, it was believed that the teacher possessed a better understanding on students' grouping preferences than the researcher. Moreover, it was requested that the teacher should attempt to balance the groups with different levels of proficiency as a means of fostering the collaborative work.

[24] Considering the results of the pilot study, when the pool of collected data indicated that those participants produced short oral messages, it was decided that students would have no time limit to record their oral messages in the main study.

[25] Extra mobile phones were provided by the researcher when a participant did not have one. This measure also prevented battery problems or faulty devices.

with half of the group planning to perform task A and the other half task B. The difference between group A and B was that after recording the message, the participants of group A were recorded answering questions about what they did during planning time, the retrospective protocol interview. These questions (appendix E), were asked individually by the research assistants; in other words, each research assistant was assigned a single student for the individual planning.

Once all participants completed the task and post-task procedures, there was a twenty-minute interval break, as shown in figure 1. During this moment, the researcher and assistants met and all questionnaires that were completed and papers used by participants were filed, as well as voice recorders were collected. After the school break, participants switched rooms and then planned a different task (i.e. who first performed task A, before the break, now performed task B) under a different condition (i.e. who planned in group first, planned individually now). Therefore, there was an inversion of both tasks and planning conditions. The data collection procedures for this second moment followed suit.

Once again, after the completion of the post-task procedures, with the assistants' help, the researcher gathered all documents filing them all in two folders and collected the voice recorders. The researcher went to the room where students were continuing to have their English class and assured learners he would return at the end of the year for an individual feedback session, which had already been agreed with the English teacher and mentioned to students prior to data collection. Last, but certainly not least, the researcher thanked the participants and assistants for their valued cooperation during data collection and gave chocolate truffles to all as a sign of gratitude.

3.7 PROCEDURES FOR DATA ANALYSIS

In order to investigate participants' production and interaction, all recorded oral data were transcribed for analysis. That comprised: (1) the *whatsapp* voice messages, (2) the group interaction when planning collaboratively and (3) the answers provided during the retrospective protocol interview. In respect to the transcribed *whatsapp* audio messages, the following sub-sections present an outline of the adopted procedures for the segmentation and analyses of those messages under the three different measures of L2 speech production adopted in this study, which are: accuracy, fluency and outcome.

3.7.1 Text Segmentation of Oral Production

The segmentation of speech production – once it has been transcribed - is a necessary step to allow its analyses. For research involving oral speech, it is vital to follow a systematic way of segmenting text into units (Foster, Tonkyn & Wigglesworth, 2000). This procedure conducted in consonance with similar research in the area allows the possibility for comparison between studies, especially the ones that possess a quantitative stance (Dörnyei, 2007). Foster et al. (2000), concerned with the different types of text segmentation being used in SLA research, conducted a review of studies which made use of text segmentation. After pondering pros and cons of the available units at the time, namely, the T-unit[26] and C-unit[27], these researchers

[26] According to Hunt (Hunt, 1970, as cited in Foster et al., 2000) T-units are "a main clause plus any other clauses which are dependent upon it." (p. 360).

[27] A C-unit is a "single independent clause plus any subordinate clauses attached to it or embedded in it", according to Johnson & Johnson (Johnson & Johnson, 1998, as cited in D´Ely, 2006,p. 34)

proposed the AS-unit as an improvement to other units of analysis.

Foster et al. (2000) define the AS-unit as "a single speaker's utterance consisting of an independent clause, or sub-clausal unit, together with any subordinate clause(s) associated with either" (p. 365). The rationale for this segmentation is syntactic. Moreover, the AS-unit considers repetition, false-repetition, and pauses, which are all very common features of L2 learners' speech.

To illustrate the AS-unit segmentation, a voice message recorded during the pilot study is presented as an example. The upright slash | indicates an AS-unit boundary:

> Hi teacher | I'm so sorry I can't finish my work |(0.8) and my computer was broken| so I'm so sorry | now I have to go to meet a friend | bye.

As far as the segmentation goes, one might argue that the aforementioned example shows an issue with the second and third AS-units. Since "*and my computer was broken"* consists of a sub-clausal unit to "*I'm so sorry I can't finish my work*", the conjunction "*and"* may mean because. However, differently from other segmentations, the considerable pause before "and" on top of the falling intonation of the preceding phrase indicated that they are actually two separate AS-units.

The reasons to adopt the AS-unit as the segmentation parameter for the present study, therefore, are two: first, more recent studies (Beniss & Bazzaz, 2014; Specht, 2017, for instance) have adopted this segmentation unit and, second, it is particularly suitable for the analysis of SLA oral data. This segmentation was used to analyse the accuracy measure. Besides (1) accuracy, this work has also analysed the oral production of participants based on two other measures, (2) fluency, and (3) outcome. The next subsection will briefly describe them.

3.7.2 Measures of L2 Speech Production

The oral production in an L2 is a multifaceted phenomenon (D'Ely, 2006); thus, its analyses should consider different speaking measures. A set of measures commonly used in the field (D'Ely, 2006; Farias, 2014; Michel, 2017; Skehan, 2009; Xhafaj et al., 2011; Xhafaj, 2013) are complexity, accuracy, and fluency, that are represented by the acronym CAF, as mentioned previously. For this study, the tokens from participants were measured in terms of accuracy, fluency and outcome. Following the findings from the pilot study (see subsection 3.9), the complexity measure - which was not substantially present in the analysed tokens – was, therefore, not considered for the present study. However, a variable named outcome – already used by Farias (2014) – which is concerned with the use of language from a pragmatic stance - has been adopted.

3.7.2.1 Accuracy

The present study agrees that language is always organised in a systematic way (Faraco, 2008). What is commonly judged as errors, also referred as mistakes, depends on the viewpoint. By this token, linguists normally do not refer to this linguistic phenomenon as mistakes, but deviations from the norm (Michel, 2017). Having the aforesaid in mind, it is important for teachers for pedagogical reasons to signal to students when there is a possible deviation from the norm on their production. This fact is linked to the adoption of an accuracy measure for speech production in the present study, which is especially pertinent considering that this piece of research is classroom related and it has also been extensively used in the task-based field as a means of assessing learners' oral

performance. All things considered, in order to be in consonance with the literature in the field, the terms error or mistake were herein adopted in reference to deviations from the norm. Therefore, an error-free production is considered to be accurate (D'Ely 2006; Michel, 2017). As a means of clarifying how the analysis for accuracy was performed, examples are provided to illustrate the different occurrences that helped in the criteria used for the analysis of this speech dimension.

Following D'Ely (2006), errors were considered any deviation from the norm in regards to syntax, morphology, lexical choice, pronunciation or word-order, and each deviation was counted as one error. As seen in the next excerpt:

"because I **forget** my computer on the bus | and never **meet [it]** again"

In this example four errors were counted. First, the tense of verb "forget", which should be in its past form - "forgot". The second error is related to a lexical choice, this participant made use of the verb "meet", possibly meaning "find", as his message focused on the issue of forgetting his computer. Still in relation to this verb, it reflects an action in the past, so the third error is, again, verb tense related, when it should have been "found". Finally, the fourth mistake concerned the transitive aspect of the verb, bearing in mind that even the *de facto* verb choice "meet" requires an object, which is inserted between brackets. Therefore, the last AS-unit of this example should have been "and never found it again".

Furthermore, when the mispronunciation of a word was judged as a potential communication hindrance that was also counted as an error. Finally, any mistake within a self-corrected sentence was not considered. To illustrate both instances, the following excerpt is shown:

"so I really want to go there to make the **tivity** (pron. without first syllable) | but ~~I~~ my mom **says** (pronun. as [seɪs]) to me"

In the aforementioned passage, there were two instances where pronunciation was judged to offer an obstacle for comprehension. The lexicon "activity" was pronounced as "tivity", and also, the verb "says" was pronounced as [seɪs]. Three raters (see the subsequent sub-section 3.7.4 on raters) agreed that these two occurrences could pose a communication challenge for the hearer of the message. Moreover, you have an instance of self-repair where the first personal pronoun singular, "I", could be considered a mistake if it were taken into account as part of the sentence. Nevertheless, as it occurred with all self-repair instances, it was not counted as a mistake.

In relation to the use of Portuguese in the oral messages, considering the quasi-experimental aspect of the present study, a decision was taken in relation to the use of Portuguese in the messages. Although the instructions given, both orally and in written form, clearly stated that the oral messages should have been recorded using English only, during the transcription phase it was found that some messages contained words and/or sentences in Portuguese. Considering that similar studies (Ortega, 2005, Xhafaj et al., 2011; Xhafaj, 2013) did not have participants from a similar context of the present piece of research, that is, the present participants were adolescents studying English in a state school and proficiency, which was not measured on purpose to reflect the reality of such a context, was quite varied, those similar studies could not help in terms of offering a parameter to judge the L1 use in the messages. A decision agreed between the researcher and advisors was to not analyse the instances when Portuguese was used, since if they were counted only as simple mistakes this could impact the fluency measure, since they were, indeed, producing speech (but in the L1). Nevertheless, a special allowance

was established when a single word in Portuguese was found, in this case a word in Portuguese tallied to two mistakes. Therefore, for both accuracy and fluency the AS-units containing more than two words in Portuguese were not included for that analysis, as seen in the following AS-unit which was not considered for the analysis:

"I **não posso sair** house"

The aforementioned criteria for accuracy based the guidelines (see appendix M) given to the raters of this measure. Once all the error occurrences were counted for each message, the accuracy value was reached dividing the total number of errors per number of AS-unit of a given message. In this study the values for accuracy varied between 0,17 and 2,77 errors per AS-unit. Following next, the analysis adopted for the measure fluency is described.

3.7.2.2 Fluency

A fluent speech is normally associated with proficient L2 speakers (Michel, 2017). This measure is linked to the speed, pauses and repairs made during the speech (D'Ely 2006; Michel, 2017). For the evaluation of fluency in this study, the measure chosen was speech rate unpruned (SRU), which is commonly used in studies for speech production evaluation (D'Ely, 2006; Foster & Skehan, 1996; Xhafaj, 2013). Speech rate unpruned is calculated by dividing the total number of semantic units (complete words), including repetitions and self-repairs by the total amount of time (in seconds) of participants' speech. The result is then multiplied by 60 in order to determine the number of words learners produced per minute. To illustrate this calculation the following excerpt is analysed:

" I have ~~an~~ a my cat and my house to get no"

For this message, the total number of semantic units was 12, while the length of the message was 8 seconds. So, SRU for this particular message was 90, which would be the number of words per minute. In this study the values for SRU varied between 43,30 and 198,60. Next, the variable outcome is outlined.

3.7.2.3 Outcome

Considering the issue that a certain speech may be both accurate and fluent, and yet it might fall short of achieving the communicative intended goal, which is the outcome, some researchers, such as Palotti (2009) and Michel (2017), have recently called for the adoption of a different measure that would capture whether the speech has accomplished its communicative objective. In the Brazilian context, Farias (2014), who worked from a task-based perspective, introduced a new measure of a qualitative nature, which she named outcome and that took into account the pragmatic aspect of students' production in her master's study. More recently, Specht (2017) also introduced a similar pragmatic measure that he named appropriateness, which by statistical tests was confirmed to measure a different aspect of oral performance.

Drawing from Farias' outcome measure, a table and instructions for its completion were developed containing five pragmatic aspects such as: organization, persuasion, appropriate lexis, understanding, and prosody (see appendices N1 and N2) that were ranked by three raters. In relation to the instructions given, first, these rates were asked to listen to the message and read the transcript of each message ranking each separate aspect on a likert scale (see appendix N2) varying from 1 to 6, where (1) corresponded to "very poor", while (6) was equivalent to "excellent". So, considering that there were five aspects and the maximum

score was 6, the value for outcome could potentially vary from 0 to 30. Moreover, the raters were also invited to suggest an extra pragmatic parameter, in case they considered fit, such as the absence of a relevant pragmatic aspect within the five suggested ones. This last action was seen as a movement intended to capture the rater's understanding of the task assigned to them. That is, a possible suggestion of an extra category might have signalled the rater's alignment with the pragmatic measure. It is important to mention that this extra category was not counted for the analysis. Only one rater decided to include an extra category, which was related to the use of the mandatory words for the tasks. To illustrate the evaluation of outcome please see an example in Appendix N2. The values for outcome in this study varied from 6,30 to 29,7. Following next, the procedures for the analyses of the qualitative data are detailed.

3.7.3 Qualitative Data

The qualitative analysis was undertaken aiming at eliciting learners' perception about the tasks and the two conditions in which they performed. For the qualitative analysis, data from the self-report questionnaires, field notes, and the retrospective protocol interviews were crossed with the individual performances.

In order to establish patterns of strategy use, the adapted framework for strategies (O'Malley & Chamot, 1990) used by Guará-Tavares (2016) was adopted in the present study. The answers provided in the retrospective interview protocol (appendix P) as well as the transcribed interactions in group (appendix Q) were used to indicate the use of strategies. Once a participant made use of a certain strategy, the recurrence of that strategy by the same participant was no longer counted. Due to time constraints for the required familiarization to the framework adopted,

this classification and analysis was done by the researcher only. This is a similar movement to Ortega (2005), who also decided to rely on her own classification only, due to the necessary acquaintance with the data for such endeavour.

Second, the answers from the self-report questionnaire were crossed among them aiming at unveiling volunteers' perception not only of the two conditions they worked under, but also to check the possible effect other aspects - such as the time allowed for planning, for instance - might have had on the perception learners had on individual and collaborative strategic planning.

Finally, data gathered during participants planning were triangulated with the previous quantitative data in order to offer a better understanding on the strategies learners were involved with during planning, the impact on their performance, as well as the perception participants had of the tasks.

3.7.4 Interrater Reliability

Four raters were invited to examine participant's production. This action had the aim of providing more robust data for the subjective analyses of this study. The criteria used for choosing the raters were that each rater should have been an experienced English teacher and that she/he had been a rater before in a similar study. An exception was allowed for the native speaker, who had not been a rater before.

Rater 1 was the researcher himself, rater 2 is pursuing an MA degree in English and has been teaching this language for over 4 years. Moreover, rater 2 had already been a rater for a similar study involving the same measures. Rater 3 is a CELTA qualified teacher, he is a native speaker of English and has been teaching this language as a second language over 8 years in England. Rater 4 is a PhD candidate in English at UFSC and had already conducted

similar studies, being especially acquainted with the measure outcome.

Raters 1 and 2 conducted the segmentation of the messages in AS-units following Foster et al. (2000) definition and examples of AS-units provided in that article. In order to check the level of agreement between the two evaluations, an interrater reliability test was run. The Cronbach alpha value found (0,96) shows a strong correlation between the two segmentations, which is quite standard for segmentation analysis (Polio, 1997). Therefore, having two raters sufficed the conduction of this part of the analysis.

For accuracy, besides raters 1 and 2, data were also submitted to rater 3. Once the files where the errors appointed by the three raters were analysed by the researcher, it was clear that counting the number of errors per message found by each rater and running the interrater reliability test on SPSS would generate an artificial number, as appointed by Polio (1997). A general inspection showed that the level of agreement was high (above 80% of instances). However, as Polio has pointed out, the same number of errors for a given production does not mean agreement, as errors could have been pointed in different parts of the unit. Therefore, following Polio (1997), I have decided not to run the interrater reliability test for the variable accuracy.

Finally, the third analysis conducted by raters was in relation to outcome. This measure was analysed by raters 1, 3 and 4. This time, data from the three different raters allowed the possibility to run the Cronbach test with an alpha of 0,943, which indicated a strong correlation for the individual analyses, a particularly positive result for such a subjective variable.

All in all, the three different analyses conducted by raters have shown a strong correlation. In regards to the accuracy analysis, a few instances of disagreement were found in the raters individual analyses. During the *Skype*

call to discuss these divergent points - which is standard in this kind of analysis – there were few occasions when agreement could not be reached, mainly between the native speaker and the other two raters. For those few occurrences only, the points of disagreement were submitted to two additional raters who were also native speakers, graduate students in the USA, and Fullbright alumni at UFSC at the time. Finally, after these two analyses were considered, a consensus was reached in relation to all mistakes. In summary, in spite of the discussion concerning the accuracy measure, the high level of interrater reliability indicates robust data for the present study.

3.8 FEEDBACK

Once the data for this study were compiled, organised, and analysed, it was possible to arrange the feedback session with the participants. The researcher returned to CA in November 2017, during an English class, when the students were invited to individually come to a second room where feedback was provided.

During the feedback session the objective of the study was made clearer to volunteers and the positive aspects of their performances under the two planning conditions were highlighted. Furthermore, the use of strategies that resulted in better performance was also mentioned as well as the strategies that might not have been appropriate to the requested task. Finally, a brief discussion about the overall results and the effect they might have on students' practices was conducted. Providing feedback is crucial for maintaining a good relationship among all actors involved at the research locus (Bailer, Tomitch & D'Ely, 2011), thus allowing future research to be possibly conducted at the same setting. This action was also of paramount importance to the researcher, who believes that research involving

volunteers should be quite close to a two-way street relationship.

It is noteworthy that despite the encouragement provided by the researcher and the English teacher at CA that all students would benefit in hearing the individual feedback, only 5 students decided to receive it. Not surprisingly, those 5 learners were the ones who performed best in this study. This reaction offers some food for thought, as more action is needed to encourage learners to work on their possible L2 shortcomings.

3.9 PILOT STUDY: A VALUABLE TOOL FOR REFLECTION

Considering specific requirements that needed to be fulfiled in this quasi experimental study, a pilot study was planned and implemented in order to investigate whether: 1) the two tasks were similar and adequate in terms of level of complexity[28] for the participants of the study, 2) the planning time given to the participants sufficed the requirements to perform both tasks, and 3) any adaptation was required. The pilot study is here understood as an opportunity to test in a smaller scale the method of a study as a means of refining instruments (Bailer, Tomitch & D'Ely, 2011; Canhota, 2008; Mackey & Gass, 2005). Moreover, it allows the possibility to adapt any procedure aiming at having the final data collection running as smooth as possible. This understanding of the concept of a pilot study, as well as the possible benefits that such a movement can bring to a piece of research and the researcher, have guided the conduction of this pilot.

The pilot, initially planned to occur at CA, had to be moved to a different school and had to occur at a different

[28] The complexity variable was measured in terms of subordinate clauses produced within the oral messages.

time rather the one at which it was planned due to the social action against the unelected government, when students at CA took over the institution in October 2016. The pilot happened at *Escola Educação Básica Dom Jaime Câmara*, which is also a state school (located in *Ribeirão da Ilha* in April 2017). The reasoning for this choice was because the researcher had previously worked with the English teacher who works at *Dom Jaime Câmara*, a fact that could facilitate the process due to the use of a teaching approach that is in consonance with the present piece of research.

First, contact with the school principal and the English teacher was made, with a consent form (see appendix A3) being signed. Next, following class observations and some advice from the English teacher at this school, six students from the second year of secondary school, ages ranging between 15 to 17 years, who were considered more proficient by the same teacher, were invited to participate in the study, the ethic procedures (i.e. careful explanation of the procedures, TCLE and the voluntary aspect of participation) were followed accordingly for data collection.

The two different tasks were piloted, tasks A and B; however, due to time constraints, participants did not repeat the task nor experienced a different planning condition. The students were split in two groups, namely, individual planning and collaborative planning, with three students in each group that performed either task A or B. The procedures for data collection for both groups were similar to the ones that have been already described for the main study. This data collection happened with the assistance of three fellow MA students from the graduate programme in English at UFSC, *Pós-graduação em Inglês*, (PGI).

Data from the pilot were transcribed and analysed. Based on the analyses of the oral messages, the post task retrospective protocol interview and the self-report questionnaire produced, the two tasks were deemed similar according to the level of complexity found in the oral

messages, answering the first question posed for the pilot study. Moreover, three main findings emerged from that analyses. For they had an impact on the main study, they are, therefore, reported next.

First, the planning time is addressed. The slot of seven minutes was established to be tested in the pilot based on: (1) the tasks used that were adapted to a simpler version from previous studies (Mehnert, 1998; Xhafaj et al. 2011; and Xhafaj 2013), and (2) the participants' age, as young learners seem to get bored when dealing with tasks that take too long in general. In respect to the use of those seven minutes for planning, only one participant finished planning before the given time expired. She informed planning completion to the group at 6:07s. Overall, this indicated that the provided planning time might have been insufficient for the rest of the group. Additionally, the qualitative data from the questionnaires corroborated this assumption. Most participants answered that they would have preferred more time to plan the task. Finally, the researcher and assistants also observed that the given planning time may not have sufficed, as participants seemed to struggle to find solutions for task completion when planning within the apportioned time. In light of this finding, the time for planning during the final data collection was increased to 12 minutes instead of 7 minutes, which also considered a previous study indicating an optimum time of 10 minutes for planning (Mehnert, 1998) as well as the available time during the English class at CA that is 50 minutes.

Second, there has been a change within a task. Both tasks used had a set of three words each (two nouns and one verb), which had to be included within the message. The mandatory words chosen were: for task A, *house, to bring* and *umbrella*, while for task B, *bus, to meet* and *computer*. However, the participants who were planning individually did not know the meaning of '*to bring*', one of the required verbs they had to use in their messages, thus, the research assistants had to translate the verb to them during

instruction. Considering this issue, the verb '*to bring'* was swapped for '*to get'* that was considered more frequent[29] in English. In fact, this change proved to be a good choice as it offered no problem during the final data collection.

Finally, the last finding was that the oral messages showed low complexity. Initially, the analyses of the messages were planned to happen with four different measures (i.e. complexity, accuracy, fluency and outcome). However, considering the audio messages recorded, overall, they did not present enough complexity to foster an analysis based on that measure. Messages such as the following one produced by a participant: "Hi friend I need of one umbrella go to your house I'm sick", indicates a low presence of subordinate clauses. This may be partly explained by the genre of the given production, which is an audio message on *whatsapp*. Generally, oral messages using this app tend to be straightforward and brief. Therefore, for the thesis, the measures used to analyse participants' oral production were: fluency, accuracy and outcome, excluding complexity.

The change of setting to a different state school was positive as it allowed the researcher to have contact with a different context. *Dom Jaime Câmara* school does not possess the infrastructure found at CA, yet, during class observations it was noticed that students developed all four L2 learning skills (i.e. speaking, listening, writing and reading) with the use of some tasks by the English teacher. This fact is relevant, as this school, differently than the CA, can be considered an ordinary state school in Brazil. Notwithstanding, this fact posed a few constraints for data collection; for instance, there was no wi-fi available, so some learners could not use their own phones. However, the implementation of the pilot study at this school was important, considering that research developed in such

[29] According to the Corpus of Contemporary American English, the verb 'to bring' has a frequency of 38895 in this corpus, while 'to get' features in 261116 occasions.

settings are still scarce, especially studies from PGI, which are normally conducted with an adult population at the Extracurricular programme at UFSC. Furthermore, this movement allowed the researcher to experience the process as a whole and notice necessary adjustments to the organization of the final collection, a similar process pointed in Bailer et al. (2011). Thus, this fact contributed for the researcher to feel more confident during the final data collection, a relevant aspect for the success of any research conducted by novice researchers.

Finally, the researcher returned to EeB *Dom Jaime Câmara* in September of 2017 to provide individual feedback to all participants. The researcher had the opportunity to talk to each participant in a separate room during their English class for five minutes, when he raised first positive points of their individual performance as well as possible areas for improvement. The students seemed to enjoy this meeting, a few of them reported that taking part of research, such as the present one, was interesting as they were preparing for *vestibular* and some of them were already keen on developing research in their future careers. Both the English teacher and the principal at school were also quite pleased that the feedback session took place after data collection.

This overall positive response goes hand in hand with the reaction Bailer et al. (2011) got when they provided feedback to their participants. On the other hand, the reaction to the feedback session at *Dom Jaime Câmara* somewhat contrasts with the feedback session this researcher had at CA. A possible reason for the mild reception at CA, when only 5 learners came to receive their feedback, might be partly explained due to the fact that quite a few pieces of research by UFSC students are developed at CA; moreover, all classes experience trainee teachers during their internship, which means that having a 'different face' in class and/or being a volunteer for a piece of research is probably not a novelty for the majority of secondary

school students at CA, quite the opposite scenario found at *Dom Jaime Câmara*.

The next chapter provides the results from the analyses as well as a discussion on them in light of the studies mentioned in the Review of Literature. The statistical tests were run with the help of SPSS for Windows, version 17.0. The probability level of statistical significance was set at .05 for the analyses.

4. RESULTS AND DISCUSSION

This chapter depicts and offers a discussion on the results of the quantitative and qualitative analyses carried out in order to address the four research questions and the hypothesis raised by this study. The questions are: (1) is the oral performance of the students in the collaborative planning group more fluent, accurate and appropriate than the performance of the students in the individual planning group? (comparing 2 different groups of learners); (2) is the oral performance of the students more fluent, accurate and appropriate when they plan collaboratively than when they plan individually? (comparing the same group of learners planning in the 2 different conditions); (3) what strategies do learners employ when they plan individually and collaboratively?; (4) what are the participants' reported opinions on the two different planning conditions? And, the hypothesis: the L2 oral performance produced after collaborative planning is more fluent, accurate and appropriate than the performance produced after individual planning.

This chapter is organized according to the following structure: first, the quantitative data analyses - descriptive statistics, between, and within groups comparisons are presented. Second, the qualitative data that emerged from the retrospective protocols are also shown, as well as a discussion on the natural entwining between these two sets of data, namely quantitative and qualitative data.

4.1 QUANTITATIVE DATA ANALYSES

The following sections present and compare the results of the three analysed variables in this piece of research. This movement aims at assessing whether the two different planning conditions had a statistically significant difference between the effects these planning conditions had

on the oral production of participants. This action, in turn, may allow these quantitative results to be compared and discussed in light of similar studies. The first necessary step in this direction was the analysis of the descriptive statistical data.

4.1.1 Descriptive Statistical Results and Analysis

In the design of the present study, participants performed an oral task after planning, either individually or collaboratively. Then they repeated a similar task and this could possibly lead to training effects, that is, they may have a better performance at time 2 because they had already performed a similar task before. Thus, this is the first issue to be addressed in this section. Table 1 brings the results for all participants in both moments of data collection.

Table 1
Descriptive Statistics – whole group in moments 1 and 2 (for training effects)

Variables	Moment	Min	Max	M	SD
Fluency	1	43,30	177.60	111,81	39,44
	2	68,60	198,60	114,99	36,13
Accuracy	1	0,17	2,77	1,27	0,83
	2	0,17	2,50	1,39	0,69
Outcome	1	6,30	29,70	19,69	7,37
	2	6,70	28,30	17,48	6,60

Note. Min = minimum score; Max = maximum score; M = mean; SD = standard deviation; Fluency = number of words spoken in a minute by the participant; Accuracy = number of errors made by the participant per AS-unit; Outcome = a pragmatic measure with a maximum score of 30.

A brief inspection of the mean values indicated mixed results in terms of training effects. Indeed, as expected for a repeated task, the fluency measure showed better results for the second moment (114,99) as opposed to the first (111,81), which is a common trend for similar studies, as seen in Xhafaj (2013) for example. Yet, interestingly, the variables accuracy and outcome displayed better results in the first moment, the difference for outcome being the only statistically significant value p = 0,02, showing mixed results when compared to fluency. In fact, this may indicate that the training effect might not have played a significant role in the quantitative results due to the research design; in other words, the two tasks (A and B) were similar but might have offered slightly different levels of complexity for planning and execution, corroborating the results of the pilot study. This is a positive aspect, since this investigation is not focused on task repetition. The next analysis directs the attention to the different performances at the two separate moments for the two groups.

In order to compare the performance of the two separate planning groups, individual and collaborative planning, in the two distinct moments of collection, moment 1 and 2, data were organized in tables 3 and 4 that report the minimum (Min) and maximum (Max) scores, the mean (M), and the standard deviation (SD) for the three variables. Table 2 presents the set of data for the first moment, while table 3 shows the values for moment two, when participants planned under the inverted task condition.

Table 2

Descriptive Statistics – Moment 1 (individual planning and collaborative planning)

Variables	Con	G	N	Min	Max	M	SD
Flu	Ind	A	8	43,3	105	83,11	21,05
	Col	B	9	81	177,6	137,33	34,16
Acc	Ind	A	8	0,36	2,77	1,54	0,93
	Col	B	9	0,17	2,17	1,02	0,69
Out	Ind	A	8	6,3	28,6	15,09	7,94
	Col	B	9	18,7	29,7	23,8	3,67

Note. Con = condition; Ind = individual; Col = collaborative; G = groups; N = number of participants; Min = minimum score; Max = maximum score; M = mean; SD = standard deviation; Flu = number of words spoken in a minute by the participant; Acc = number of errors made by the participant per AS-unit; Out = a pragmatic measure with a maximum score of 30.

Table 3

Descriptive Statistics – Moment 2 (individual planning and collaborative planning)

Variables	Con	G	N	Min	Max	M	SD
Flu	Ind	B	9	74,3	198,6	133,65	40,47
	Col	A	8	68,6	113,4	94	12,7
Acc	Ind.	B	9	0,17	2,50	1,33	0,75
	Col	A	8	0,50	2,33	1,46	0,65
Out	Ind	B	9	14,30	28,3	20,2	5,68
	Col	A	8	6,7	25	14,41	6,51

Note. Con = condition; Ind = individual; Col = collaborative; G = groups; N = number of participants; Min = minimum score; Max = maximum score; M = mean; SD = standard deviation; Flu = number of words spoken in a minute by the participant; Acc = number of errors made by the participant per AS-unit; Out = a pragmatic measure with a maximum score of 30.

Table 2 displays the values for the three speech variables of data collected during moment 1. For this first

part of data collection, participants were divided into two groups and 8 learners planned individually, whereas 9 learners were split into 3 groups and planned collaboratively. What is possible to note from table 2 is that for fluency (83,1 words per minute for individual planners and 137,33 words per minute for group planners), accuracy (1,54 errors per AS-unit for individual planning, while the collaborative planning resulted in 1,02) and outcome (score of 15,09/30[30] for individual planners and 23,8/30 for group planners) there seems to exist a wide gap between the performance of learners when planning under the two distinct conditions. The group of learners that planned under the collaborative condition outperformed the individual planning group in all measured variables. In both tables, 2 and 3, there are gaps for the values of standard deviation of all variables (within the same variable), this might be due to varied levels of L2 proficiency.

While the results favouring the collaborative planning seen in table 2 were expected based on the literature, table 3 shows a scenario with slightly less marked differences, but now with all variables showing a better performance for the individual planners. For fluency (133,65 words per minute for individual planners and 94 words per minute for group planners), accuracy (1,33 errors per AS-unit for individual planning, while the collaborative planning resulted in 1,46) and outcome (score of 20,2/30 for individual planners and 14,41/30 for group planners). What this pool of data might already signal is that, in relation to the different performances of the two separate groups (group A and B) in two different moments, individual differences (Ellis, 2005) might have played a stronger role than the two planning conditions themselves. Tables 2 and 3 indicate that group B showed better results in relation to

[30] The values for outcome are presented along the maximum possible score for this variable. In this example, for instance, is the mean value 15,09 out of 30.

group A, regardless of the condition they were planning under. The comparison between the means of the two groups at the two different moments is addressed in subsection 4.1.2. Next, the descriptive analysis focused on the two planning conditions is shown.

Being at the core of this investigation, table 4 presents the comparison between the performance of all participants when they planned individually and in groups.

Table 4
Descriptive Statistics – individual planning and collaborative planning

Variables	Condition	Min	Max	M	SD
Fluency	Individual	43,30	198,60	109,87	41,10
	Collaborative	68,60	177,60	116,94	33,93
Accuracy	Individual	0,17	2,77	1,43	0,82
	Collaborative	0,17	2,33	1,23	0,69
Outcome	Individual	6,30	28,60	17,79	7,12
	Collaborative	6,70	29,70	19,37	6,96

Note. Min = minimum score; Max = maximum score; M = mean; SD = standard deviation; Fluency = number of words spoken in a minute by the participant; Accuracy = number of errors made by the participant per AS-unit; Outcome = a pragmatic measure with a maximum score of 30.

When comparing the mean scores for all three variables, table 4 shows that students' performance under the collaborative group condition outstripped their performance under the individual condition. It is relevant to note the gaps in terms of standard deviation for the three analysed variables, which might have been caused by different factors; yet, it is also noteworthy to mention that collaborative planning yielded smaller gaps in standard deviation than individual planning indicating that this planning condition fostered participants to perform more uniformly diminishing differences in performance.

Similarly to Specht (2014), this variance might be due to: (1) participants' varied proficiency levels – although proficiency was not tested, considering that the study focused on a whole secondary year group and not on a specific proficiency level segment - the profile questionnaires portrayed quite an extensive variance in terms of exposure to English in formal and informal contexts; (2) trade-off effects, as postulated by Skehan (2003), possibly triggered by students paying attention to a certain aspect of the message and another/others unattended; (3) and, anxiety[31] to plan and/or perform the tasks, which was a feeling that the researcher noted a few participants displayed while planning.

As far as distribution of data goes, data were normally distributed for accuracy and outcome, with the Kolmogorov-Smirnov goodness-of-fit test showing the same p value of 0,2 for both variables under the two different planning conditions. According to Larson-Hall (2010), a p value above 0,05 on the Kolmogorov-Smirnov test might indicate normality, however this result on its own is not enough as normality evidence. Further analyses, based on the following results, partially endorsed data for the present study as normally distributed as value for: (1) Accuracy for individual planners: Skewness: -0,136, Kurtosis: -1,182; (2) Accuracy for collaborative planners: Skewness: 0,009, Kurtosis: -1,347; (3) Outcome for individual planners: Skewness: -0,053, Kurtosis: -0,922; (4) Outcome for collaborative planners: Skewness: -0,568, Kurtosis: -0,509. Accuracy for the collaborative planning condition displayed an irregular value for kurtosis. However, the inspection of the histograms and box plots[32]

[31] When discussing the role anxiety has on L2 performance, Ortega (2009) refers to it as "intense feelings of apprehension, tension, and even fear, when they think of foreign languages" (p. 200), which is the definition adopted in this study for anxiety.

[32] In Appendix R, it is possible to check the histograms and box plots for the three variables.

(see appendix R) for the accuracy measure, in addition to the Kolmogorov-Smirnov test results showed that it was close to being normally distributed. For fluency, the Kolmogorov-Smirnov p value for the individual condition was 0,046 which was close to the normality level; while the collaborative planning condition for fluency displayed 0,03, a value indicating not normally distributed data for this variable under the collaborative condition. These results prompted a close inspection of histograms, see appendix R, and also the values for kurtosis and skewness. Fluency for individual planners presented Skewness of 0,683, while Kurtosis was 0,212; following a similar trend, close to normality, the variable fluency for the collaborative planners showed Skewness of 0,463 and Kurtosis of -1,108. In a nutshell, the previous analyses indicated that data for this study were close to or normally distributed, which allowed the use of parametric statistical tests. Next, the four research questions posed in this study are retaken and discussed in the light of the results and relevant literature.

4.1.2 Between groups mean comparison: A<>B

The objective of this comparison is to answer the first research question posed in this study, which is: is the oral performance of the students in the collaborative planning group more fluent, accurate and appropriate than the performance of the students in the individual planning group? (comparing 2 different groups of learners)

Even though no similar study (focusing on collaborative **group** work) was found by the researcher, this piece of research drew from previous studies that had the **pair** work condition analysed. Their main findings are summarised next.

In Xhafaj et al. (2011) no statistically significant difference was found between the pair planners group and individual planners' group performance for the three tested

variables[33], although there was a trend favouring the pair planners for all measures[34]. Similarly, in Xhafaj (2013) no statistically significant difference could be found for three speech measures investigated; however in this study, interestingly going against the already cited literature on collaborative work (Swain, 1985, 2000, 2001), the trend for better performance was found for the group of individual planners. Moreover, the only significant difference found, for accuracy, favoured the individual planners. Some possible reasons might account for such mixed results. First, the high level of proficiency of the participants in Xhajaf et al. (2011) might have meant they did not work collaboratively, a tendency noticed in Lynch and MacLean (2001), Storch (2002) and Swain et al. (2002). Second, the fact that some participants had already being exposed to task planning might have led participants to develop a preferred way of planning, which could be different from that of their partner in the pair work planning condition (Xhafaj, 2013).

Taking these points into account, but also reflecting on the posit that the group condition (a number higher than two participants) might be a preferred condition by students, in opposition to the pair work one (Hyde, 1993), results from a study having larger grouping numbers, as the present one, could yield different behaviour (strategies) and performance. Moreover, differently from the previous studies analysed, the participants of this piece of research were students enrolled in a state secondary school. Based on the fact that they possess: (1) little exposure to task planning condition, (2) in general, a low to intermediate level of proficiency in English[35], and (3) also the literature in

[33] Both Xhafaj et al. (2011) and Xhafaj (2013) used the CAF measures to assess oral production.

[34] The researchers run a further test and found a statistically significant difference in relation to the length of the message favouring the pair planning condition.

[35] Although no proficiency test was applied to the group, it is important to mention that prior to the definition of which group

collaborative work, it was expected that the collaborative planning group would outperform the individual planning group.

In the present study, the pool of participants was split into two groups: one composed of 8 learners and a second group of 9 students. Due to this small number of volunteers[36], for each group comparison, a non-parametric version of the independent samples t-test, the Mann-Whitney U-test, was run.

As already seen in section 4.1.1, the descriptive statistics showed a wide gap between the means of most variables (tables 3 and 4). The results in the first moment (table 2) showed statistically significant differences between the groups (individual planning vs collaborative planning) for fluency ($p = 0,014$) and outcome ($p = 0,021$), favouring the collaborative planning group. In relation to accuracy, the difference in means between the two groups that was 0,51 errors per AS-unit, again favouring the collaborative group, was not statistically significant ($p = 0,277$). To sum up, in the first moment, the group that planned collaboratively was statistically significant more fluent (39,49%), had also a significantly better outcome (36,6%), and even the statistically non-significant result for accuracy was 33,87% better than the group who planned individually.

Further Mann-Whitney U-tests were run now comparing the means of the two groups during the second

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would be chosen, the English teacher contacted at CA suggested the group invited to participate in this study once she was advised that a low to low-intermediate in English group would fit best the requirements of this study.

[36] No clear threshold is indicated in the literature (Larson-Hall, 2010; Pallant, 2005) when it comes to the limit number of participants which would indicate the choice between a parametric and a non-parametric test. However, a few websites such as the blog minitab (Frost, 2015) indicate that for a parametric version of the test each group should be constituted of at least 15 participants.

moment (table 3) of collection (I refer to the design, see figure 1 in chapter 3 for clarification). Surprisingly, in the opposite direction of moment 1, the group that planned individually had better results for all variables during the second moment, though this difference was statistically significant only[37] for fluency ($p = 0,043$). Concerning the non-statistically significant variables, this group, which planned individually at the second moment, was 8,9% more accurate and displayed 28,66% better outcome than the group that planned collaboratively. In relation to these results, it is important to point the substantial reduction in standard deviation for fluency after collaborative planning, a trend that did not follow for accuracy and outcome, which might partially explain the statistically non-significant results for the Mann-Whitney U-tests for the latter two variables.

With the results for the between groups mean comparison, that is, the Mann-Whitney U-tests, it is time to retake and answer the first research question of the present study:

R.Q. 1 - Is the oral performance of the students in the collaborative planning group more fluent, accurate and appropriate than the performance of the students in the individual planning group? (between groups)

The answer is **yes** for moment 1 and **no** for moment 2. Considering that there were more, although not all, significant results favouring the collaborative planning group condition during moment 1.

By inspecting more thoroughly the results of tables 2 and 3, some interesting findings could be established. While the two different planning conditions did not always show statistically significant differences in the between groups analysis, the means comparisons show that when group A was planning collaboratively it mostly had better

[37] No statistically significant differences were found for accuracy ($p = 0,673$) and outcome ($p = 0,093$).

results than when it planned individually for two variables. As seen in group A, in reference to tables 2 and 3 values, for fluency individual planning 83,11 and collaborative planning 94, for accuracy individual 1,54 and collaborative 1,46, however outcome presented better results for the individual planning condition as individual 15,09/30 and group 14,21/30. Following a somewhat similar pattern, for group B all variables showed better values favouring the collaborative condition, as fluency individual was 133,65 and fluency group 137,33, accuracy individual 1,33 and group 1,02, and finally outcome individual 20,2/30 and 23,8/30 for the group condition.

Now as significant values for the three variables could not be found in the between groups analysis, it seems that individual differences (Batstone, 2005) such as: proficiency, additional contact with the L2, working memory[38], anxiety to plan and perform the task, among others, played a role in the results, as group B showed better performance results regardless of the planning condition; this occurred, despite an effort made to balance both groups (A and B) with learners having a varied level of proficiency perceived as so by their English teacher, who helped in selecting the groups. Therefore, the groups might have been already different from the start, which would make it more difficult to test and compare the two groups, especially taking into account that for statistical purposes with such small number of participants a varied number of confounding variables would impact significantly on the results.

The two groups (A and B) seemed to be different to the point that their differences played a stronger role than the investigated planning conditions. Interestingly, their

[38] According to Glisky (2007, in Keijzer, 2013), a definition of working memory in simple terms is "the temporary storage and manipulation of information that is assumed to be necessary for a wide range of complex cognitive activities" (p. 1263).

performance after planning indicated that the two conditions impacted each group in a different way. Group A displayed quite better fluency (13% higher speech rate) and made fewer mistakes (5%) after planning collaboratively. Group B, however, were only a tiny bit more fluent after planning collaboratively (less than 3%), but they were much more accurate (they made 23% fewer mistakes after planning collaboratively) and had a quite better outcome (a difference of 15% in the figure for their outcome). In relation to group B, it seems that trade-off effects (Skehan, 2003) might have played a role on performance, as learners seemed to have focused on form (accuracy) and message content (outcome) clearing doubts with each other during interaction, this way impacting negatively their fluency. In relation to group A, it could be that they did not use the time to plan collaboratively, as the qualitative data have indicated that a particular group formed in group A used the planning time in group to have fun; therefore, this could have impacted negatively the quantitative results of this group.

This variance among the two groups reflects the need to further investigate the whole group of students performing after planning under the two conditions, which is the within groups analysis that is presented next.

4.1.3 Within group means comparison: A<>A; B<>B

With the objective to examine whether the same participants would benefit from having peers to plan the task collaboratively, this means comparison analyses the values for fluency, accuracy and outcome achieved by the 17 young volunteers of this study under the two planning conditions.

Even with the data for the within group analysis showing large gaps, demonstrating substantial variance in the scores of participants (table 4), the values for the three variables fell mostly in the middle of the curves according

to the histograms (see appendix R), and the analyses using Kolmogorov-Smirnov goodness-of-fit tests presented in subsection 4.1.1 allowed the use of parametric tests. For these means analyses the tests used were paired-samples t-tests. Before moving to the results of these tests, table 4, which is closely related to this analysis, is retaken.

In table 4, descriptive statistics data for both moments showed speech rate having a mean of 109,87 for all participants after planning individually, while the collaborative condition yielded 116, 94 unpruned words per minute. A similar pattern in favour of the collaborative planning condition was found for accuracy with 1,43 errors per AS-unit for the individual planning and 1,23 errors per AS-unit for collaborative planning. Finally, outcome also yielded higher scores for the collaborative planning condition as they scored a mean of 19,37, a slightly higher score than when they were planning individually (17,79). Even though these figures might indicate that the collaborative condition might have been more beneficial to participants than the individual planning, these results should be cautiously taken as the difference in values seems relatively small. In order to verify whether the different planning conditions were responsible for this difference, paired-samples t-tests were run.

The results from these tests have shown a non-significant difference ($p = 0,285$) between the performance after planning under the 2 conditions in terms of fluency. A similar scenario was seen for accuracy as the paired-samples t-test indicated a p value of 0,148, indicating a non-statistically significant difference. For the variable outcome the results present a p of 0,086, which approximated significance.

A fact that could have influenced the results was that one of the groups formed in group A did not work collaboratively. The motivation to have learners planning in groups was that they would work collaboratively, as seen in Swain et al. (2002). Instead, this particular group of 4

students were making fun of the researcher's way of speaking, playing with the voice recorder, etc. during planning time. This fact could be verified based on the transcription of the interaction (see appendix Q for interaction among P1, P2, P3, and P4). Therefore, an attempt was made to run the paired-samples t-test without the participants from this specific group, and it yielded the following p values: fluency = 0,21, accuracy = 0,172 and outcome = 0.023. That is, the analysis excluding these four participants would confirm a statistically significant difference for the variable outcome in favour of the collaborative planning condition. In light of these results, the research question 2 is reviewed.

R.Q. 2 - Is the oral performance of the students more fluent, accurate and appropriate when they plan collaboratively than when they plan individually? (comparing the same group of learners planning in the 2 different conditions)

The answer is **partially yes**. There was a tendency in favour of the collaborative planning condition for all variables; however, the statistical tests did not show that difference to be significant for fluency and accuracy. For the variable outcome statistical difference was approached considering the 17 participants, while it was statistically significant after removing the data from the 4 learners who were playing during planning time.

To a certain degree these results go hand in hand with part of the results found for the between groups analysis. Although that analysis rendered a picture where one of the groups (group B) performed better than the other (group A) after planning under both conditions, both groups mostly performed better when they planned collaboratively, this fact could be noticed when the analysis of the mean results – values in tables 2 and 3 - was extended beyond the Mann-Whitney U-tests in the previous subsection. All in all, while not all variables showed statistically significant difference for the within groups analysis, one may argue,

based on the results, that there is a trend with a slight advantage towards the collaborative planning condition, as the three variables showed better results for production after participants planned collaboratively. On average, the messages produced after collaborative planning were 6% faster in terms of speech rate, 14% more accurate, and scored 8% higher on outcome when compared with the messages produced after individual planning, indicating that there was focus-on-form during collaborative planning. Taking into account the group of learners who played during planning, further analyses of means percentage excluding those participants were carried out, the difference in value was low for fluency and accuracy, as the collaborative planning of 13 participants now produced, on average, 7% faster speech and 16% more accurate messages. However, there was quite a difference in outcome, as now the messages from collaborative planning scored 13% higher when compared to messages produced after individual planning. This difference may partially explain the statistically significant result for outcome and not for accuracy.

In relation to non-statistically significant results found for the within groups analysis, differently from Xhafaj et al.'s (2011) and Xhafaj's (2013)[39] context, which are pieces of research that inspired this study, the present one investigated young learners of English in a state school setting, a population yet to be investigated further so one can establish connections among particular studies focused on this specific segment of learners. When this piece of research was planned, it was assumed that when working with a young population displaying low to intermediate

[39] Both Xhafaj et al. (2011) and Xhafaj (2013) had undergraduate students from the Letras – Inglês undergraduate programme at UFSC as participants. The former had students from the 7th semester of the course, while for the latter the participants were in their 4th semester.

levels of proficiency, in general, the volunteers of this study would work collaboratively during strategic planning and, as a result, statistically significant results would emerge. In fact, although differences were present for the within groups analysis, they were not all statistically significant. Some reasons for such results are explored next.

First, the small cohort of participants, 17 in total, might have been an obstacle for the emergence of statistical significance for the applied tests. Although this hindrance was already signalled in Xhafaj et al. (2011) and Xhafaj (2013), as they both had similar numbers of participants to the present study, this constraint is, nevertheless, one of the constant upshots for classroom based or classroom oriented research. While 30 volunteers is normally the benchmark for laboratories studies, it is difficult to envisage a classroom scenario where such a number of learners could be found and also offered conditions[40] for data collection. Bearing in mind that the present participants' young profile was different from other reviewed studies, it was still hypothesised that statically significant results could appear in case of a study with a larger number of participants. Finally, to a certain extent, the results are similar to the ones found in Xhafaj et al. (2011) for fluency and accuracy; therefore, it seems that working with a younger population did not seem to offer different quantitative results from those of adults.

Second, the non-statistically significant results for accuracy and fluency might be partly explained by the fact

[40] For both the pilot and the main study a spare classroom was needed for data collection. While at CA this was not an issue, at EeB Dom Jaime Câmara securing an empty room during data collection proved to be a challenging operation. In addition to that, extra mobile phones were needed in case participants could not use theirs. The researcher had to gather these extra phones among friends. Finally, the 10 research assistants who allowed for data to be collected the way it was were all friends of the researcher and accepted to help as volunteers.

that learners planning collaboratively focused on delivering a consistent sequenced message according to the required genre (i.e., they were more concerned with macro planning (Levelt, 1989)). This might have hampered their ability to pay attention to morphosyntactic aspects of the language (i.e. to also deal with micro planning (Levelt, 1989)); in other words, instead of focusing on form or attempting to produce fluent speech, learners might have directed their attention to meaning. In fact, this is in line with the task-based approach, as tasks are essentially meaning driven (Ellis, 2003; Skehan, 2003). Although there was a decrease in errors in favour of the collaborative planning condition, this might be partially due to the reduction of L1 words used during production after collaborative planning (the next subsection further analyses this aspect). Moreover, of special interest might be the issue that the third measured variable, outcome - which is meaning connected -, approached significance. Considering the expected trade-off effects (D'Ely, 2006; Foster & Skehan;,Guará-Tavares, 2009; 1996; Skehan, 2003; Skehan et al., 2012) on task performance, as learners collaboratively worked on developing a convincing excuse, other aspects of production such as fluency and accuracy might have been, therefore, penalized.

Third, wide gaps between the participants' proficiency levels might have become a limitation instead of being advantageous. Proficiency is a variable that will impact performance (Ortega, 2005); still, the purpose of having learners with different levels of proficiency working in groups was that they could engage in collaborative dialogue (Swain, 1985) and, as a result, more proficient learners could play the role of the expert within each group (Storch, 2002). Unfortunately, it seems that the wide gaps in proficiency levels between the participants of the present study might have influenced learners not to work collaboratively but to fall into a dominant-passives pattern of interaction (Lynch & MacLean, 1999; Storch, 2002;

Swain et al., 2002). Field notes taken by the researcher and the qualitative analysis of the interaction while planning (see appendix Q) seem to point that some groups did not work collaboratively, which might have impacted the quantitative results.

In summary, the majority of the results from the quantitative data for the within group analysis showed a trend towards the support of the literature in favour of collaborative work. The same quantitative analyses, however, did not show statistically significant results for all variables but outcome for the within group analysis, which approached significance. Taking into consideration the aforementioned results and discussions based on the quantitative data, it is time to review the hypothesis that anchors this study, which is:

H - The L2 oral performance produced after collaborative planning is more fluent, accurate and appropriate than the performance produced after individual planning.

This hypothesis is **partially supported** by both comparisons, namely, between and within group analyses. Although only a few statistically significant results were found, there was a trend favouring the collaborative planning condition, which, in turn, had a stronger effect on accuracy and outcome, rather than fluency.

With the quantitative analysis in mind, a qualitative analysis focusing on what learners did while planning individually and collaboratively and their perception in relation to these planning conditions is important to enhance the understanding of the quantitative results of this study, which might offer further findings to support the quantitative analyses.

4.2 QUALITATIVE DATA ANALYSES

This section presents two aspects of this piece of research from a qualitative stance. First, the attention is directed towards the use of strategies by learners; indeed, this is pivotal in a study dealing with strategic planning. Second, the perception students had of participating in the present study is unveiled.

4.2.1 Strategy use: being strategic is a strategy

The previous section of this study focused on learners' production (oral messages recorded on *whatsapp)* from a quantitative perspective. In addition to that analysis, the strategies in which students engaged with while planning were also a research object of the present work; in other words, the different strategies used by the volunteers when planning the task were also investigated. This section is organised in the following fashion: in order to guide this analysis, the chart[41] developed by Guará-Tavares (2016), which was adapted from O'Malley and Chamot (1990), has been adopted and is presented first. Next, Swain's Output hypothesis is revisited to analyse the peer interaction during collaborative planning.

Firstly, it is important to note that due to the different nature of the instruments[42] that have provided data for the inventory of the strategies used, any comparison between the results from the groups of the two different planning conditions has been carefully made. The analysis

[41] Due to space constraints I refer to Guará-Tavares´ (2016) study for the definition of each strategy used in her study.

[42] The post-task interview provided data for individual planning, while the conversation transcripts (see appendix Q) and researcher´s notes were used for collaborative planning, and the blank sheets used by learners provided data for both individual and collaborative planning.

of the transcripts from the oral interaction during collaborative planning and the answers provided for the retrospective protocol (please see appendices P and Q for strategies in bold) rendered the two following tables. Table 5 brings examples of strategies which were captured from the already mentioned instruments and table 6 depicts the raw numbers and percentages of participants reporting or displaying each strategy type.

Table 5
Strategies used by learners

Strategy	Example
Organizational Planning	vamo tipo conseguir escrever frases. Tipo a gente faz uma frase junto e depois a gente muda. Se ajudar.
Problem Identification	mas não iria dar tempo de mudar e daí tentar lembrar...
Monitoring	(repeating to herself) imprimir?
Evaluation	Sim, eu tava fazendo a frase e aí eu li de novo e vi que algumas palavras estavam faltando pra complementar e ficar mais coerente, aí eu fui adicionando.
Rehearsal	Não cheguei a falar mas ensaiei na minha cabeça
Selective Attention	Ó, tem que usar *house*, *to get* (pronun. as [get]) e *umbrella* (laughs). Tem que usar casa, vou ir e guarda-chuva (laughing)
Writing/ Outlining/ Summarising	Eu pensei tipo numa história que eu faria para o professor e escrevi no rascunho.
Elaboration	Eu lembro que eu botei que eu não sabia, que minha mãe tinha sofrido um acidente e que eu não tinha colocado que eu tinha voltado do hospital e aí pra ficar mais dramático eu botei acabei de voltar do hospital.
Lexical search	eu to tentando achar a palavra perdi. Como se fala perdi?

Avoidance	Algumas palavras em inglês que eu achava que era em português eu vi na frase que não tava muito bom.
Lexical Compensation	Sim, tipo, como eu não sabia botar um verbo eu não lembrava como era eu botei outra palavra.
L1 Lexical Compensation**	Eu conheço pouco do inglês então eu só fui botando umas palavras que eu conhecia. Aí eu tive que misturar um pouco do inglês com o português.
Translating	Tá, eu primeiro formulei no português e depois eu tentei passar para o inglês, a frase já formulada. E daí eu só fui traduzindo pro inglês.
Cross-language analysis	eu to tentando achar a palavra perdi... É *over? Game over*?
Asking for help	Gente, me ajudem eu não sei.
Seeking Clarification	e aqui não é *hom*e, é *house*, né?
Cooperation	Não é que tu tá pobre. Tu vai dizer que não tem idade. Entendeu?
Lowering Anxiety	Calma Quer ajuda?

Note. Categories are based on Guará-Tavares (2016). The double asterisk indicates a new strategy type that has emerged from the data. Following the concept of conversation analysis (Ortega, 2009), the transcripts of the oral messages, and the examples in table 5, reflect the speech produced by participants and were not modified by the researcher.

Table 6
Raw number and percentage of learners using the strategy types

Category	Strategy Type	Collaborative planning		Individual Planning	
		N = 17		N = 17	
		Raw	%	Raw	%
Metacognitive	Organizational Planning	17	100	17	100
	Problem Identification	12	70,6	15	88,2
	Monitoring	8	47,1	10	58,8
	Evaluation	12	70,5	13	76,5
	Rehearsal	11	64,7	15	88,2
	Selective Attention	14	82,3	17	100
Cognitive	Writing/ Outlining/ Summarising	15	88,2	17	100
	Elaboration	15	88,2	16	94,1
	Lexical Search	17	100	17	100
	Avoidance	0	0	1	5,9
	Lexical Compensation	5	29,4	3	17,6
	L1 Lexical Compensation**	2	11,8	5	29,4
	Translating	16	94,1	15	88,2
	Cross-language Analysis	1	5,9	0	0
Social-Affective	Asking for Help	14	82,3	N/A	N/A
	Seeking Clarification	10	58,8	N/A	N/A
	Cooperation	10	58,8	N/A	N/A
	Lowering Anxiety	3	17,6	N/A	N/A

Note. Categories are based on Guará-Tavares (2016). The double asterisk indicates a new strategy type that has emerged from the

data. The raw number refers to the number of participant who made use of a given strategy.

On analysing table 6 one may argue that students used a high number of metacognitive strategies, such as organization planning, problem identification, evaluation, and rehearsal, which are mainly linked to the conceptualizer component of Levelt's model (Guará-Tavares, 2016). A possible reason for this finding might have to do with the nature of tasks students had to plan and perform. The two tasks required students to create excuses to be recorded on *whatsapp*, which was similar to creating a narrative, where the sequence is quite important. In addition, they had to include three mandatory words and received a guided planning (see appendix D) sheet, which also highlighted important macro planning aspects.

Concerning the mandatory words, one of the findings in both Xhafaj et al. (2011) and Xhafaj (2013) was that participants reported to be too concerned in fitting those words in the message, and this might have not allowed them extra time to discuss language aspects when working in pairs. Hence, the decision previously taken to halve the number of mandatory words seemed sound for the present study. Nevertheless, the high number of evaluation and rehearsal strategies seen in table 6 corroborated Ortega's (2005), Xhafaj et al.'s (2011), and Xhafaj's (2013) findings in the sense that one of learners' main priority was to conclude the task using the mandatory words. For instance, on recalling her main difficulties while planning individually, participant 6 mentioned "*Eu tive dificuldade em colocar o* 'to get' *porque eu não sabia como colocar ele, se precisa o que antes ou não*". The same participant reported that her whole story was constructed around the three mandatory words. On the other hand, the requirement to include 3 mandatory words was evaluated as a positive means to trigger collaborative talk during collaborative planning, as learners strived to find ways to fit in those

words as seen on the following excerpt from P.1 when planning with his peers "*Eu não consegui pegar o guarda-chuva. Aí a gente já usa os dois numa frase"*, as he suggested the use of two mandatory words (to get and umbrella) within the same sentence. All in all, although the presence of 3 mandatory words per task seemed to increase the cognitive burden of the task, the challenge to insert those words appeared to foster the development of more strategies during collaborative planning. Moreover, the mandatory words provided the backbone for the oral tasks.

In relation to the cognitive strategies, the preponderance of lexical search and writing/outlining/summarising was expected and is in line with previous empirical studies (Guará-Tavares, 2016; Ortega, 2005). Translating, which had a quite low presence in Guará-Tavares (2016), and was only a little more frequent in Ortega (2005), actually proved to be a very frequent strategy - 94,1% of learners for the collaborative planning, 88,2% for the individual condition - in the present study. This fact might be partly explained due to the different profile of volunteers; both Ortega and Guará-Tavares had undergraduate and graduate students as participants. This might indicate that translation is a frequent strategy employed by L2 learners who have a low to intermediate level of proficiency in the L2. Again, this finding was, to a certain extent, anticipated.

In the meantime, social-affective strategies understandably captured only during collaborative planning showed that asking for help was a popular strategy, while both seeking clarification and cooperation were noticed to be used by marginally half of participants. The fact that only 58,8% of participants showed signs of working collaboratively means that working in groups might not equate working collaboratively, which, in turn might have impacted the quantitative results. This initial quantitative panorama of strategies used by the participants of this study aids as a departing point for a needed qualitative analysis of

the strategies that emerged from the different protocols used, as the analysis of strategies in the literature is qualitative in nature (Ortega, 2005) and it serves to complement the quantitative analysis. This qualitative assessment concentrates on the strategy used that showed more discrepancy between the two planning conditions, which is L1 lexical compensation.

As mentioned in the method chapter, finding the presence of the compensatory strategy of using words in Portuguese (L1) to replace lexis that participants reported not knowing an equivalent in English was quite puzzling; especially considering that all similar studies reviewed for this thesis had controlled for the use of the L1 not to occur. Considering that for the present piece of research, one of the main requirements for both tasks was that messages must have been recorded in English, all instances of Portuguese use were, therefore, counted as mistakes for the quantitative analysis.

Now, what has emerged in the qualitative analysis as an interesting finding was that the five learners (29,4%) who made use of that L1 compensatory strategy mostly did so after planning individually. P.5 and P.7 used words in the L1 after planning both individually and collaboratively; however, there was a decrease in number of L1 words divided by AS-units after collaborative planning for P.7 (0,48 L1/As-unit for individual planning and 0,08 L1/As-unit for collaborative planning)[43], P.5 used the same number of words in the L1 within the same number of AS-units in both moments, while P.10, P.12 and P.16 only made use the L1 compensatory strategy after planning individually. This might imply that participants 7, 10, 12, and 16 benefitted from working collaboratively in order to retrieve lexis in the target language. When the data from these four volunteers were triangulated with the scores of the variable outcome –

[43] For this specific analysis the total number of lexical units produced was considered.

as a reminder, outcome is one the dependent variables of the present study that has a qualitative bearing – an improvement in their performance after planning collaboratively was found for outcome in relation to their individual planning performance. This indicates that L1 use impacted not only on accuracy but also on outcome.

From this group of 4 learners, a striking result from P. 12 was observed, her individual planned message contained 9 words in Portuguese and none when she planned collaboratively, her message also yielded an outcome score of 14,3/30 after individual planning and 21,7/30 after collaboratively planning. Moreover, although P.12's participation during group interaction was feeble when compared to her peers, she was able to help the group with message conceptualization "*A gente pode falar que a gente tava indo pra casa e aí começou a chover"* and lexical retrieval "*Sorry we can go*". Interestingly, as an example that production and perception might not always go together, P.12 was one of the few participants who stated her preference for individual planning, which could be attributed to a personal preference rather than an evaluation of the beneficial effects of collaborative planning.

While the use of the L1 in class for metalanguage purposes is corroborated by the literature as it can facilitate the negotiation of meaning, the use of words in the L1 during production is normally seen as a 'crutch' by most researchers or as a positive tool by few, such as van Compernolle (2015). The code-switching, which is the change from L2 to L1 or vice-versa, by teachers, is present in L2 lower proficient classes at state schools. On the other hand, there is still scarce research (to the best of this researcher's knowledge) about the possible benefits of scarce use of L1 during L2 production, although the psycholinguistic mechanisms for such phenomenon have already been studied (Heredia & Altarriba, 2001) in the bilingualism field and some findings can be extended to L2 learning; considering the data of the present study some

propositions were established and are presented next. First, L1 use allowed participants to record the messages (i.e., performed the task) when they encountered L2 vocabulary difficulties so they decided to use L1 words and/or chunks for task completion, which was something positive. According to Heredia and Altarriba (2001) this does not mean learners did not necessarily know the words in the L2, it could be that L2 lexicon access for that word was not available at the time considering the time consuming process involved, therefore, the code-switch happened as a result. Second, the use of L1 can mediate the L2 learning process as it signals language gaps (Swain, 1985) to learners' attention; in general, learners used the L1 when they could find no other alternative, as seen in this comment from P. 6: "*poxa tá tudo tão bom, e daí chega na parte e a gente fala* ***perdi****. (laughing)". "*I ***perdi***". Third, the L1 use made it possible to identify the positive effect of collaborative planning, as the number of L1 words was, in general, substantially reduced when compared to the production after individual planning.

In summary, in relation to those 5 learners who used L1 words in their production, as a product their messages scored poorly when they planned individually in relation to their score after having planned collaboratively. Therefore, it can be argued that collaborative strategic planning seems to benefit learners in (at least) overcoming lexical shortcomings in the target language.

Finally, the presence of some other strategies is analysed to evaluate whether Swain's (1985) Output Hypothesis is sustained by the results of this study. The first claim of the hypothesis is that in producing output, learners might notice gaps in their knowledge, which, in turn, could facilitate the learning process. One strategy that indicated noticing in this piece of research was lexical compensation. According to Guará-Tavares (2016), lexical compensation is the substitution of unknown words, that is, learners in the process of planning their production notice that they do not

know a word they would like to use, for instance during this excerpt between P. 12 and P. 14:

Part 12:.... *sim, fora de casa pra secar. (*starts laughing*) Nem sei como se fala secar mas tudo bem.*
Part 14: *fala que tua mãe pegou o guarda-chuva.* My mother got my umbrella. *Já corta outra.*
Part. 12: *aí já usa as duas né. É, vo fala isso, to em casa ainda, minha mãe pegou meu guarda-chuva e eu não consigo ir, porque eu to resfriado.*

While this interaction is of interest, since it is also an example of collaborative dialogue (Swain, 1985, 2000, 2001), the presence of such exchanges was quite low in this study. Less than 30% (29,4%) of participants engaged in such dialogues during collaborative planning (see table 6). I, however, side with de Bot (1996), when he affirms that these occurrences of noticing should be evaluated from a qualitative angle and not quantitative. Another strategy that was extensively (82,3%) used when learners were planning collaboratively was asking for help, which also denotes that there was gap for an intended production. To cite one of the many occurrences: P. 7 asked her peers *'Como se fala perdi?'*. All in all, the data in this study seems to corroborate the first claim within the Output Hypothesis, as learners did notice gaps in their knowledge when they were planning their oral production.

The second claim is that in producing output, learners will attempt to use new language, what Swain (1985) has termed "hypothesis testing". For Schmidt (2001), these two functions of output – noticing and hypothesis testing – are closely connected, since "attention is a necessary precursor to hypothesis formation and testing" (p. 6). Although no clear link between the strategies classified in the framework here presented and the second claim made by Swain could be found, there were some instances of hypothesis testing (see appendix Q) during

collaborative planning. The total number of instances when learners tested hypothesis in the L2 during collaborative planning amounted to 17[44]. Two representative cases are found in the following passages.

Part 16: *tá. Como escreve arquivos em inglês?*
Part 15: *não sei.*
Part 16: *teacher, pode ajudar aqui?* (Researcher says that he cannot.)
Part: 17: *escreve em português.*
Part 16: *mas como que eu vou falar?*
Part 17: *inventa uma palavra.*
Part 16: (laughing) *arq*-archive. *Anéx, anéx.*
Part 15: deve ser.

During collaborative work P. 16 often asked her peers to help her with lexical search and translation. However, it was when they were not able to do so, that P. 16 attempted to test two hypotheses. In the aforementioned example, first, she attempted to use the word 'archive' that she either knew it was a word in English or she successfully modified the term in Portuguese '*arquivo*'. Second, not satisfied with that solution, she decided to try a second hypothesis deleting the morpheme 'o' from the word in Portuguese '*anexo*', possibly motivated by the fact that when you delete the last letter of some words in Portuguese they result in their English counterpart, such as: *humano, bomba,* and *artista*.

Part 7: *O que que é PART 6. Eu to tentando achar a palavra perdi... É* over? Game over?
Part 6: Game over *é perdeu o jogo? É fim de jogo?*
Part 8: Game over *é fim de jogo né? É.*

[44] There was a group (P.9, P. 10, and P.11) whose interaction yielded no hypothesis testing in the L2 as they mainly spoke in Portuguese (L1).

This is another relevant exemplar of the L1 influence in hypothesis testing. Not only is it interesting due to the cross-linguistic reference, but also due to the possible link it has with games, which was ranked third in the profile questionnaire as an out-of-class form to be in contact with English. Moreover, the L1 reliance for hypothesis testing might be an indicative that quite a few learners were in fact L2 beginners, this is noteworthy since no proficiency test was implemented. In a nutshell, hypothesis testing (Swain, 1985), which was prompted by peer interaction was also present a number of times in the study.

Finally, the third claim of the Output Hypothesis establishes that metalinguistic awareness might be raised through metatalk (Swain, 2001). After examining the strategy framework, some strategies were linked to metatalk – which is likely to lead to metalinguistic awareness – such as: monitoring, lexical search, and seeking clarification. It is relevant to note that these instances of metatalk emerged naturally in learners' mediation. In that sense Ortega (2005) highlights, about metatalk, "It enables a conscious shift to a learner-driven and learner-regulated focus on form, or put in simpler terms, it fosters learner's attention to language as a meaning-making tool" (p. 107). By this token, the analysis of the transcripts rendered a few episodes when learners discussed language as opposed to meaning. Some examples, with the specific language aspect in discussion in bold, are listed next:

1) When the focus was on preposition:

Part 14: *acho que é* **on** my house.
Part 13: *Não*. In. *De tá dentro. I still am in my house.*

2) When the focus was on pronoun:

Part 8: *Eu encontrei ELE. Ele é, não mas eu acho que é no começo da frase*.

Part 6: *como é que fala ele não sendo assim. Ele, não encontrei. Não deixa assim.*
...
Part 8: *como é que é* ***ele no final da frase***?
Part 6: *Não é o mesmo?*
Part 8: *Não é* he, *não é* he.
Part 7: *Eu acho que é he*.
Part 8: *Não, é dele né?*
Part 6: *Não. Eu nem sabia que mudava no meio da frase.*

3) When the focus was on the genre:

Part 3: *Mas é uma desculpa* ***pros amigos*** *isso aí. Eu ia falar assim*

Once again, the interactions among the participants of this study provided some support for the last claim of the Output Hypothesis. Of particular pedagogical interest is the fact that learners were discussing language aspects, similarly to Swain (2001), during the time allotted for planning a meaning focused task. These language-related episodes were not considerably present during interaction, as there were 21 identified instances of focus-on-form during students' interaction in collaborative planning (see appendix Q), similarly to what happened in Xhafaj et al. (2011) and Xhafaj (2013), nor offered the desired outcome sometimes, as P.6, P.7 and P.8 could not play the role of the expert (Swain & Lapkin, 1988) and answer the question about the third person object pronoun. Nonetheless, taking a cognitive approach, this means learners are not only focusing on meaning but also on form. On the importance of this focus-on-form, Foster and Ohta (2005) highlight, "attempts to modify utterances are signs that the learners are indeed focusing on form and are not content to let their interlanguage fossilize comfortably" (p. 425). Therefore, the occurrence of such episodes in this study even if not in great number for all groups, seems overall positive to this researcher

In summary, regarding strategy use in the present study and considering the different instruments used for the two planning conditions, the answer to research question 3 is:

R.Q. 3 - What strategies do learners employ when they plan individually and collaboratively?

They made use of metacognitive, cognitive and social-affective strategies. The substantial use of asking for help and cooperation for collaborative planning was expected. Also, worth of notice is the fact that more language related episodes were found during the collaborative planning, which is similar to Xhafaj (2013). On the other hand, individual planning fostered the use of L1 compensatory strategy.

Moreover, the aforementioned results seem to corroborate the Output Hypothesis (Swain, 1985, 2000, 2001), since episodes of: 1) noticing gaps, 2) hypothesis testing, and 3) metatalk were found during collaborative planning. Next, the results for the final research question are discussed.

4.2.2 Perception

The interest to uncover participants' perception of the process they embarked on while planning to perform the tasks was encompassed within the main objective of this study, which is to investigate the impact individual and collaborative strategic planning have on performance of an oral task for young Brazilian learners of English as an L2. Although the main focus of this analysis involves the participants' perception in relation to the two planning conditions, other types of questions were also included in the self-report questionnaire.

There were two reasons for this movement: first, more answers broaden the panorama on the perception learners had concerning aspects such as: adequacy of

planning time, level of difficulty perceived, task enjoyment, acceptance of using their own mobile phone, and whether they would be willing to have similar tasks as part of their English classes. The answers to these questions, in turn, permitted the information to be crossed and the evaluation whether further support could be found among the different answers. Second, these questions aimed at giving more reliant answers to the question concerning the different planning conditions. According to Xhafaj (2013), having specific perception questions in this type of questionnaire allows learners to assess the specified asked points separately.

Another sensitive issue that arises from the qualitative data is the impact the perception of the collaborative strategic planning condition has on the individual performance. It is appropriate to consider whether participants viewed the collaborative planning condition positively (Hyde, 1993), since working well with (a) peer(s) is at the heart of Swain's Output Hypothesis, which is anchored on collaborative dialogues (Swain, 1985, 2000, 2001; Swain & Lapkin, 1998). By the same token, when learners perceive collaborative work negatively (Lynch & MacLean, 1999), it may also impact negatively the process as well as production. Following next, the analyses on learners' perception is divided in the two moments data were collected.

The first moment of data collection, when volunteers were split in two separate rooms with 8 learners being part of the individual planning group (I.P.) and 9 students forming the collaborative planning group (C.P.). There were 6 planners from the I.P. reporting that they were very happy in having time to plan, while 1 participant was happy and another felt neutral about it. In justifying his choice for the neutral answer, P.3 mentioned that he perceives his performance to benefit from improvisation. Not surprisingly, the answers from the C.P seemed to mirror the I.P group with the vast majority of learners (8 out of 9)

demonstrating to be either very happy or happy in having time to plan. Overall, this positive perception seems to corroborate the idea that strategic planning, as a pre-task, is an effective tool in easing the burden L2 tasks pose to students (D'Ely, 2006; Ellis, 2005).

A more varied picture emerged from the answers volunteers gave to the sufficiency of planning time given. Seven students from the I.P. were very happy and 1 was happy in having 12 minutes to plan individually. On the contrary, the C.P. had 5 learners who reported they were neutral about the planning time, while 2 participants were happy and 2 very happy. Out of the 5 learners who were neutral, one participant reported that she felt under pressure, already hinting that while 12 minutes seemed appropriate to plan the task individually, the same time allotted to the collaborative planners seemed to impact negatively on their perception. All in all, it seems that collaborative planning has a perceptually negative offshoot in the sense that due to its conversational nature it demands more time than individual planning.

Two questions that rendered a similar pattern of answers from the two planning groups were: planning performance and task difficulty. Concerning planning performance, there were 5 individual planners (62,5%) and 4 planners (44,4%) who worked collaboratively who felt neutral about it. Some individual planners (3 out of 8) pointed that lexical and syntactic issues emerged during planning and generated frustration, while a few collaborative planners (2 out of 9) raised the timing issue impacting on their planning performance. As far as the level of difficulty to plan and perform the task, 1 individual planner (12,5%) and 2 collaborative planners (22,22%) reported the task to be difficult and 3 learners from each group (37,5% from the I.P. and 33,3% from the C.P.) deemed the level of difficulty of the task to be average, on the other hand, 8 participants, being 4 from each condition (50% from the I.P and 44,4% from the C.P.), perceived the

task as easy or very easy. In summary, considering the percentages the two different planning conditions did not seem to play a significant role for the perception of how difficult the task was nor did they seem to have an effect on the perception volunteers had about their planning performance.

In relation to the use of their own mobile phones, learners were asked whether they enjoyed the fact both tasks required them to use their phone. The vast majority reported this as a positive task feature, as 7 (41,2%) students were very happy and 8 (47,1%) were happy about it, while only 2 (11,7%) were neutral. The positive results were justified by some students saying that it was different, not similar to what they normally do at school and in the words of P. 16 "*Eu adoro mexer no celular então foi* cool".

Finally, after experiencing a planning condition in moment 1, participants were asked whether they would have preferred planning under the opposite condition investigated in this study. Out of 8 I.P., 5 answered they would have preferred planning with a peer(s). They, mainly, justified this choice based on the fact that classmates could help with unknown lexis and better syntax. There was 1 individual planner who answered that maybe he would have preferred planning collaboratively as it would have been more fun. In respect to the C.P., the vast majority, 7 out of 9 students, answered they would still prefer the collaborative planning. In analysing the justifications, a pattern was found to sustain this choice anchored on the fact that either: the group helped, the respondent needed help, or the person liked to help the fellow students. This seems to corroborate the positive aspect collaborative tasks entail. According to Foster and Ohta (2005), "the interactive task is revealed here as a social event to which learners bring their instinct to be co-operative and helpful" (p. 425). In a nutshell, 12 out of 17 learners answered in moment 2 that they preferred or would have preferred planning collaboratively.

Following this trend in favour of collaborative work, learners were asked how much they enjoyed the task. Very much was the answer of 1 individual planner (12,5%), 5 (62,5%) answered that they enjoyed it and 2 (25%) individual planners felt neutral about it. Among the C.P., 4 (44,5%) students chose the very happy option and 5 (55,5%) learners were happy about it. While there is a slight difference in the answers, there seems to be a trend where learners who planned collaboratively perceived the task in a more positive way.

After the second moment of data collection, all participants had experienced the two different planning conditions, and they were asked how much they enjoyed that planning condition, that is, the opposite planning condition they worked under at moment 1. This time, the group that planned individually had 4 (44,4%) learners who were very happy, they highlighted the benefits of expressing their own ideas and assessing their own individual capacities in individual planning, 3 (33,3%) students were happy while 2 (22,3) were neutral. The students who chose the neutral option declared that the difficulty level had increased due to the lack of help from peers. This finding is particularly interesting when compared to moment 1, when there were no neutral views about the collaborative planning condition from the same group of participants.

In a similar trend, the group that planned collaboratively at moment 2 also displayed a more favourable perception of this planning condition as now 7 participants were very happy and 1 neutral. From this group, there was a considerable number of participants (4 – 50%) who reported that planning in groups is more fun, a fact that was also present in Xhafaj (2013) in relation to pair work. This was also the group that according to the field notes and the transcript analysis did not plan collaboratively because they were playing during planning time.

Another support in favour of the collaborative planning perception came from the answers to the following

question: how did you like the task? The same question was asked in both moments, as seen previously. From the group that first planned individually and at moment 2 collaboratively, there was an improvement in how they perceived the task for 6 students (75%). In the opposite direction, from the group that first planned collaboratively and at moment 2 planned individually, only 1 participant (11,1%) displayed a more favourable perception of the task.

Lastly, at the second moment learners were asked whether they would enjoy similar tasks to be part of their ESL classes. A striking number of 16 out of the 17 participants answered yes, to justify this choice they mentioned: the positive impact of being able to learn with oneself, the possibility to assess how much you know, the challenging aspect of the task, and the need to create sentences among others. Two answers are here highlighted, P. 11's answer: "*Sim, porque é muito útil para o pensamento rápido e para o desenvolvimento da fala e de escrita",* and P.1 *"com certeza, é bom planejar".* Summing up, the tasks used in this study were perceived as a fruitful learning tool due to varied strategies they entailed, by the same token to Xhajaj (2013) there was also strong support for similar tasks to be adopted in the syllabus.

Considering the aforementioned responses to the questionnaires, the answer to research question 4 is presented next.

R.Q. 4- what are the participants' reported opinions on the two different planning conditions?

Although they enjoy both, **the perception on collaborative planning is more positive** among the participants of this study than individual planning.

In the next chapter, a summary of research results and some reflection upon the role that individual and collaborative planning might play on learners' oral performance is presented. Furthermore, I discuss the limitations of the present study, provide suggestions for future research paths, and propose some pedagogical

implications in relation to fostering young learners' L2 oral skill.

5. FINAL REMARKS, LIMITATIONS AND SUGGESTIONS, AND PEDAGOGICAL IMPLICATIONS

This chapter intends to cover three closing topics. The first presents a summary of the main findings. The second looks at the limitations and suggestions for future research paths. Finally, the third refers to the pedagogical implications, in light of the aforementioned results and discussion of the present study.

5.1 FINAL REMARKS

The main objective of this study was to investigate the extent to which individual and collaborative strategic planning impact the performance of an oral task by young Brazilian learners of English as an L2. Drawing from information processing theory, more specifically the Output Hypothesis (Swain, 1985), it was assumed that collaborative work done in groups, as a pre-task, would lead to better performance in terms of fluency, accuracy and outcome. Moreover, taking studies on strategic planning into account, it was expected that guided planning would foster the use of strategies during planning time by the 17 volunteers, who were young learners of English in a state secondary school in Florianópolis. Finally, a retrospective protocol questionnaire was used as a means of capturing students' perception on the two different planning conditions analysed, which complete the mixed methods approach (Dörnyei, 2007) to data adopted in the present piece of research.

In order to achieve the main objective of the present piece of research two oral tasks that were adapted from previous studies (Mehnert, 1998; Xhajaf et al., 2011; Xhafaj's, 2013) were tested in a pilot and used. Aiming at comparing not only the performance **between the two**

groups (i.e. individual and collaborative planning), but also the performance of the same participant after planning under the two different planning conditions, in other words the **within groups** comparison, the design of the study allowed for an inversion of the tasks as well as the planning conditions to counterbalance tasks effects. While the main objective of the study focused on the product, the secondary objective dealt with the process. The instruments used to unveil the strategies used were a retrospective interview and the recorded audio interaction.

The statistical analyses of the quantitative data, in a nutshell, signalled that there was a trend favouring the collaborative planning condition. Furthermore, the qualitative data have corroborated the beneficial role strategic planning has in allowing attention to shift to different aspects of the message. It has also pointed towards the collaborative planning as the favourite planning condition of the majority of the volunteers in this study. Next, an outline of the main findings are presented:

Finding 1 signals that there was a consistent trend in favour of collaborative planning for both quantitative analyses, namely, between and within groups, especially for the variables outcome and accuracy. Following a similar pattern, the values for standard deviation mostly narrowed when learners were planning collaboratively. These findings are positive as they indicate that collaborative dialogues (Swain, 1985, 2000, 2001; Swain & Lapkin, 1998) can be a locus for focus-on-form (Long, 1991; Skehan, 2003) to happen within a meaning-driven task (Ellis et al., 2001). Moreover, the reduction in standard deviation after collaborative planning signals that the group as a whole performed in a more uniform fashion.

While this may seem obvious to some, finding 2 indicates that grouping learners together may not lead them automatically to work collaboratively (Paiva, 2015). Some factors, which were already advanced for this finding, that might hinder collaborative planning are: too wide

proficiency gaps (Lynch & Maclean, 2001); the way learners approached the task, some not taking it seriously (the 4 participants that played during planning time), and others disliking working with peers (Hyde, 1993).

Concerning finding 3, among the different strategies used, the L1 compensatory strategy was mainly used by learners who planned individually. This was an unexpected finding. On the one hand, it accounted negatively for accuracy and outcome of an L2 oral task. On the other hand, the use of this strategy was perceived as a learning opportunity, considering that participants could notice L2 language gaps (Swain, 1985).

Finding 4 highlights the fact that the data in the present study corroborated the Output Hypothesis (Swain, 1985, 2000, 2001), considering that there were episodes of: 1) noticing gaps, 2) hypothesis testing, and 3) metatalk during collaborative strategic planning.

Finally, concerning participants' perception, finding 5 signals that there was strong support for: (1) the L2 oral tasks, as they were perceived as a means of developing different skills in a creative fashion; (2) for the use of mobile phones, due to the extensive daily use the young population investigated make of *whatsapp*; (3) the collaborative planning condition, as 12 participants stated this preference over individual planning; (4) the adoption of similar tasks in the classroom, considering that 16 out of 17 participants would like this to happen.

Although the discussion around the impact collaborative and individual strategic planning have on both the process and the product is far from being quenched, the results of this study show a trend in favour of the collaborative planning condition. The oral messages produced after collaborative planning were noticeably more accurate and achieved a better outcome when compared to the production after individual planning. In terms of fluency, the speech of learners after they planned collaboratively was only slightly faster than when they

planned individually, which also shows some support for trade-off effects (Skehan, 2003). Next, the limitations of the present piece of research as well as the suggestions for future research are presented.

5.2 LIMITATIONS AND SUGGESTIONS FOR FUTURE RESEARCH PATHS

I am heedful that the present study, like many classroom oriented studies, employed only a small cohort of participants and broad conclusions, especially the ones based on the statistical results, cannot be drawn as a clear-cut result. Moreover, while CA is a public institution, it does not represent the norm in state schools in Brazil, especially in terms of infrastructure and pedagogical resources, namely highly skilled teachers and state-of-the-art technology. This fact makes any likely generalization to different contexts difficult to establish.

All participants in this study came from the same second year class. Although some different levels of L2 proficiency were expected, too wide gaps of proficiency levels in the L2 might have hindered learners in the purpose of working collaboratively. Lynch and Maclean (2001) point out that when some participants perceive their peer to possess a much lower proficiency level in the L2 they tend not to accept their contributions. Having that in mind, it would be useful for future studies to apply a proficiency test prior to grouping the students aiming at having more balanced groups concerning proficiency in the L2.

The restricted number of variables in the present study also constitutes a limitation. First, complexity, which is a regular variable in L2 speech studies, was not analysed following the low number of subordinate sentences found in the pilot study. Due to time constraints, no other complexity measures were analysed. However, future studies might consider the analysis of complexity based on different

measures such as lexical density/diversity, for instance, since participants focused on meaning and used lexical strategies. Second, fluency was only analysed taking into account speech rate unpruned. The inclusion of other fluency measures (e.g. hesitation and frequency) in the analysis could have indicated different results or broaden the scope for fluency as a speech dimension. Third, accuracy was assessed having very proficient and native speakers judging the appropriateness of each utterance. In general this resulted in substantial number of errors being found, though some of them had not been the object of the school syllabus up to the point of data collection. A fairer accuracy analysis should also include a measure that deals with a specific language point that students had been previously exposed to in class, for instance counting the number of past tense errors.

In relation to the tasks used in this study, drawing from Xhafaj et al. (2011) and Xhafaj (2013) where the number of 6 mandatory words for each message worked as a constraint, the present study adapted this requirement so students had to include only 3 mandatory words per oral message. However, the analysis of the retrospective protocols indicated that these 3 mandatory words still hampered learners' performance as they were too worried in fitting the mandatory words into the messages. Thus, to some participants the task turned into a mission to create a story that contained the required 3 words. This, in turn, might have demanded too much time to conceptualize the messages (Levelt, 1989), not allowing extra time to cater for another necessary aspect of speech production that is formulation, which could partially explain the low number of language related episodes. Future studies should look at different control measures for the task so that it encourages learners to produce complex messages while this occurs more organically.

As far as data collection goes, the decision to gather information when learners were planning collaboratively

using a voice recorder seemed to be a limitation. During communicative acts, it is normal for some information to be exchanged without any exchange of utterances, for example a nod signalling agreement. Thus, future studies that deal with collaborative planning should consider recording both audio and video for a more comprehensive analysis.

The present study yielded results that challenge findings of a previous study concerning the role of collaborative strategic planning (Xhajaf, 2013). Here are some explanations that might account for such disagreement. First, the present study dealt with secondary school learners while Xhafaj dealt with undergraduate students. Second, this study allowed the use of the L1 while learners were planning collaboratively whereas Xhafaj's volunteers communicated in the L2. Further research that allows the use of L1 for planning should be carried out in order to clarify the differing results obtained by the two studies.

It seems fair to say, based on the results, that the initial assumed position that putting learners to plan in groups would lead them to work collaboratively did not hold true. This fact, therefore, was considered a limitation of the study as it may have impacted the results. While putting learners to work together might not spontaneously lead them to work collaboratively, as seen in Paiva (2015) as well as endorsed by some of the present results, this should be seen as an invitation for training on collaborative work to be given as a means of fostering learners in perceiving the benefits of the Output Hypothesis in noticing gaps, testing hypotheses and discussing language.

Despite the discussed limitations, it is hoped that the findings on collaborative and individual strategic planning here presented contribute in providing awareness that strategic planning is overall beneficial which, in turn, may allow the possibility of future adoption by L2 teachers or schools.

5.3 PEDAGOGICAL IMPLICATIONS

Although there has been strong support from SLA studies for the positive effects strategic planning has on performance, the adoption of such a pre-task tool has a long journey to go before being fully incorporated to secondary schools practice. This fact, however, should be perceived as a window of opportunity, and having this context in mind, I present the possible pedagogical implications of this study.

I embarked on this research endeavour to investigate whether collaborative planning in groups was a positive option in offering benefits on production and whether it had support from the volunteers as a favourable pre-task condition. In general terms, this study had from its onset the overt objective to inform pedagogy.

With this in mind, when one looks only at the quantitative data, the preliminary conclusion might be that collaborative strategic planning to perform an L2 task should not be included in school contexts, since the values for the three analysed variables - fluency, accuracy and outcome - did not present strong statistically significant results favouring the collaborative condition. This view would go hand in hand with Ellis's (2005) position that planning is mainly an individual endeavour. Finally, the plethora of studies on strategic planning that have endorsed this form of pre-task had, in their vast majority, participants planning individually.

Yet, the careful analysis of the quantitative data indicated a fruitful discussion to inform pedagogy and theory. If, on the one hand, fluency was particularly penalized in the statistical analysis in line with trade-off effects (Skehan, 2003), on the other hand, the oral messages of learners planning collaboratively were more accurate, and, even more meaningfully, it approximated statistical

significance for the variable outcome, which has a pragmatic stance. In showing a trend favouring this aspect of the messages, learners were working in consonance with the task-based approach as they produced meaning-driven messages (Ellis, 2005). We need to recall that the instructions for the tasks emphasised the need to convince the listener about the message and, in doing so, attention might have been shifted to message conceptualization as the values for outcome seem to attest. This fact might indicate that if task designers and teachers want to focus on specific aspects of the oral messages, these should be made salient when designing different tasks (Xhafaj, 2013), since attention is a limited resource (Schmidt, 2001) and cannot be directed to all language aspects.

Moreover, the qualitative data appeared to show students' support for both planning conditions, with an advantage to the collaborative one. And here I make a strong case in favour of the collaborative strategic planning, having the specific research context of the present study in mind. A considerable number of SLA studies involving interaction were conducted with graduate or undergraduate students (Lynch & Maclean, 2001; Ortega, 2009; Storch, 2002; Xhafaj et al. 2011; Xhafaj, 2013 to name a few). While they were enlightening in showing pros and cons of collaborative work, they all had the L2 established for communication during planning, a strategy commonly used in L2 classes as a means of maximizing the exposure to L2 input. However, the choice to encourage learners to talk in their L1 during planning seemed to be appropriate, as most learners displayed a low to intermediate level of proficiency in the L2 and some language aspects are challenging even when discussed in the L1 (van Compernolle, 2015). In relation to the L1 use during planning, not only did it possibly allow learners' level of language analyses to expand to complex issues (e.g. metalanguage), but also it might have made possible the discussion to occur in the first place, allowing all students to participate.

In relation to the positive effects of individual planning, I would not go as far as Ortega (2005) in saying that individual planning "created the mental space for learners to negotiate with themselves many aspects of the language" (p. 105) as she linked her findings to Swain's (2000) concept of negotiation of meaning. Although planning allows the possibility for retrieval to be extended - so that during the course of planning one might retrieve previous knowledge that was not initially available, evaluate and even remediate language - I side with Swain that negotiation would appear during collaborative dialogues and this occurs when there is the possibility to work with (a) peer(s).

From a pedagogical perspective, the occurrence of negotiation of meaning during collaborative planning is relevant, as it shifts to students the role of the expert peer (Swain & Lapkin, 1988). Furthermore, during interactions, the majority of learners noticed language gaps, tested hypotheses, and discussed linguistic aspects, processes that besides corroborating the Output Hypothesis are appealing to the classroom. And while the occurrence of language related episodes, such as metalanguage, was low, I tend to agree with de Bot (1996) who argues that these episodes should not be analysed from a quantitative perspective but rather a qualitative one. In the classroom, an attentive teacher could choose a specific language occurrence that learners were struggling with during collaborative planning and explore it during the post-task phase, raising awareness to the whole group about a language point that emerged from students' needs. As Van Compernolle (2015) notes "[…]teachers can deliberately distort (in a positive sense) the negotiation for meaning process for pedagogical purposes in order to draw a learner´s attention to the form of the utterance[…]" (p. 4). In this sense, the post-task works as a meaningful tool making the transition between phases as seamless as possible.

While most students displayed a tendency to work collaboratively and used social-affective strategies when grouped with peers, some students did not use or did not see this opportunity as a means of improving their individual message nor perceived it as a moment to help their colleagues. This fact calls for similar tasks and projects that require collaborative work to be implemented in the classroom as a process and not as a single endeavour. It is necessary that students perceive the benefits of collaborative work. Not only should they see group work as a tool to complete those tasks but also they need to be made aware of individual benefits to their performances. As a result, group work could become collaborative work in a longitudinal process, ideally not confined to the L2 classes but working with different subjects of the school syllabus.

Finally, it is relevant to highlight the potential in the use of *whatsapp* for the classroom, although this analysis was not within the objectives of the present study. The organic way data were collected, as learners felt at ease using their mobile phones, the positive acceptance by students, the straightforward way data were transmitted (even when the school had no wifi available, at EeB Dom Jaime Câmara), among other reasons, make the use of *whatsapp* a likely tool to be fully incorporated in schools by teachers.

All in all, the results found for both individual and collaborative planning seem not to compete in terms of importance to the point that one should be used instead of the other. In fact, they appear to be two sides of the same coin. This coin would be the strategic planning, as a valuable tool to be used by L2 teachers particularly when working with cognitive demanding tasks, such as the ones used in this study. Then, the L2 teacher could flip the coin and decide the type of strategic planning to use; in this sense, collaborative strategic planning would offer variety in the classroom and the possibility of developing collaborative strategies along with individual strategic

planning, being a particular fruitful tool for L2 lower proficient classes.

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APPENDIX A1 – Consent Form

UNIVERSIDADE FEDERAL DE SANTA CATARINA
PROGRAMA DE PÓS-GRADUAÇÃO EM INGLÊS: ESTUDOS LINGUISTICOS E LITERARIOS

Termo de Consentimento Livre e Esclarecido – Participantes / Pais ou Responsáveis

Prezada(o) Sra./Sr

Meu nome é Rafael Zaccaron, estudante de Mestrado da UFSC. Faço pesquisa na área de Tarefas sob a orientação da professora Raquel Carolina Souza Ferraz D'Ely.

Convido sua/seu filha(o), ou menor pelo qual a/o Sr(a). é responsável, para ser participante na pesquisa: "O impacto do planejamento estratégico individual e em grupos na execução de uma tarefa oral por estudantes de inglês".

Por que realizo essa pesquisa?
Alguns estudiosos afirmam que planejar uma tarefa em grupos geralmente traz benefícios, enquanto outros afirmam que planejar sozinho pode ser melhor. O meu objetivo é entender melhor como estudantes de inglês fazem e vêem a tarefa nessas situações.

O que vai acontecer?
Os alunos farão duas tarefas e responderão dois questionários no horário das aulas na escola. Essas atividades foram autorizadas pela Escola e pela professora da turma. **Caso** sua/seu filha(o) ou a Sra/Sr. **decida(m) não participar** da pesquisa, os dados obtidos na tarefa **não**

serão utilizados por mim **na pesquisa,** sem prejuízo algum para sua/seu filha(o).

No primeiro dia os alunos responderão um breve questionário sobre a experiência com a língua inglesa e a idade. Também no primeiro dia será aplicada uma das tarefa (1) e logo após a execução um questionário sobre a tarefa será respondido. No segundo dia o mesmo procedimento será repetido com a tarefa 2 e o questionário sobre a tarefa.

Importante: a execução das tarefas será gravada (áudio somente) e a tarefa também envolverá o uso do celular pra deixar uma mensagem de voz. Caso a/o aluna(o) não possua celular um celular será emprestado para gravar a mensagem.

Haverá algum risco na realização dessas tarefas?
As tarefas desse estudo são parecidas com outras tarefas realizadas em sala de aula na Escola, por isso os riscos são mínimos. O que pode acontecer é que os estudantes fiquem ansiosos para fazer a tarefa, pra ajudar na diminuição disso as instruções dadas serão bem claras e uma sessão de treino será previamente feita.

Haverá algum benefício?
Sim. Os alunos executarão uma tarefa e irão refletir sobre ela apontando pontos positivos e negativos. Esse fator em si faz com que a/o aluna(o) reflita sobre as estratégias que ele usa para resolver tarefas. O pesquisador também fornecerá um breve relatório sobre os resultados da pesquisa por email para você e sua/seu filha(o). Dúvidas sobre desempenho individual poderão ser requisitadas por email.

A identidade dos alunos será revelada?
Não, os dados serão confidenciais, ou seja, nomes não estarão na pesquisa. Os participantes serão identificados por números, por exemplo: participante 1.

Haverá acompanhamento de alguém?
Sim, durante todo o processo eu estarei presente. Qualquer dúvida será atendida.

A participação nessa pesquisa é obrigatória?
Não. A participação é totalmente voluntária. Esse documento é um convite. Caso haja a recusa na participação a/o aluna(o) não será afetada(o) na escola de modo algum.

Haverá alguma despesa?
Não. A pesquisa vai acontecer no horário de aula, portanto, não há necessidade de deslocamento.

Haverá benefício financeiro?
Não. A participação na pesquisa é voluntária e não envolve dinheiro, mas me comprometo a garantir indenização diante de eventuais danos.

É possível desistir de participar ou cancelar essa autorização?
Sim. É possível cancelar a participação **a qualquer momento** da pesquisa, tanto a/o aluna(o) quanto a/o responsável, caso haja o cancelamento não haverá prejuízo algum para a/o aluna(o). Isso pode ser feito através do meu telefone **(48) 9833-4080**, email**: rafaelzaccaron@gmail.com** ou pessoalmente.

Como faço o contato para esclarecer dúvidas?
Eu responderei prontamente no telefone e email acima. O email da minha orientadora é:
raqueldely@gmail.com e ela pode ser contata também através do seguinte endereço:
Universidade Federal de Santa Catarina Centro de Comunicação e Expressão – CCE "B"– Sala 313 Campus Universitário – Trindade – Florianópolis – SC 88.040-900

Caso você queira entrar em contato com o Comitê de Ética em Pesquisas com Seres Humanos da UFSC, que é o órgão que aprova esse tipo de pesquisa. Use uma dessas formas de contato:

Prédio Reitoria II, 4ºandar, sala 401, localizado na Rua Desembargador Vitor Lima, nº 222, Trindade, Florianópolis
Telefone para contato: 3721-6094
Email: cep.propesq@contato.ufsc.br

Essa pesquisa cumpre os termos da resolução CNS 466/12 e 510/16 e também suas complementares, que são as os documentos que normatizam pesquisas como essa no Brasil.

Esse documento deverá ser assinado em duas vias, todas as páginas rubricadas, ficando uma via com você e uma com o pesquisador. A assinatura desse documento me permite usar os dados coletados da(o) menor em sua responsabilidade. Muito obrigado!

DECLARAÇÃO DE CONSENTIMENTO PÓS-INFORMAÇÃO

Eu,
_____
(nome complete), fui esclarecida(o) sobre a pesquisa: "O impacto do planejamento estratégico individual e em grupos na execução de uma tarefa oral por estudantes de inglês", e autorizo que os dados da/do menor _____ sejam utilizados para a realização da mesma.

Nome:
_____

Assinatura do Responsável
CPF

_____
Assinatura dos Pesquisadores Responsáveis

_____ _____
Rafael Zaccaron Raquel C. S. F. D'Ely
Pesquisador Orientadora

Data: _____/ _____/ 201_

_____

Termo de Assentimento

Nome da/o estudante:
_____
Assinatura da/o estudante (menor de idade)

APPENDIX A2 – Compliance Term

Florianópolis 15 de setembro de 2016

Ao Comitê de Ética em Pesquisa da Universidade Federal de Santa Catarina – CEP/UFSC
A/c. **Coordenação do CEP/UFSC**

Autorização para realização de pesquisa

Eu, _____
coordenadora de Pesquisa e Extensão do Colégio de Aplicação venho por meio desta informar a V. Sa. que autorizo o pesquisador Rafael Zaccaron aluno(a) do curso de Mestrado em Inglês: Estudos Linguísticos e Literários da Universidade Federal de Santa Catarina UFSC, a realizar/desenvolver a pesquisa intitulada Quanto mais pessoas melhor: O impacto do planejamento estratégico individual e colaborativo no desempenho de uma tarefa oral realizada por jovens aprendizes de Inglês", sob orientação das Profa. Dra. Raquel Carolina Souza Ferraz D'Ely e Donesca Puntel Xhafaj

Declaro conhecer e cumprir as Resoluções Éticas Brasileiras, em especial a Resolução CNS 196/96. Esta instituição está ciente de suas co-responsabilidades como *instituição co-participante* do presente projeto de pesquisa, e de seu compromisso no resguardo da segurança e bem-estar dos sujeitos de pesquisa nela recrutados, dispondo de infra-estrutura necessária para a garantia de tal segurança e bem estar.

_____

APPENDIX A3 – Compliance Term

Florianópolis 02 de fevereiro de 2017

Ao Comitê de Ética em Pesquisa da Universidade Federal de Santa Catarina – CEP/UFSC
A/c. **Coordenação do CEP/UFSC**

Autorização para realização de pesquisa

Eu, _____
diretora da escola Escola Educação Básica Dom Jaime Câmara do venho por meio desta informar a V. Sa. que autorizo o pesquisador Rafael Zaccaron aluno(a) do curso de Mestrado em Inglês: Estudos Linguísticos e Literários da Universidade Federal de Santa Catarina UFSC, a realizar/desenvolver a pesquisa intitulada Quanto mais pessoas melhor: O impacto do planejamento estratégico individual e colaborativo no desempenho de uma tarefa oral realizada por jovens aprendizes de Inglês", sob orientação das Profa. Dra. Raquel Carolina Souza Ferraz D'Ely e Donesca Puntel Xhafaj

Declaro conhecer e cumprir as Resoluções Éticas Brasileiras, em especial a Resolução CNS 196/96. Esta instituição está ciente de suas co-responsabilidades como *instituição co-participante* do presente projeto de pesquisa, e de seu compromisso no resguardo da segurança e bem-estar dos sujeitos de pesquisa nela recrutados, dispondo de infra-estrutura necessária para a garantia de tal segurança e bem estar.

_____

APPENDIX B - Profile Questionnaire

Universidade Federal de Santa Catarina
Centro de Comunicação e Expressão - DLLE
Nome:
_____
Idade: _____ Língua maternal:_____

Por favor, responda as seguinte perguntas. Não se preocupe com erros de gramática,

1. Há quanto tempo você estuda inglês na escola?
_____
_____.

2. Você estuda ou já estudou inglês fora da escola (por exemplo, curso de inglês particular)? Se sim, onde estudou/estuda? E por quanto tempo?
_____
_____
_____

3. Você já esteve em um país onde se fala inglês? Se sim, quanto tempo você ficou lá?
_____
_____
_____

4.1. Você fala inglês fora da sala de aula? Quantas horas por semana?

- ☐ Até 1 hora
- ☐ Entre 1 e 2 horas
- ☐ Entre 2 e 3 horas
- ☐ Entre 3 e 4 horas
- ☐ Mais de 4 horas

4.2 Onde?

_____
_

- ☐ Jogando games
- ☐ Ouvindo/ traduzindo/ cantando música
- ☐ Aplicativos que ensinam inglês (ex: Duolingo)
- ☐ Falando com amigo(s)
- ☐ Escrevendo/ lendo na internet
- ☐ Outro:

_____

MUITO OBRIGADO!

APPENDIX C1 – Task A Instruction Sheet (Individual Planning)

Instruções para Tarefa A (Trabalho em grupo)

Por favor, leia até a linha (silenciosamente, só pra você). Depois disso eu lerei o resto das instruções com você.

Trabalho em grupo (Planejamento Individual)

Você marcou para encontrar seus colegas de sala pra fazer um trabalho em grupo. Como estava chovendo você ficou com preguiça de sair da cama e não foi. Mas agora você precisa ligar pra eles e dar uma boa desculpa. Invente uma história pra justificar não ter ido encontrar eles. Sua desculpa deve ter as seguintes palavras: ***house, to get*** **e** ***umbrella*** (em qualquer ordem).

Você vai deixar um mensagem de voz (áudio) no whats de um(a) colega do grupo. A duração você decide. Adicione o número (48) XXXX-XXXX nos seus contatos, esse é o número para o qual você deve enviar a mensagem.

Pare aqui. ESSA PARTE EU LEIO COM VOCÊ.

Antes de você gravar sua mensagem você terá 7 minutos pra planejar o que e como falar. Você poderá fazer anotações no papel fornecido, é bom não escrever a mensagem completa pois você **não** poderá usar o papel na hora de gravar o áudio. Mas você pode consultar essa folha.

Se você tiver qualquer dúvida, por favor pergunte, pois depois das perguntas eu falarei 'podem começar' e o tempo começa a contar (7 minutos).

Depois de 7 minutos eu falarei 'podem parar'. Peço que deixem as folhas de lado e já peguem o celular e gravem a mensagem que planejaram **em inglês**.

Você poderá ouvir sua mensagem com fones, mas não deve gravar a mensagem de novo. Após a gravação da mensagem um assistente de pesquisa irá fazer algumas perguntas em português. Assim que terminar de responder as perguntas, por favor pegue o questionário (última folha) e responda. Se tiver qualquer pergunta sobre o questionário chame um professor levantando a mão.

Permaneça em silêncio, por favor, até que todos terminem.

Importante: você não poderá consultar ninguém (colegas ou professores) durante o tempo de planejamento (7 minutos), portanto aproveite pra fazer qualquer pergunta agora.

Recapitulando…
1 – Tempo 7 minutos (planejamento)
2 – mensagem de áudio pro(a) colega (**em inglês**)
3 – mensagem do que fez nos 7 minutos
4 – Questionário

MUITO OBRIGADO! ☺

APPENDIX C2 – Task A Instruction Sheet
(Collaborative Planning)

Por favor, leia até a linha (silenciosamente, só pra você). Depois disso eu lerei o resto das instruções com você.
Trabalho em grupo (Planejamento em Grupo)

Você marcou para encontrar seus colegas de sala pra fazer um trabalho em grupo. Como estava chovendo você ficou com preguiça de sair da cama e não foi. Mas agora você precisa ligar pra eles e dar uma boa desculpa. Invente uma história pra justificar não ter ido encontrar eles. Sua desculpa deve ter as seguintes palavras: ***house, to get*** **e** ***umbrella*** (em qualquer ordem).

Você vai deixar um mensagem de voz (áudio) no whats de um(a) colega do grupo. A duração você decide. Adicione o número (48) XXXX-XXXX nos seus contatos, esse é o número para o qual você deve enviar a mensagem.

Pare aqui. ESSA PARTE EU LEIO COM VOCÊ.

Antes de você gravar sua mensagem você terá 7 minutos pra planejar o que e como falar. Você poderá fazer anotações no papel fornecido, é bom não escrever a mensagem completa pois você não poderá usar o papel na hora de gravar o áudio. Mas você pode consultar essa folha. **MUITO IMPORTANTE**: você terá os 7 minutos pra planejar em grupo, mas a tarefa é individual, ou seja, você deve criar uma desculpa pra você e não uma desculpa para o grupo. Você também gravará essa desculpa sozinho.

Se você tiver qualquer dúvida, por favor pergunte, pois depois das perguntas eu falarei 'podem começar' e o tempo começa a contar (7 minutos).

Depois de 7 minutos eu falarei 'podem parar'. Peço que deixem as folhas de lado e já peguem o celular e gravem a mensagem que planejaram **em inglês** não muito próximos dos colegas. Você poderá ouvir sua mensagem com fones, mas não deve gravar a mensagem de novo.

Assim que terminar de gravar o áudio, por favor

pegue o questionário (última folha) e responda. Se tiver qualquer pergunta sobre o questionário chame um professor levantando a mão.

Permaneça em silêncio, por favor, até que todos terminem.

Recapitulando…
1 – Tempo 7 minutos (planejamento)
2 – mensagem de áudio pro(a) colega (**em inglês**)
3 – Questionário

MUITO OBRIGADO! ☺

APPENDIX C3 – Task B Instruction Sheet (Individual Planning)

Por favor, leia até a linha (silenciosamente, só pra você). Depois disso eu lerei o resto das instruções com você.
Lição de Casa (Planejamento Individual)

Você tinha uma lição de casa importante valendo nota pra segunda-feira. Como seu/sua melhor amigo(a) que mora longe estava visitando você não conseguiu terminar. Mas agora você precisa ligar pra(o) professor(a) e dar uma boa desculpa. Invente uma história pra justificar não ter feito a lição. Sua desculpa deve ter as seguintes palavras: ***bus, to meet*** **e** ***computer*** (em qualquer ordem).

Você vai deixar um mensagem de voz (áudio) no whats da(o) sua/seu professor(a). A duração você decide. Adicione o número (48) XXXX-XXXX nos seus contatos, esse é o número para o qual você deve enviar a mensagem.

Pare aqui. ESSA PARTE EU LEIO COM VOCÊ.

Antes de você gravar sua mensagem você terá 7 minutos pra planejar o que e como falar. Você poderá fazer anotações no papel fornecido, é bom não escrever a mensagem completa pois você não poderá usar o papel na hora de gravar o áudio. Mas você pode consultar essa folha.

Se você tiver qualquer dúvida, por favor pergunte, pois depois das perguntas eu falarei 'podem começar' e o tempo começa a contar (7 minutos).

Depois de 7 minutos eu falarei 'podem parar'. Peço que deixem as folhas de lado e já peguem o celular e gravem a mensagem que planejaram **em inglês**.

Você poderá ouvir sua mensagem com fones, mas não deve gravar a mensagem de novo. Após a gravação da mensagem um assistente de pesquisa irá fazer algumas perguntas em português. Assim que terminar de responder as perguntas, por favor pegue o questionário (última folha) e responda. Se tiver qualquer pergunta sobre o questionário

chame um professor levantando a mão. Permaneça em silêncio, por favor, até que todos terminem.

Importante: você não poderá consultar ninguém (colegas ou professores) durante o tempo de planejamento (7 minutos), portanto aproveite pra fazer qualquer pergunta agora.

Recapitulando…
1 – Tempo 7 minutos (planejamento)
2 – mensagem de áudio pra(o) profe (**em inglês**)
3 – mensagem do que fez nos 7 minutos
4 – Questionário

MUITO OBRIGADO! ☺

APPENDIX C4 – Task B Instruction Sheet (Group Work)

Por favor, leia até a linha (silenciosamente, só pra você). Depois disso eu lerei o resto das instruções com você.

Lição de Casa (Planejamento em Grupo)

Você tinha uma lição de casa importante valendo nota pra segunda-feira. Como seu/sua melhor amigo(a) que mora longe estava visitando você não conseguiu terminar. Mas agora você precisa ligar pra(o) professor(a) e dar uma boa desculpa. Invente uma história pra justificar não ter feito a lição. Sua desculpa deve ter as seguintes palavras: ***bus, to meet*** **e** ***computer*** (em qualquer ordem).

Você vai deixar um mensagem de voz (áudio) no whats da(o) sua/seu professor(a). A duração você decide. Adicione o número (48) XXXX-XXXX nos seus contatos, esse é o número para o qual você deve enviar a mensagem.

Pare aqui. ESSA PARTE EU LEIO COM VOCÊ.

Antes de você gravar sua mensagem você terá 7 minutos pra planejar o que e como falar. Você poderá fazer anotações no papel fornecido, é bom não escrever a mensagem completa pois você não poderá usar o papel na hora de gravar o áudio. Mas você pode consultar essa folha.

MUITO IMPORTANTE: você terá os 7 minutos pra planejar em grupo, mas a tarefa é individual, ou seja, você deve criar uma desculpa pra você e não uma desculpa para o grupo. Você também gravará essa desculpa sozinho.

Se você tiver qualquer dúvida, por favor pergunte, pois depois das perguntas eu falarei ‘podem começar’ e o tempo começa a contar (7 minutos).

Depois de 7 minutos eu falarei ‘podem parar’. Peço que deixem as folhas de lado e já peguem o celular e gravem a mensagem que planejaram **em inglês** não muito próximos dos colegas. Você poderá ouvir sua mensagem com fones, mas não deve gravar a mensagem de novo. Você poderá ouvir sua mensagem usando fones, mas não deve gravar a mensagem de novo.

Assim que terminar de gravar o áudio, por favor pegue o questionário (última folha) e responda. Se tiver qualquer pergunta sobre o questionário chame um professor levantando a mão.

Permaneça em silêncio, por favor, até que todos terminem.

Recapitulando…
1 – Tempo 7 minutos (planejamento)
2 – mensagem de áudio pra(o) profe (**em inglês**)
3 – Questionário

MUITO OBRIGADO! ☺

APPENDIX D – Guided Planning Sheet

Considere os seguintes aspectos para a sua mensagem:

- Pense na sequencia da sua mensagem a ser gravada no telefone;
- Pense em criar uma desculpa que convença o/a ouvinte, incluindo as palavras necessárias;
- Pense nas palavras (vocabulário) necessárias para a sua mensagem;
- Pense nas frases e gramática que são importantes para a mensagem;
- Pense para quem essa mensagem é endereçada e no nível de formalidade necessário.

APPENDIX E - Guided Retrospective Protocol Interview

Logo após o/a participante gravar a mensagem no whatsapp, dirija-se a ela/ele com seu celular e grave as respostas das seguintes perguntas:

1 – Antes de gravar a mensagem você teve 12 minutos para planejá-la. Descreva o que você fez quando planejava.

Caso o/a aluno/a não consiga responder a pergunta acima ou disser que não sabe, siga o seguinte roteiro de perguntas da ordem apresentada:

2 – Fale das dificuldades que você teve

3 – Você pensou/escreveu em palavras-chave (importantes)? Frases completas? Como?

4 - Você pensou na organização da mensagem? (começo/meio/fim)

5 - Você pensou em como usar as palavras obrigatórias? De qual maneira?

6 - Você reavaliou o que tinha pensado e fez mudanças na mensagem? Lembra algum exemplo?

7 - Percebeu algum erro durante o planejamento e fez mudanças na mensagem? Lembra algum exemplo?

8 - Você traduziu palavras mentalmente?

9 - Ensaiou a mensagem durante esse tempo?

APPENDIX F1 – Self-Report Questionnaire
(Individual Planning – Task A)

Questionários para o Planejamento Individual
Universidade Federal de Santa Catarina Centro de Comunicação e Expressão – DLLE

QUESTIONÁRIO – PLANEJAMENTO INDIVIDUAL (tarefa A)
Nome: _____

1- Responda e marque o rosto que melhor representa o seu sentimento em relação à:

Quanto você gostou de ter tempo pra planejar a mensagem?	
Quão bom você achou o tempo pra planejar (7 minutos). Por que? _____ _____	
Quanto você gostou de fazer a tarefa? (inventar uma desculpa em inglês, ter que usar palavras dadas e falar a desculpa). Justifique _____	
Quanto você gostou do que você fez enquanto planejava? Justifique _____ _____	

Quanto você gostou de gravar a mensagem no celular? Justifique _____ _____	

2 – Você preferiria ter planejado a mensagem com (um) colega(s) da sala? Por que? Por que não?

_____
_____
_____
_____
_____

3 – Você gostaria de dizer alguma coisa que não foi perguntado aqui? O que?

_____
_____
_____

MUITO OBRIGADO! ☺

APPENDIX F2 – Self-Report Questionnaire
(Individual Planning – Task B)

Questionários para o Planejamento Individual
Universidade Federal de Santa Catarina Centro de Comunicação e Expressão – DLLE

QUESTIONÁRIO – PLANEJAMENTO INDIVIDUAL (tarefa B)

Nome:
_____

1- Responda e marque o rosto que melhor representa o seu sentimento em relação à:

Quanto você gostou de planejar sozinho?	
Quanto você gostou de fazer essa tarefa. Justifique. _____ _____	

2 – Você gostaria de fazer mais tarefas como essa (com tempo pra planejar) para aprender inglês na aula? Por que?
_____
_____
_____
_____
_____

MUITO OBRIGADO! ☺

APPENDIX F3 – Self-Report Questionnaire (Group Planning – Task A)

Questionários para o Planejamento em Grupo
Universidade Federal de Santa Catarina Centro de Comunicação e Expressão – DLLE

QUESTIONÁRIO – PLANEJAMENTO EM GRUPO (tarefa A)
Nome:
_____

1- Responda e marque o rosto que melhor representa o seu sentimento em relação à:

Quanto você gostou de ter tempo pra planejar a mensagem?	
Quão bom você achou o tempo pra planejar (7 minutos). Por que? _____ _____	
Quanto você gostou de fazer a tarefa? (inventar uma desculpa em inglês, ter que usar palavras dadas e falar a desculpa). Justifique _____ _____	
Quanto você gostou do que você fez enquanto planejava? Justifique _____ _____	

Quanto você gostou de gravar a mensagem no celular? Justifique _____ _____ _____	

2 – Você preferiria ter planejado sozinho(a)? Por que? Por que não? (seus colegas de sala NÃO terão acesso a essa informação)

_____
_____
_____
_____
_____
_____
_____

3 – Você gostaria de dizer alguma coisa que não foi perguntado aqui? O que?

_____
_____
_____

MUITO OBRIGADO! ☺

APPENDIX F4 – Self-Report Questionnaire (Group Planning – Task B)

Universidade Federal de Santa Catarina Centro de Comunicação e Expressão – DLLE

QUESTIONÁRIO – PLANEJAMENTO EM GRUPO (tarefa B)

Nome:
_____

1- Responda e marque o rosto que melhor representa o seu sentimento em relação à:

Quanto você gostou de planejar a tarefa em grupo?	
Quanto você gostou de fazer essa tarefa. Justifique. _____ _____	

2 – Você gostaria de fazer mais tarefas como essa (com tempo pra planejar) para aprender inglês na aula? Por que?

_____
_____
_____
_____
_____
_____

Muito Obrigado!

APPENDIX G – Transcription of oral messages (Pilot Study)

TRANSCRIPTION CONVENTIONS
Analyses of speech samples from the pilot study – accuracy and fluency
Words in bold signal mistakes.
| - indicates an AS clause
(.) - indicates a pause longer than 1 second
SRU – Speech rate unpruned

INDIVIDUAL PLANNING

PARTICIPANT 1
Speech time: 0:11s
Total number of semantic units: 13
SRU: 70,9
Target words used: 2
Mistakes: 3
AS-units: 4
Accuracy: 0,75

Hi friend (.) | I need **of one** (.) umbrella | (.) **xx** go (.) to your house (.) | I'm sick.

PARTICIPANT 2
Speech time: 0:17s
Total number of semantic units: 54
SRU: 190,6
Target words used: 3
Mistakes: 3
AS-units: 9
Accuracy: 0,33

Hey it's me 2 (.) | I'm so sorry | but I can't go to the library today (.) | my little sister invited some friends to our house

(.) | and **any** of them **bring** an umbrella (.) | so I have to take care of them | till the rain stops (.) | we can do the homework **at** Sunday (.) | what do you think?

GROUP PLANNING

PARTICIPANT 4
Speech time: 0:18s
Total number of semantic units: 22
SRU: 73,3
Target words used: 2
Mistakes: 3
AS-units: 6
Accuracy: 0,5

I **lost** the bus teacher (.) | because (.) the bus **drive don't** stop (.) | and my computer (.) is broken (.) | it's broken (.) | it's over (.) | that is.

PARTICIPANT 5
Speech time: 0:19s
Total number of semantic units: 28
SRU: 88,42
Target words used: 2
Mistakes:
1

AS-units: 7
Accuracy: 0,14

(.) Hi teacher (.) | I'm so sorry (.) | I can't finish my work | **and** (.1) my computer was broken (.) | so (.) I'm so sorry (.) | now I have to go (.) to meet a friend (.) | bye.

PARTICIPANT 6
Speech time: 0:05s

Total number of semantic units: 9
SRU: 108
Target words used: 2
Mistakes: 0
AS-units :2
Accuracy: 0

(.) I found my computer (.) | that I lost in the bus.

APPENDIX H – Participants' answers to retrospective interview (pilot study)

Retrospective protocol - interviews of the individual planning.
Words in bold indicate the possible use of strategies.

Participant 1

1 – Descreva o que você fez enquanto planejava.
A frase? Então, eu **busquei pegar palavras mais fáceis que a gente já tinha mais facilidade**. E alguns verbos que a gente têm trabalhado agora (provavelmente se referindo às aulas na escola), só que assim fazer uma frase assim na hora sem consulta nada assim foi difícil. Então **peguei as mais fáceis** que eu pude fazer.

1 – Fale das dificuldades que você teve.
É, foi essa de poder montar a frase mesmo usando um verbo...um verbo no passado, ou até mesmo uma coisa que a gente usa sempre, como usar uma desculpa ou ter que colocar as palavras certinhas na frase. Eu não consegui colocar todas, entendeu?

2 – Você escreveu pensou em frases completas? Palavras-chave (importantes)?
Eu peguei, tipo: "**Eu estou"** pra poder formar uma frase mais fácil, tipo "**Eu estou doente. Não vou poder ir**. **Ou eu preciso de alguma coisa".** Uma coisa que é mais fácil, né?

3 – Você pensou na organização da mensagem? Começo/meio/fim?
Eu dei um começo, eu dei uma explicada, mas um fim não porque, porque não consegui fechar. Mas eu tentei.

4 – Você ensaiou?
Não deu muito tempo, mas eu **ensaiei um pouquinho** (risos). Ali depois eu tive dificuldade. Até errei que eu troquei um verbo por outro, daí eu consegui arrumar. Tive um pouquinho de dificuldade sim.

5 – Você traduziu palavras mentalmente?
Sim, fica mais fácil de fazer a frase né.

6 – Você mudou de ideia e trocou palavras/ frases durante o tempo que planejou?
Troquei porque eu precisava de uma palavra lá e eu não sabia como escrever ela. É "poderia" ou "posso" eu não sabia escrever daí ei troquei por "preciso" que era coisa lá.

Participant 2

1 – Descreva o que você fez enquanto planejava.
Eu tentei **pensar em uma desculpa** que envolvia família, porque todo mundo acredita quando alguém fala da família. Então foi isso.

2 – Fale das dificuldades que você teve.
Eu não encontrei nenhuma dificuldade porque eu já falo e estudo inglês há um tempo. Então foi bem fácil.

3 – Você escreveu pensou em frases completas? Palavras-chave (importantes)?
Sim. Apologise e algumas outras que eu não lembro agora.

4 – Você pensou na organização da mensagem? Começo/meio/fim?
Sim. Eu pensei em primeiro pedir desculpa, a mentira e uma nova data para marcar o trabalho.

5 – Você ensaiou?
Sim.

6 – Você traduziu palavras mentalmente?
Não. Eu não tenho o costume de traduzir as palavras do inglês pro português, pois me atrapalha e eu acabo me confundindo, então não.

7 – Você mudou de ideia e trocou palavras/ frases durante o tempo que planejou?
Não.

Participant 3

1 – Descreva o que você fez enquanto planejava.
(risos) Então eu não fiz, né. Mas, acho que foi mais nervosismo mesmo.

2 – Fale das dificuldades que você teve.
Ah, sei lá, tipo. A dificuldade foi, tipo, formar a frase em si mesmo. A tradução eu na verdade já sabia. Eu sob pressão eu travo e daí não consegui fazer.

3 – Você escreveu pensou em frases completas? Palavras-chave (importantes)?
Eu não consegui montar as frases. As palavras, tipo acho já estavam determinadas. Daí eu **pensei** em algo tipo sei lá **que não fui por causa da chuva e que eu não tinha um guarda-chuva**. Alguma coisa assim.

4 – Você pensou na organização da mensagem? Começo/meio/fim?
Não consegui raciocinar tanto (risos).

5 – Você ensaiou?
(Riu com a entrevistadora. Deduz-se que ela também não completou essa etapa).

6 – Você traduziu palavras mentalmente?

Sim.

7 – Você mudou de ideia e trocou palavras/ frases durante o tempo que planejou?

As possibilidade eram muitas. Mas eu não consigo formar a montar as frases, então não.

APPENDIX I – Transcription of group planning interaction (Pilot Study)

The words in bold indicate the possible use of strategies.

Participants 4, 5 and 6.

Researcher: Vocês podem falar em português, fiquem a vontade pra falar em português.
Part 4: Eu acho que **essa daqui a palavra é encontrar** (pointing to the word in the instruction sheet). É né? (directed to part 5) Tu falou que conhecia
Part 5: encontrar, pode ser.
Part 4: ônibus e computador
(Scribbling and pa per shuffling noise)
Part 4: Tu **sabe como é 'elaborar' em inglês**? Tá deixa.
Part 6: **Como é quebrou**?
Part 4: Broken.
Part 4: Tu vai copiar a gente? (rindo) **É a primeira coisa que me veio na cabeça foi broken**.
Part 4: deixa eu ler aqui o que que é (looking at the instruction sheet).
Part 5: não sei da uma desculpa gente.
Part 4: **pra lição de casa eu vou usar trabalho: work**.
Part 5: pode ser.
Part 4: Fala 6.
Part 6: **Perdi**?
Part 4: **Perdi é lost, né**? (part 5 mumbles: uhum)
Part 4**: Drive é motorista? Bus drive, né? É o motorista do ônibus**? (part 5 nods yes)
Part 4: complicado
Part 5: **eu não to achando nenhuma desculpa**.
Part 4: eu sou ótimo em inventar desculpa.
Part 5: fala uma aí pra me ajudar.
Part 4: **eu falei que eu perdi o ônibus. O motorista não parou**.

Part 6: Eu também!
Part 4: Tu copiou de mim, né 6?
Part 6: **Coloquei que o meu computador desligou e que eu perdi o bus.**
Part 5: **fala outra.** Porque eu sou horrível.
Part 4: outra?
Part 4: **que ele foi levado em algum lugar. Esse 'do' gente, eu odeio esse 'do' nunca sei o que é pra fazer. Agora eu não sei como usar o 'to meet"…encontrar**.
Part 4: **um caminho seria 'a way'**? 5, como seria um caminho?
Part 5: way.
Part 4: só way?
Part 5: a way. Eu acho.
Reseacher: Gente, deu cinco minutos. Vocês têm dois minutos.
Part 4: way é W-A-Y, né? (spelling)
Part 6: **é encontrar né**?
Part 4: encontrar é to meet. Ai que agonia, tá acabando o tempo. **Entregar tu sabe**? (asks part 5). Eu não posso usar dicionário, nada, né? (asks the researcher, who shakes his head). Misericórdia
Part 5: Não sei. **Como é que eu vou usar o to**
Part 4: **eu preciso encontrar um caminho**. Tá.
Part 6: acabei!
Part 4: deixa eu ver como tu escreveu broken?
Part 6: mas tem um W aqui.
Researcher: O tempo acabou, gente. Deixem as folhas e vamos sair pra gravar as mensagens.

APPENDIX J – Participant's responses to the self-report questionnaire – Individual Planning (Pilot Study)

P.	Planning	Time (7 minutes)	Task	Planning Performance	Recording audio message	Would you prefer planning with a partner?	Anything else?
1		 Se eu tivesse muita facilidade sobraria tempo. Mesmo com dificuldades deu tempo.	 É bom até pra parar de usar as mesmas palavras sempre, estimula o aprendizado.	 Foi bom pelo menos montar uma frase, saber que sei algumas coisas em inglês.	 Fiquei nervo-sa, me-do de errar, afinal não podia ler.	Sim, pois compartilharia conhecimentos, e os dois se ajudaria.	
2		 Porque a "mentira" soou mais natural ao falar a primeira coisa que vem a cabeça	 Palavras - chaves foram necessárias para a organização da frase.	 Pude praticar meu inglês e minha organização.	 É sempre bom poder praticar a pronúncia.	Sim, gostaria de ter praticado com um colega pois assim eu poderia dar mais detalhes tornando a "mentira" mais convincente.	Obrigado pela oportunidade de partcipar.
3		 O tempo põe pressão, não consigo pensar direito.	 Acho que a tarefa é ótima. Eu que travei.	 Não consegui planejar.	 Não gravei.	Sim, na sala não tem pressão e, de certa forma, os colegas ajudam	Me desculpa não conseguir. Foi nervosismo.

APPENDIX K – Participant's responses to the self-report questionnaire – Group Planning (Pilot Study)

P.	Planning	Time (7 minutes)	Task	Planning Performance	Recording audio message	Would you prefer planning alone?	Anything else?
4		 Razoável porque é pouco tempo	 Porque nos faz pensar rápido	 Muito complica-do, acabei esquecendo algumas palavras.	 Fiquei muito nervo-so e me atrapalhei todo	Não gostaria de ter planejado sozinho, porque meus amigos me ajudaram a traduzir algumas palavras. Nós nos ajudamos	Achei legal e muito criativo. No meio de alguma urgência é bom colocar os conhecimentos em prática
5		 Sou "lerda" demoro pra planejar as coisas. Então foi pouco tempo.	 Eu gostei bastante. Achei super interessante.	 Eu gostei bastante também, apesar de estar nervosa.	 Foi super legal.	Eu gostei. Eu gosto de ter contato com as pessoas, de debater	Não. Está tudo ok.
6		 Razoável, pois usei poucas palavras.	 Achei interessante a ideia de pensar em uma desculpa em inglês.	 Eu gostei do planejado pois me instigou a elaborar melhor uma mensagem	 Eu não gostei, porém achei engraçado e criativo o resultado.	Não tive preferência nenhuma pra mim.	Não tenho ideia.

APPENDIX L - Tasks in English for the native speaker rater

TASK A

Homework

You have arranged to meet your classmates to do a group work task. As it was raining you were too lazy to get out of bed and you did not go. But now you have to call them and give a good excuse. Make up a good story to justify not meeting them. Your excuse should include the following words: house, to bring and umbrella (in any order). You will leave a voice message (audio) on *whatsapp* to a colleague of that group. Add the number (48) XXXX-XXXX in your contacts, this is the number to which you need to send the message.

TASK B

School Assignment

You had an important piece of homework for Monday. However, your best friend who lives far away was visiting so you could not finish it. But now you need to call the teacher and make a good excuse. Make up a story to justify not doing the task. Your excuse should include the following words: bus, to meet and computer (in any order). You will leave a voice message (audio) on *whatsapp* to a colleague of that group. Add the number (48) XXXX-XXXX in your contacts, this is the number to which you need to send the message

APPENDIX M – Instructions for raters (accuracy)

Dear Rater,

First of all: FORA TEMER! Second, thanks for being so kind to take your time to help me.

The main focus of my study is to understand the impact of giving students (from a state secondary school in Florianópolis) some time to plan, both alone and cooperatively, to complete an oral task. The task consists of leaving a message, on *whatsapp*, creating an excuse for not completing an assignment/not showing up to a meeting. Their oral task will be assessed in terms of accuracy, fluency and outcome. So your job, now, is to focus on the **accuracy** dimension, and identify possible inaccuracies. While pronunciation errors should be addressed, a native-like pronunciation is not the target of this study. Inaccuracy here is understood as any deviation from the norm in terms of syntax, morphology and/or lexis;
Please note: All words in Portuguese should be considered errors.

For you to understand what was expected from the students, it is important that you get to know how data was collected. On the day of data collection, participants received the tasks (Tasks A & B – tasks file) and had 12 minutes to plan their excuse, after the time had expired the students were asked to record their messages using *whatsapp*, at this point they had no access to any written notes.

So, now that we have established your role in this research and you have a better understanding of the study, it's time to get to work! For you to be familiar with the main instrument used in this research, **you are receiving** access to the tasks the participants received. Additionally, you are also receiving the transcribed participant's message. Finally, you are going to receive the *whatsapp* oral

messages (I'll send you on *whatsapp* ;)). The messages recorded by the participants were transcribed and separated into clauses, in order to facilitate your assessment.

For the sake of 'guiding' your preparation for this assessment process, you may follow these **instructions**:

1) Read the tasks (Task A and Task B) and think about what is being asked so that you understand what was expected from the students.

2) Make notes of doubts or questions you have about the task and solve them with the researcher, before starting your assessment.

3) Start your assessment. Read the first clause written by Participant 1 (P1).

4) **Decide if there are any inaccuracies** produced in that clause that could hinder communication.

5) In case you find an error, **highlight** it using a **different font color** (you may choose the color you prefer but black). In case you don't find any errors, move on to the next clause. See the example below:

I need of an umbrella.

6) Save the file so you avoid losing the work you have done.

7) In case you believe a word (or more) should be included in the sentence to make it more accurate, **insert the word(s)** in the clause **between brackets** [ ]. See the example below:

I'll give it [to] you

8) In case you believe a word (or more) should be removed from the sentence to make it more accurate, **insert the words(s)** in the clause **between { }**. See the example below:

I was waiting {for} to get the bus.

9) Repeat the same procedures for the other clauses.

10) Hear the message to note any pronunciation you may consider an error and make notes. For pronunciation errors, please make notes **between parentheses( ) right after the problematic term**. See the examples below:

I forgot my computer ("u" wrongly pron.)
Teacher (pron.as Cheacher)
I can't get (pron. as getchy)
I don't have an umbrella (stress issue)

11) Repeat the same procedures for the other participants.

12) Avoid comparing participants' performance.

13) When you finish with all the clauses, save the file and send it to the researcher by email.

14) You may include comments to explain your evaluation if you consider fit.

Any doubts you have, please let me know.

MANY THANKS, once again!
Rafa

APPENDIX N1 – Instructions for raters (outcome)

Dear Rater,

First of all: FORA TEMER! Second, thanks for being so kind to take your time to help me.

The main focus of my study is to understand the impact of giving students (from a state secondary school in Florianópolis) some time to plan, both alone and cooperatively, to complete an oral task. The task consists of leaving a message, on *whatsapp*, creating an excuse for not completing an assignment. Their oral task will be assessed in terms of accuracy, fluency and outcome. While mistakes may hinder communication, there are also other aspects, which are as important as accuracy. Having this in mind, the focus of your analysis will be of a **pragmatic viewpoint**. This dimension has to do with how adequate the message is, considering the genre (a *whatsapp* audio), so categories such as clarity, order, tone, etc. will have to be taken into account.

For you to understand what was expected from the students, it is important that you get to know how data was collected. On the day of data collection, participants received the tasks (Tasks A & B) and had 12 minutes to plan their excuse, after the time had expired the students were asked to record their messages using *whatsapp*, at this point they had no access to any written notes.

So, now that we have established your role in this research and you have a better understanding of the study, it's time to get to work! For you to be familiar with the main instrument used in this research, **you are receiving** access to the tasks the participants received. Additionally, you are also receiving the participant's productions. Also, you are going to receive the *whatsapp* oral messages. The messages recorded by the participants were transcribed in order to

facilitate your assessment. Finally, there is a spreadsheet where you should record your evaluation.

For the sake of 'guiding' your preparation for this assessment process, you may follow these **instructions**:

15) Read the tasks (Task A and Task B) and think about what is being asked so that you understand what was expected from the students.

16) Read the established criteria set for grading the messages.

17) See the examples provided with the according grade.

18) Now, open the spreadsheet file for grading. Hear **and** read participant's 1st message. Grade accordingly.

19) Repeat the same procedures for the other participants.

20) Avoid comparing participants' performance.

21) When you finish with all the messages, save the file (only the spreadsheet) and send it to the researcher by email.

22) You may include comments to explain your evaluation if you consider fit.

Any doubts you have, please let me know.

MANY THANKS, once again!

Rafa

APPENDIX N2 – Framework for raters (outcome)

Dear rater! You are going to listen to the excuses the participants have recorded. They received an oral task and had 12 minutes to plan it before recording it. It is important to consider that these students **DID NOT** have access to the planning draft when they recorded it. Your aim is to evaluate each story establishing a score from 0 to 6 (being 1 very poor, 2 poor, 3 regular, 4 good, 5 very good, 6 excellent) to the six criteria below.
Finally, considering what the pragmatic/adequate outcome variable entails, I invite you to create an extra category in case you wish. That is, if you think the categories did not present an item you deem important, please include it and let me know.

(A) The excuse is well organized – It has a beginning, middle and end.
( ) 1 ( ) 2 ( ) 3 ( ) 4
( ) 5 ( ) 6

(B) The excuse is convincing – It provides arguments.
( ) 1 ( ) 2 ( ) 3 ( ) 4
( ) 5 ( ) 6

(C) The words used by the narrator are understandable and compatible to the story.
( ) 1 ( ) 2 ( ) 3 ( ) 4
( ) 5 ( ) 6

(D) The excuse is clear – It is easy to understand.
( ) 1 ( ) 2 ( ) 3 ( ) 4
( ) 5 ( ) 6

(E) The intonation, rhythm and speed the participant says the excuse is.
( ) 1 ( ) 2 ( ) 3 ( ) 4
( ) 5 ( ) 6

(F) XXXXXXXXX your suggestion XXXXXX
( ) 1 ( ) 2 ( ) 3 ( ) 4
( ) 5 ( ) 6

Examples

Now, I am going to send you (*whatsapp*) two excuses recorded for the pilot study. The aim is to provide some references for you to grade the messages. The first message was considered poor in pragmatic terms, while the second scored highly, see below:

1 – Poor message

The excuse is well organized – It has beginning, middle and end.

(x) 1 ( ) 2 ( ) 3 ( ) 4
( ) 5 ( ) 6

The excuse is convincing – It provides arguments.

( ) 1 (x) 2 ( ) 3 ( ) 4
( ) 5 ( ) 6

The words used by the narrator are understandable and compatible to the story.

(x) 1 ( ) 2 ( ) 3 ( ) 4
( ) 5 ( ) 6

The excuse is clear – It is easy to understand.

(x) 1 ( ) 2 ( ) 3 ( ) 4
( ) 5 ( ) 6

The intonation, rhythm and speed the participant says the excuse is.

( ) 1 ( ) 2 (x) 3 ( ) 4
( ) 5 ( ) 6

1 – Good message

The excuse is well organized – It has beginning, middle and end.

( ) 1 ( ) 2 ( ) 3 ( ) 4
( ) 5 (x) 6

The excuse is convincing – It provides arguments / offers alternative options.

( ) 1 ( ) 2 ( ) 3 ( ) 4
( ) 5 (x) 6

The words used by the narrator are understandable and compatible to the story.

( ) 1 ( ) 2 ( ) 3 ( ) 4
(x) 5 ( ) 6

The excuse is clear – It is easy to understand.

( ) 1 ( ) 2 ( ) 3 ( ) 4
(x) 5 ( ) 6

The intonation, rhythm and speed the participant says the excuse is.

( ) 1 ( ) 2 ( ) 3 ( ) 4
(x) 5 ( ) 6

Please note! You are **not** supposed to fill your evaluation on this file. Please use the SPREADSHEET file.
If you have any question, don't hesitate to ask me. ☺

Many thanks again.

Rafa

APPENDIX O – Transcription of oral messages

TRANSCRIPTION CONVENTIONS
Analyses of speech samples - accuracy and fluency
Words in **bold** signal mistakes.
Words in [**bold between square brackets]** signal missing words.
Words in **{bold between speech brackets}** signal words that should be deleted.
| - indicates the boundary of an AS clause
(.) - indicates a pause longer than 0,5 second
- - enlogated speech
NAME – the participant's name
SRU – speech rate unpruned

FIRST MEETING - INDIVIDUAL PLANNING

PARTICIPANT 1
Speech time: 42s
Total number of semantic units: 68
SRU: 97,2
Target words used: 2
Mistakes: 4
AS-units: 11
Accuracy: 0,36

Hello teacher | how are you | ahn (.) I'm sorry but I won't be able to give you the homework | because I met **a other** friend | –and yesterday when I was doing the homework on the computer the electricity **shut down** | and then I lost all the work | so- I'm sorry | you know that I like your subject | and I do all the **homeworks** | but today I won't be able **[to]** | sorry.

PARTICIPANT 2
Speech time: 44s

Total number of semantic units: 68
SRU: 92,4
Target words used: 3
Mistakes: 9
AS-units: 11
Accuracy: 0,82

Hey teacher | I'm so sorry for not bring**[ing]** the homework | I used my computer for too long eh- **because {and}** I **want** to meet my grandmother | ~~she's-~~ I think she's good, pretty well | (.) **is that** coz I **want** to meet her | and (.) today my bus was so slow | and **is that [it]** | I'm so sorry | I want to give that **[to]** you | because I don't know | ~~I want~~ I want my **note**.

PARTICIPANT 3
Speech time: 1:15s
Total number of semantic units: 131
SRU: 105
Target words used: 2
Mistakes: 36
AS-units: 13
Accuracy: 2,77

Teacher | I **can't** do the homework because on Saturday my mom **liked to make new place** |and this Saturday- they **come with** the bus | and the bus **is** so slow | and when I **get** home I **can't** do the homework | because **[I] don't** have **more** time | (.) **in** Sunday I **go** to my grandmother's house to- get dinner | and she **ask** me if I could ~~help them~~ help her with the computer | and I **stayed**- all **the** day ~~explain to~~ explain**ing [to]** her how ~~she can~~ she can **pass** photos and use the internet | and when I **come to [my]** house in the **night** my bus **broked** | and I **have** to **get** walk**ed to** home | and when I **get** home I just **get [a]** shower ~~and-~~ and **sleep** | ~~because is so~~ (.) because I was so tired.

PARTICIPANT 4
Speech time: 55s
Total number of semantic units: 74
SRU: 81
Target words used: 3
Mistakes: 3
AS-units: 8
Accuracy: 0,37

Hi teacher | I didn't do the homework because | (.) ~~I had to visit my~~ I had to go meet my friend who lives far away far far away | -and (.) we played games | ~~I was going~~ I was going by bus **but** it **broke** | and (.) then four hours later after playing some games **in** the computer | (.) I realized four hours later that (.) | I couldn't do the homework when I came back because it was too late.

PARTICIPANT 5
Speech time: 6s*
Total number of semantic units: 6*
SRU: 60
Target words used: 2
Mistakes: 4*
AS-units: 2*
Accuracy: 2

Hi friend | I **não posso sair** house | because **[of the]** rain **{to get}**?*
* The second AS-unit was not considered for the analyses due to the extensive use of Portuguese.

PARTICIPANT 6
Speech time: 15s
Total number of semantic units: 24
SRU: 96

Target words used: 2
Mistakes: 10
AS-units: 5
Accuracy: 2

Hi | I **don't can go** today because- **[it]** is **rying** | ~~and I not~~ I **don't can to** get **[there]** | **and** I **not** have **[an]** umbrella okay | sorry

PARTICIPANT 7
Speech time: 18s*
Total number of semantic units: 13*
SRU: 43,33*
Target words used: 2
Mistakes: 6
AS-units: 4 *
Accuracy: 1,50

Hello **peoples** |how are you | **I'm** not **sair** my house (.)| my umbrella **estragou** (.)| **e eu não tenho como ir na chuva**
*The data concerns the first 4 AS-units. Due to extensive use of Portuguese the last unit was not considered.

PARTICIPANT 8
Speech time: 8s
Total number of semantic units: 12
SRU: 90
Target words used: 1
Mistakes: 5
AS-units: 2
Accuracy: 2,50

I have ~~an~~ a **my** cat | and my **house (pron. as [həʊz]) to get no**.

GROUP PLANNING

PARTICIPANT 9 (planning with participants 10 and 11)
Speech time: 12s
Total number of semantic units: 30
SRU: 150
Target words used: 3
Mistakes: 2
AS-units: 4
Accuracy: 0,5

I can't **go** to your house because I don't have my umbrella | and I forgot ~~to get up~~ to get my umbrella **with** my mother |and I am sick |sorry.

PARTICIPANT 10 (planning with participants 9 and 11)
Speech time: 17s
Total number of semantic units: 38
SRU: 133,8
Target words used: 2
Mistake: 11
AS-units:
6

Accuracy: 1,83

Hi Rafael | I **wake [up]** so sick today | so I really want to **go** there to **make** the **tivity** | but ~~I~~ my mom **says (pronounced as [seɪs])** to me **[to]** stay **{in house} [home]** because I forgot my umbrella **in** school| so bye | sorry.

PARTICIPANT 11 (planning with participants 9 and 10)

Speech time: 18s
Total number of semantic units: 46
SRU: 153

Target words used: 2
Mistakes: 13
AS-units: 6
Accuracy: 2,17

Rafael | I **wake** up so sick this morning | and I can't **go [to]** your house because my mom **say for** me **[to] say** in my house | and I **forget** my umbrella **in the** school | (.) so I can't **go with** your house to **make** the activity | I'm so sorry.

PARTICIPANT 12 (planning with participants 13 and 14)
Speech time: 17s
Total number of semantic units: 23
SRU: 81
Target words used: 2
Mistakes: 1
AS-units: 6
Accuracy: 0,17

Hello my friend | é- I am still (.) in my house | é and my mother é took my umbrella é- | I can't **go** (.) there | I'm so sorry | ok?

PARTICIPANT 13 (planning with participants 12 and 14)
Speech time: 35s
Total number of semantic units: 101
SRU: 172,8
Target words used: 3
Mistakes: 6
AS-units: 16
Accuracy: 0,37

Guys | I'm so so so terribly sorry I can't get there | I just didn't even **saw** how hard it was raining until I **saw through**

the window | Oh my god |if you could see how wet **is my street** | I can't even leave the house | you understand that | I won't be able to **go** on foot **with** my umbrella | cause you know| you know that you **{leave} [live]** so far away from me | I will only get there tomorrow | and oh shit | I can barely leave the house | I'm so sorry | send me something to do | I promise I'll help you out

PARTICIPANT 14 (planning with participants 12 and 13)
Speech time: 18s
Total number of semantic units: 41
SRU: 136,8
Target words used: 3
Mistakes: 10
AS-units: 7
Accuracy: 1,43

Guys |I **[am]** still **in** home | and I got a cold | I didn't **got** the umbrella **with** my mother | -and I **{didn't have to} [can't]** get there **with** this rain | if you prefer I can **make** this work **by** FaceTime | I'm so sorry.

PARTICIPANT 15 (planning with participants 16 and 17)
Speech time: 25s
Total number of semantic units: 74
SRU: 177,6
Target words used: 3
Mistakes: 5
AS-units: 9
Accuracy: 0,55

Hi teacher |how are you | so I have to tell you something | I was going to do my homework when my computer **broken** | and I took a bus to meet the guys who f**ix** it | but **in** the way the bus hit **with [a]** car | and- I'm okay don't worry |

but I had to go to the hospital and I spent the rest of the weekend there | so I'm sorry I didn't finish the homework.

PARTICIPANT 16 (planning with participants 15 and 17)
Speech time: 17s
Total number of semantic units: 24
SRU: 84,6
Target words used: 1
Mistakes: 6
AS-units: 5
Accuracy: 1,20

Hi teacher |how are you | so my computer **delét** my work | and ~~karen~~ **karen't** sen**t** it | ~~can be~~ can **{be} [I]** give **[it]** to you tomorrow?

PARTICIPANT 17 (planning with participants 15 and 16)

Speech time: 16s
Total number of semantic units: 39
SRU: 146,4
Target words used: 3
Mistakes: 7
AS-units: 7
Accuracy: 1

Hi teacher |I'm sorry | I**'m** going to meet you **for Xerox** my work and give **[it]** to you | (.) but I forgot my computer inside **{of} [the]** bus | I'm sorry I'm so sorry | ~~I'll make eh work~~ I'll **make** the work |I'm sorry.

SECOND MEETING - INDIVIDUAL PLANNING

PARTICIPANT 9
Speech time: 9s

Total number of semantic units: 21
SRU: 139,8
Target words used: 3
Mistakes: 3
AS-units: 3
Accuracy: 1

Sorry teacher | ~~I don't~~ I can't do the homework because I lost my computer | and I **don't to met [missed]** the bus.

PARTICIPANT 10
Speech time: 37s
Total number of semantic units: 60
SRU: 97,2
Target words used: 2
Mistakes: 14
AS-units: 11
Accuracy: 1,27

Hi teacher |I'm so sorry but I can't give **to** you the homework | I'm so sorry | when **[I]** enter**ed** the bus my father**s** call**s** me | and **tell [me]** my grandfather is so sick in the hospital | -and **for** that I **can envio** the email | (.) **in** my computer **for yours** | (.) about the homework okay | sorry really really | but my father you know | bye.

PARTICIPANT 11
Speech time: 21s
Total number of semantic units: 47
SRU: 134,4
Target words used: 3
Mistakes: 15
AS-units: 6
Accuracy: 2,50

Hi teacher ⏐I **can't** finish my **activi in the** time because I **forget** my computer in the bus ⏐ (.) and never **meet [it]** again ⏐ so- the **company bus say for** me one man very smart very beautiful **pick [up] your** computer ⏐ so I think teacher ⏐ **do** you pick **[up]** my computer?

PARTICIPANT 12
Speech time: 21s*
Total number of semantic units: 26*
SRU:
74,3*

Target words used: 1
Mistakes: 9*
AS-units: 6*
Accuracy: 1,50*

Hello **te**acher **(pronounced as [tʃitʃər])** ⏐ eh-I **can got** eh-the books to **go** today ⏐ and my computer **estragou** ⏐ **e eu não consegui fazer a tarefa** ⏐I am so sorry but I **can** finish the **tarefa** (laughs) ⏐sorry ⏐ bye.
*The data do not include the fourth AS-unit due to the extensive use of Portuguese.

PARTICIPANT 13
Speech time: 29s
Total number of semantic units: 96
SRU: 198,6
Target words used: 3
Mistakes: 2
AS-units: 12
Accuracy: 0,17

Teacher hi ⏐I know it's late and I'm sorry to bother you ⏐ but my mum just got home from the bus crash she **suffered**

| and I stayed with her all weekend in the hospital | and I **[have]** just got home | and I ~~can't even~~ can't even get the energy to turn my computer on | (.) and do the homework | I know ~~is it~~ it's for tomorrow | but I hope I can meet up with you so I can explain it better | and we can solve things |(.) I am so so sorry I am really sorry I am |goodnight

PARTICIPANT 14
Speech time: 16s
Total number of semantic units: 37
SRU: 138,6
Target words used: 3
Mistakes: 7
AS-units: 5
Accuracy: 1,40

Hi teacher | I **can't make** the activity because I travelled to my grandma**['s]** house | and when I **[was]** going to meet her I **forget** my computer on **[the]** bus | I am sorry | can I **make** the activity for Friday

PARTICIPANT 15
Speech time: 23s
Total number of semantic units: 70
SRU:
182,4

Target words used: 3
Mistakes: 3
AS-units: 9
Accuracy: 0,33

Hi guys |(.) So I won't be able to **go** today because I was going to leave my house to get a bus | but as you know | my house is too far from the bus station | and my umbrella is broken | I swear that I even tried to get a taxi but it didn't

came | so I am stuck here now | I'm sorry | but today I won't be able to **go**.

PARTICIPANT 16
Speech time: 13s
Total number of semantic units: 31
SRU: 142,8
Target words used: 1
Mistakes: 11
AS-unit: 6
Accuracy: 1,83

Hi friend |so I'm sorry | but I'm not **going** to **[the]** group work because my home **alagou** | and- I **{to} get** a **resfriado** | and my mom **[need my]** help **{me}** | so I'm so sorry.

PARTICIPANT 17
Speech time: 19s
Total number of semantic units: 30
SRU: 94,8
Target words used: 3
Mistakes: 10
AS-units: 5
Accuracy:
2

Hi guys |I'm sorry | I forgot my umbrella **in** my sister**'s** house | and I **don't to** get **{there}** because | (.) I **make progressive** ~~and I don't~~ and I **don't to** get **rain**.

GROUP PLANNING

PARTICIPANT 1 (planning with participants 2, 3 and 4)
Speech time: 27s
Total number of semantic units: 44

SRU: 97,8
Target words used: 1
Mistakes: 5
AS-units: 7
Accuracy: 0,71

Sorry guys | I can't ~~go~~ **make** the work because I'm stuck at home | and the traffic (.) -is **stucked** |and it's raining a lot | (.) and ~~I have~~ I don't have **[an]** umbrella | because my mum **take** the only umbrella that we have | (.) and so sorry.

PARTICIPANT 2 (planning with participants 1, 3 and 4)
Speech time: 28s
Total number of semantic units: 41
SRU: 87,6
Target words used: 3
Mistakes: 5
AS-units: 5
Accuracy: 1

Hey guys |I'm so sorry **for** |~~I can't go today~~ I can't **go** because I can't get out of my house | (.) é hum (.) **have** too much traffic and a lot of rain **(pronounced as [heɪn])** (.)| and the only **{one}** umbrella we have my mom picked up.

PARTICIPANT 3 (planning with participants 1, 2 and 4)
Speech time: 36s
Total number of semantic units: 68
SRU: 113,4
Target words used: 3
Mistakes: 13
AS-units: 7
Accuracy: 1,86

I can't get out of my house because my mother **pick up** my umbrella | and I have just one | and ~~I~~ **[it]** is raining a lot |

and I can't **go here** | **and** I have difficult**[ies]** to (.) **came** to your house because **have** a lot of traffic too | and **[it]** is difficult ~~to~~-to get out of my house | **with** rain and go to your house **with** bus **with** this traffic.

PARTICIPANT 4 (planning with participants 1, 2 and 3)
Speech time: 24s
Total number of semantic units: 38
SRU: 94,8
Target words used: 3
Mistakes: 2
AS-units: 4
Accuracy: 0,50

I can't get out of my house because there is too much traffic | (.) and a lot of rain | I couldn't get ~~my~~ (.) my umbrella because ~~my~~ (.) my mom **picked up** to use **[it]** | and- now I'm without an umbrella.

PARTICIPANT 5 (planning with participants 6, 7 and 8)
Speech time: 7s*
Total number of semantic units: 8*
SRU: 68,6*
Target words used: 1
Mistakes: 3
AS-units: 2*
Accuracy: 1,50*

Hi teacher |my work **estava- in** my computer | **posso entregar** next week **{to}** class
The last AS-unit was not considered for the analysis as per previous criterion.

PARTICIPANT 6 (planning with participants 5, 7 and 8)

Speech time: 11s
Total number of semantic units: 17
SRU: 92,4
Target words used: 2
Mistakes: 7
AS-units: 4
Accuracy: 1,75
,
Hi **te**acher **(pronounced as [tʃitʃər])** ⏐I **don't {to}** get**chy (pronounced as [gɛtʃi]** my bus because I **not {to} meet** my computer ⏐ (.) okay ⏐ sorry.

PARTICIPANT 7 (planning with participants 5, 6 and 8)
Speech time: 8s
Total number of semantic units: 13
SRU: 97,2
Target words used: 3
Mistakes: 6
AS-units: 3
Accuracy: 2

Hi teacher ⏐ I **perdi** my computer **in** the bus ⏐ and- **not to meet [it].**

PARTICIPANT 8 (planning with participants 5, 6 and 7)
Speech time: 9s
Total number of semantic units: 15
SRU: 100,2
Target words used: 3
Mistakes: 7
AS clauses: 3
Accuracy: 2,33

Hello **te**acher **(pronounced as [tʃitʃər])** ⏐I **not {to}** get (.) the bus because **[I] look** my computer ⏐ and **to meet [it].**

APPENDIX P – Participants' answers to retrospective interview

1 - Antes de gravar a mensagem você teve 12 minutos para planejá-la. Descreva o que você fez enquanto planejava.
2 – Fale das dificuldades que você teve
3 – Você pensou/escreveu em palavras-chave (importantes)? Frases completas? Como?
4 - Você pensou na organização da mensagem? (começo/meio/fim)
5 - Você pensou em como usar as palavras obrigatórias? De qual maneira?
6 - Você reavaliou o que tinha pensado e fez mudanças na mensagem? Lembra algum exemplo?
7 - Percebeu algum erro durante o planejamento e fez mudanças na mensagem? Lembra algum exemplo?
8 - Você traduziu palavras mentalmente?
9 - Ensaiou a mensagem durante esse tempo?

Participant 1
1 – Eu escrevi mais ou menos as ideias que eu ia botar no texto e mais alguns detalhes pra tentar gravar.
2 – Em algumas palavras eu tive dificuldade de lembrar **como elas são pronunciadas e conjugadas** e também eu tive dificuldade de lembrar.
3 – Mais ou menos. Praticamente em tópicos que eu tinha que abordar. Metade de frases completas.
4 – Sim, primeiro dar oi pro professor, depois a desculpa e depois a despedida e desculpa de novo.
5 – Sim, bastante. E acho que elas ficaram bem encaixadas.
6 – Sim, foi meio que improviso mas ficou melhor.
7 – The assistant did not ask this question.
8 – Sim, foi na hora, no improviso e antes também quando eu fiz o texto, conhecimento próprio.
9 – Não, eu esqueci

Participant 2

1 – **Eu pensei numa boa desculpa, tava mais difícil fazer uma desculpa do que fazer o trabalho**.
2 – Arranjar a desculpa, tava difícil.
3 – Não, eu escrevi em tópicos, coloquei palavras-chave e na hora coloquei o que veio na mente.
4 – Mais ou menos, fui só escrevendo e depois eu fiz.
5 – Não sei, eu meio que forcei elas. Não sei.
6 – Não.
7 – Não, eu fiz erro durante a mensagem.
8 – Não.
9 – Não no planejamento, depois eu dei uma pensadinha.

Participant 3
1 – The assistant did not ask this question
2 – Algumas vezes que eu esqueci a palavra e daí deu uma travada.
3 – Sim, eu tentei botar no tempo do verbo também.
4 – **Sim, início, meio e fim. E sim, e falando de dias também, como ele passou a tarefa e era pra segunda eu falei do final de semana, contei meio o que eu fiz pra dar uma desculpa boa**.
5 – Sim, de uma maneira que eu fizesse no dia a dia pra ficar mais fácil de eu escrever.
6 – Eu li de novo e só tentei arrumar alguns errinhos. Exemplo de ‘use’ eu troquei pra ‘like’. Mas outros eu cortei algumas palavras fora que não precisava.
7 – Sim, o exemplo falado antes.
8 – Sim, várias.
9 - Ensaiei duas vezes.

Participant 4
1 – The assistant did not ask this question.
2 – De falar mesmo, só na hora de falar, na hora de escrever foi bastante tranquilo, porque sou meio fluente em inglês, meu pai é da Irlanda, minha irmã nasceu na Irlanda, e eu morei 4 anos lá.
3 – Eu fiz tudo completinho.

4 – Pensei. A finalização eu só lembrei quando eu tava terminando.
5 – Eu primeiro pensei em utilizar elas na ordem**, mas daí eu vi que eu comecei** com ‘to meet’ aí depois foi ‘bus’ e ‘computer’.
6 – Eu lembro que eu meio que cortei e depois voltei. Sabe aquele que você se esquece vai mais pra frente e depois você lembra o que você falou (na hora de gravar).
7 – Sim.
8 – Não.
9 – Dei uma ensaiada no começo

Participant 5
1 – Eu pensei numa resposta, tentei achar as palavras em inglês e montar uma frase pra gravar.
2 – Achar as palavras em inglês.
3 – Eu escrevi um textinho, só que não o texto que eu iria falar.
4 – Um pouco.
5 – Eu não sei, porque não tenho um inglês muito bom. Então fiz como achei que era.
6 – Sim. Algumas palavras em inglês que eu achava que era em português eu vi na frase que não tava muito bom.
7 – Sim, essas palavras.
8 – Sim.
9 – Sim.

Participant 6
1 – Tá, eu primeiro formulei no português e depois eu tentei passar para o inglês, a frase já formulada. E daí eu só fui traduzindo pro inglês.
2 – Eu tive dificuldade em colocar o ‘to get’ porque eu não sabia como colocar ele, se precisa o que antes ou não.
3 – Sim, as palavras-chave que eu botei foram as palavras pedidas.
4 – Sim.

5 – Eu tentei colocar, eu botei elas primeiro em português e depois formular a frase eu consegui passar.
6 – Fiz, fiz mudança sim. No começo eu tinha botado só ‘I don’t go’ e daí quando eu fui botar a mensagem eu pus `I don’t can go today``
7 – Não.
8 – Sim.
9 – Sim.

Participant 7
1 – Eu escrevi palavras-chave.
2 – Eu conheço pouco do inglês então e**u só fui botando umas palavras que eu conhecia. Aí eu tive que misturar um pouco do inglês com o português**.
3 – Sim, várias como essas que estavam na folha e outras que eu lembrava.
4 – Sim.
5 – Eu fui usando elas em sequência, como elas estavam na folha.
6 – Não.
7 – Às vezes, mas não consigo lembrar.
8 –Sim.
9 – Sim.

Participant 8
1 – Eu tentei primeiro entender as palavras e eu **busquei algumas palavras que eu já conhecia**.
2 – Na tradução das palavras.
3 – Não, eu peguei só palavras-chave.
4 – Sim.
5 – Pensei. É tipo, como eu pensei algumas que eu sabia eu peguei e montei a frase.
6 – Sim, é tipo na frase que eu escrevi no começo eu não tinha colocado uma palavra só que depois eu coloquei.
7 – Eu percebi erro, mas não consegui consertar.
8 – Sim
9 – Ahan (sim).

Participant 9
1 – Eu primeiro escrevi a frase que eu queria falar em português e depois eu traduzi pro inglês, mas algumas palavras eu não sabia como botar no passado.
2 – Respondido na pergunta anterior.
3 – Eu escrevi a frase inteira.
4 – Mais ou menos, pensei numa história que eu falaria mais acho que não ficou muito boa.
5 – Sim, eu tentei botar na frase de uma forma que fazia sentido
6 – Sim, tipo, como eu não sabia botar um verbo eu não lembrava como era eu botei outra palavra.
7 – Não, acho que não.
8 – Sim.
9 – Na minha cabeça.

Participant 10
1 – The recording has started in the second question.
2 – Eu tive dificuldade em achar umas palavras que eu sei e colocar elas dentro do contexto ali. Então ficou meio difícil, tipo, entrar eu tava caminhando eu tava vendo isso. E eu tenho muita vergonha também.
3- Frases completas.
4 – Sim.
5 – Eu tentei organizar elas colocando no contexto ali e colocar na desculpa.
6 – Sim, eu não fiz mudança assim, arrumei um errinho.
7 – Não lembro do exemplo, mas sim.
8 – Eu traduzi na cabeça.
9 – Sim.

Participant 11
1 – The assistant did not ask this question
2 – Foi mais dificuldade de argumentar, não sei tipo, inventar uma desculpa, não sabia até onde eu podia mentir ou não.

3 – Eu escrevi uma frase completa. Não escrevi tudo.
4 – Sim, mais ou menos.
5 – Foi mais, eu pensei nas palavras e daí pensei no contexto pra colocar elas.
6 – Só fiz mudanças em algumas frases, tipo, essa frase ficou meio confusa. Mas não lembro o exemplo.
7 – Só erro de escrita, não lembro.
8 – Sim, algumas. 'Meet', por exemplo.
9 – Só mentalmente.

Participant 12
1 – **Eu peguei as três palavras e organizei elas no papel, aí tentei ver o que eu conhecia delas e formular uma desculpa** pra fazer a atividade.
2 – Tive porque eu não conhecia o verbo 'to meet' tive que tentar resgatar da minha memória e tive que improvisar qualquer coisa.
3 – Eu peguei as palavras ali e foi **meio que fazendo um mapa conceitual sobre o que eu sabia**.
4 – Aí então, com esse mapa conceitual eu acabei formulando a frase e escrevendo o que que eu ia falar.
5 – Eu pensei é tipo tentando juntar elas pra formular alguma coisa, porque era bem diferentes, tipo, computador e ônibus.
6 – Não fiz mudanças. Até revisei, mas não fiz mudanças.
7 – Percebi, tanto até que eu não consegui fazer e não sabia resolver o erro então não tive como.
8 – Tentei mas não consegui, não tinha conhecimento pra isso.
9 – Não cheguei a falar mas ensaiei na minha cabeça.

Participant 13
1 – **Tá, primeiro eu relacionei o que que as três palavras tinham em comum e como eu podia fazer uma desculpa que convença o professor para que ele entenda o que aconteceu para eu não ter feito a tarefa.** Não teve muita dificuldade.

2 – Acho que foi mais a relação entre as palavras, uma com a outra. Entre 'bus' e 'computer' eu não sei o que que tinha muito, mas eu criei uma história meio louca que deu certo.
3 – Eu relacionei e depois eu fiz em frases completas, depois eu estudei como eu ia falar ela. E acho que foi isso, palavras-chave já tinha elas.
4 – **Sim, tem que começar cumprimentando a pessoa, falando 'oi, como é que tá? Tudo bem**.' pra depois soltar a bomba.
5 – Bom, tem um **meio de transporte, uma coisa pra fazer e um objeto.** Então tinha uma coisa pra fazer, usando o meio de transporte que deu errado e aí usar o objeto que também pode ter dado errado. Então, podia ser tanta uma coisa quanto outra, podia ter sofrido acidente, podia ter encontrado com alguém que furou comigo e eu ia pedir ajuda pra ela pra fazer a tarefa e o computador podia ter quebrado.
6 – Sim, eu tava fazendo a frase e **aí eu li de novo e vi que algumas palavras estavam faltando pra complementar e ficar mais coerente, aí eu fui adicionando**.
7 – **Eu lembro que eu botei que eu não sabia, que minha mãe tinha sofrido um acidente e que eu não tinha colocado que eu tinha voltado do hospital e aí pra ficar mais dramático eu botei 'acabei de voltar do hospital**'.
8 – Sim.
9 – Sim.

Participant 14
1 – Eu pensei tipo numa história que eu faria para o professor e escrevi no rascunho.
2 – Eu não sou muito boa em escrever em inglês. Eu mais é entendo quando leio, então a minha maior dificuldade é fazer assim as palavras certinho.
3 – Pensei nas palavras que foi dada pra escrever e também lembrei dos verbos que eu sei.
4 – Sim, bastante.

5 – Sim, também. Quando eu tava pensando na história eu pensei principalmente em mostrar as palavras.
6 – Sim, **eu li tudo de novo e corrigi o que tava errado**. Tipo, as vezes eu não botava o 'I'.
7 – Só no final. É tipo, nos verbos, por exemplo, travelled que eu botei.
8 – Sim.
9 – Não, só no pensamento.

Participant 15
1 – Eu pensei nas palavras e como eu podia juntar elas e daí eu montei uma história a partir disso.
2 **– Dificuldade foi mais de achar/montar as frases com essas palavras e achar a palavra/frase em português pra conseguir traduzir pro inglês e tinha até umas palavras que eu não sabia daí eu tive que modificar porque eu não sabia**.
3 – Teve umas que eu fiz umas frases completas, teve outras que eu só escrevi as palavras-chave.
4 – Sim.
5 – Como elas eram obrigatórias eu tive que pensar em uma história a partir delas.
6 – **Eu reavaliei, mas não iria dar tempo de mudar e daí tentar lembrar. Tipo eu ia falar do meu cachorro comeu meu guarda-chuva, mas daí não ia dar tempo**.
7 – Não, eu acho que ficou bem boa.
8 – Na hora de gravar não, mas na hora de escrever eu tive que traduzir, claro.
9 – Sim, claro.

Participant 16
1 – Eu escrevi na folha (risos).
2 – Algumas palavras eu não sei de cor, mas foi tranquilo.
3 – Sim.
4 – Sim.
5 – Ah, eu fui escrevendo e fui encaixando a palavra onde era melhor.

6 – Não.
7 – Sim, não lembro exemplo.
8 – Sim.
9 – Sim, várias vezes.

Participant 17
1 – Acho que só pra montar a frase e pra lembrar ela depois.
2 – Não, só nessas mesmo (as obrigatórias).
3 – Sim, eu escrevi uma frase completa.
4 – Sim, eu pensei em começar dando oi pro grupo e contar a desculpa e depois terminar com o 'I'm sorry`. Mas eu acho que eu esqueci.
5 – Ah, não sei, acho que tipo ahn, tentando juntar elas em uma frase só. Eu esqueci o guarda-chuva na casa da minha irmã, entendeu? Tentando juntar.
6 – Não.
7 – Eu percebi erros mas eu não sabia como arrumar. Aí eu deixei assim mesmo. Por exemplo eu botei: 'I don't get rain', eu não posso pegar chuva mas eu acho que está errado.
8 – Sim.
9 – Durante os segundos finais.

APPENDIX Q – Transcription of group planning interaction

TRANSCRIPTION CONVENTIONS
Words in **bold** indicate the use of a strategy
Underlined words indicate either hypothesis testing or focus-form

Group Interaction – First meeting
Participants 12, 13 and 14
Part. 12 takes the lead: **tá, esse 'to get' aqui é o que**?
Part. 13 replies: **verbo**, **to get, pegar**, pegar, while Part. 12 says: eu não sei nega. Ah, pegar.
Part. 14 says: **eu acho que eu botar, tipo, ah, eu to em casa ainda. To doente. Tá chovendo muito. Eu não tenho guarda-chuva**
Part. 13: **to falando que a rua ta**... Part. 14: **alagada?** Part. 13: **inundad**a (laughs)
Part. 14: ah, e **tipo eu vou falar que meus pais não estão em casa. E que eles não podem me levar de carro. E seu eu pegar a chuva eu vou ficar mais doente ainda. Part. 14 (laughing): e pode morrer.**
Part 14 asking peers: ***I can't, got go to her*****?**
Part 13.: **Han?**
Part. 14: ***there. I can't got*****?**
Part 13: **Não.** ***I can't get there***.
Part. 14: **I can't get there, go there?**
Part. 13: **Han?**
Part. 14: **É tipo, não vou conseguir ir praí**.
Part 13: ***I won't make it there***.
Part 14: ué, **não tem que botar** ***to get***? *I can't get.*
Part. 13: ***I can't.... I can't get there with this rain*****. Eu não consigo chegar aí com essa chuva**.
Part. 14: ah, tá. Tá. Vai 12, que resposta que tu que dá? (erasing sound)
Part. 12: **Eu vou falar que... eu to em casa ainda, me atrasei... e...** (laughs)

Part. 13: **eu vou falar que esqueci**.
Part. 12: **eu vou falar que eu esqueci o guarda-chuva lá fora e tá chovendo muito. Eu não consigo pegar porque eu to resfriado**. Part. 13: **fora?** Part 12**: sim, fora de casa pra secar**. (starts laughing) Nem sei como se fala secar mas tudo bem.
Part 14: fala que tua mãe pegou o guarda-chuva. *My mother got my umbrela*. **Já corta outra**.
Part. 12: **aí já usa as duas né**. É, vo fala isso, to em casa ainda, minha mão pegou meu guarda-chuva e eu não consigo ir, porque eu to resfriado.
Part 14: I can't go there. Go there, né? Não precisa falar que tá resfriado. Falar que tu tá pobre.
Part. 12: **Pobre**?
Part. 14: Não é que tu tá pobre. Tu vai dizer que não tem idade. Entendeu?
Part 12: **Não tenho idade?**
Part 14: não tem idade pra dirigir. Nem carro.
Part 12: Tá. **Alguém me ajuda** a escrever isso.
Part. 13: **Cara eu não sei como é que fala inundação. Cara, como é que fala inundação?**
The three spend 30 seconds talking about lids of their pens
Part 12: **Tá como é que?**
Part. 13: tenta né, anjo.
Part 14: **eu não sei nem como é que eu vou começar o meu**.
Part 12: estou em casa.
Part 14: **vou começar**: *Hello, my frrriend* (make fun of an accent, followed by giggles)
Part 12: says a greeting in a diferente language, vou falar em alemão. (laughs). Eu vou copiar mesmo, descaradamente. (laughs)
Part 14: Vai copiar da gente, você tá falando? Part 12: óbvio, só esperando alguém dar bobeira (laughs)
Part 12: **como é que fala: eu to em casa ainda, minha mãe pegou meu guarda-chuva** (giggles). **Eu não consigo**. *I can't go*.

Part. 13: ***I'm still at home. My mom took my umbrel****a*. (This participants gets irritated as part. 12 does not take action). Ah, tá não. Demais.
Part 12: Não, sério mas tu fala eu não consigo, **eu não sei**.
Part 14: hello, my friend. Part 12: Isso! (giggling). Part 13: Tá gravando esse micão, velho?
Part 12: To, to gravando esse micão.
Part 13: **Cara, calma, calma** (she asks not to be interrupted). Part 12: **Tá, eu aceito as condições**. (laughing) É *I still*?
Part 13: (slowly) I'm still at home. Part 12: Tá.
Part 14: ***inta,* tá errado?** Part 13: Tá.
Part 13: Deu. (giving signs that she has completed her planning)
Part 12: **e aqui não é *home*, é *house*, né?** (giggling)
Part 13: Então é: *I'm still at my house*.
Part 13: (helping part 14) **Acho que é, *I still am***. Part 14*: in my house*, né? Part 13: Isso. Part 14: ou ***on*** *my house*? Part 13: *I still am in my*. É, peraí. É, peraí. Part 14: acho que é ***on*** *my house*. Part 13: Não. *In*. De tá dentro. I still am in my house.
Part 12: ***My mom get my umbrella*?** Part 13: qual é a frase?
Part 12: **minha mãe pegou meu guarda-chuva?** Part 13: ***Took*. Nao tem o *get. My mom took. Took*, pegou.** Part 14: Bota got. Part 12: **T-o-o-k?** (spelling)
Researcher: Pessoal, faltam 5 minutos.
Part 14: **como é gripado**? Part 13: *I got a cold*. Part 14: *I'm got* ou *I got*? Part 13: *I got a cold*. Part 14: a cold? Part 13: *cold*. coLd. (emphasizes the pronunciation of L). Cold.
Followed by 1 minutes of writing sounds only
Part 14: NAME não tem como ir pra aí essa chuva? Part 13: *I can't get there* (impatiently).. *So I can't go*. Part 12: **Pra aí** (bursts into laughing) Part 14: *with this... train*? *With this...rain, RAIN. Rain*, chuva.
Researcher: Pessoal, faltam 2 minutos.
Part 14: **Vamos ver como ficou. *I'm so sad. I'm still in my house and I got as cold. I didn't got the umbrela with my***

***mom*. Tá certo?** Part 13: uhum. Part 14: I can't get there with this rain. With this rain. Sorry.
Part 13: **maybe (inaudible) <u>should</u> get ther**e. (whispering the whole sentence rehearsing)
Part 14: **Ó, botei isso aqui ó.** ***I can make the work with you by FaceTim****e*. Part 13: Han? Part 14: ***I can make the work with you by FaceTime.*** **Ah, eu botei tipo. Me de alguma coisa pra fazer, pra eu poder te ajudar**. Aí eu botei isso aqui.

Group Interaction – First meeting
Participants 15, 16 and 17
Part 16 takes the lead: Tipo, que **que seria to meet**, NAME? Part 15: **Parece encontrar.** Part 17 also says: parece encontrar. Part 15**: parece encontrar, tipo, <u>*I was going to meet* é tipo eu ia encontrar com ele</u>.**
Part 16: tá. **Como escreve arquivos em inglês**?
Part 15: não sei.
Part 16: **teacher, pode ajudar aqui**? Researcher: says that he cannot.
Part: 17: **escreve em português**.
Part 16**: mas como que eu vou falar**?
Part 17: **inventa uma palavra**.
Part 16: (laughing) <u>arq-*archive*. Anéx, anéx</u>.
Part 15: deve ser.
Part 16: *I don't know. My computer delét my...work.* **NAME, como é eu não consegui**?
Part 15: **Não consegui?** ***I couldn't.***
Part 16: **porra não sei como se escreve isso.**
Part 15: Cou, não caralho. Quer dizer (laughing). É C-O-U-L-D-N apóstrofo T.
Part 16: *and couldn't.* Não, *receipe* é receber, **enviar é como**?
Part 15 impatiently: *sent*! S-E-N-T.
Part 16: *and couldn't sent my*
Part 17 whispering for herself: *and couldn't do it.*
Part 16: *it*.

Followed by 65s of no conversation. Only the sound of pens being used to write could be heard.
Part 16: **como quer eu escrevo** se não começa a repetir?
Part 15: *there is not repeat*.
Part 16: **como que é será?**
Part 15: *Can be*, pode ser. Ou *will be*. Não sei
Part 16: **como que é entregar?**
Part 15: Não sei.
Part 16: entregaria.
Part 15 impatiently: NAME (16), **eu estou pensando.**
Followed by 94s of no conversation. Only the sound of pens being used to write could be heard.
Part 15: qual é a palavra que tu quer saber?
Part 16: entregar. **Com é que é** entregar?
Part 15: *Give! Give to*. Pode ser
Part 16 whispering: *give to*.
Part 17: **como é que é** imprimir?
Part 15 **repeating for herself**: imprimir?
Part 16: *Begin*. *Begin* pode ser de novo, é de novo.
Part: 15: não, *begin* é início. *Again* é de novo.
Part: 16: *Sorry*.
Part 17 (whispering): pode levar essa folha lá fora né?
Researcher: Pessoal, faltam 5 minutos.
Part 15*: Work*, **como é que se escreve** *work*?
Part 17: **Meu deus. O que que é? Work? W-O-R-K**.
Part 15: Deu branco.
Someone whispering very low voice (probably rehearsing): I'm sorry, I couldn't give to.... can be...
Part 17: Tu ja terminou NAME (16)?
Part 16: Tô terminando.
Part 17: só eu (falta) pra terminar.
Part 17: **como é que é refazer**?
Part 15: *Remake*.
Part 17: tá, vocês não vão me dar essas palavras.
Part 15: peraí que eu to escrevendo.
Researcher: Pessoal, faltam 2 minutos.

Two participants start rehearsing their messages out loud. Then, they ask each other about their messages
Part 17: Eu esqueci meu computador no ônibus.
Part 16: Eu esqueci meu computador deletou meu trabalho.
Part 15: O meu ele estragou o computador daí ele pegou o ônibus pra se encontrar com o cara só que daí o ônibus sofreu um acidente e daí ele tá no hospital.
Part: 16: eu pensei em o cachorro comeu *my work* mas não pode falar.
Part 15 (laughing): meu computador (more laughing).

Group Interaction – First meeting
Participants 9, 10 and 11
Part 10 takes the lead: **vamo tipo conseguir escrever frases. Tipo a gente faz uma frase junto e depois a gente muda. Se ajudar.**
Part 11: **Tá.**
Part 10: Porque eu e a NAME (9**) temos dificuldade**. **Tem que ser tipo, umas duas frases.**
Part 11: Tá, pode começar.
Part 10: **A gente marcou pra sair com uns amigos**.
Part 11: **Pra fazer um trabalho e a gente ta com preguiça de ir porque tá chovendo. Pode ser tipo, (inaudible)** ***I am so sorry***. E aí, pode falar.
Part 9: **A gente pode falar que a gente tava indo pra casa e aí começou a chover**.
Part 11: **Por que voce tá indo pra casa se é de manhã?**
Part 10: **Não a gente tá indo pra casa porque... Part 9: pra fazer o trabalho... Part 10: é pra fazer o trabalho. Daí a gente fala que tá chovendo e não tem a sombrinha, daí a gente teve que voltar pra casa. Aí a minha mãe fala assim, não, tá chovendo fica em casa**.
Part 9: Sorry we can go.
Inaudible mumbling for 40 seconds.
Part 10: Eu demoro um pouco pra fazer
Part 11: **Stay, stay**
Part 10: **mas como é que eu escrevo, tipo igual (inaudible)**

Part 11: a **gente não precisa falar que tá indo, a gente pode falar que tá chovendo** (inaudible)
Part 10: **Isso. Tá muito tarde e que. Pegar né, guarda-chuva.** Pode escrever o nome? Como é que é o nome dele?
Part 11: Rafael (reseacher). **Aí a gente escreve mesmo, aí eu levantei, aí eu estava indo**.
Part 9: minha sombrinha estava (inaudible). Pra responder**, da uma ajuda aí**. **Como é resfriado?**
Part 11: ***Sick***.
Part 9: *Sick*, tá.
Followed by 40s of no conversation. Only the sound of pens being used to write could be heard.
Part 9: **Tá como começa**? Eu vou.
Part 11: **Tipo, quando pensei pra ir pra casa sozinho eu vi que to doente**.
Part 9: **Como é estar**?
Followed by 30s of no conversation.
Part 11: **como é que é chuva mesmo**?
Part 10: Rain.
Followed by 40s of no conversation
Researcher: Pessoal, faltam 5 minutos.
Followed by 50s of no conversation
Part 10: **Como que fala para**?
Part 11: **Para? *Stop*.** (laughs)
Part 10: **eu disse para, tipo, para eu**.
Part 11: ah, tá. *Say for*.
Part: 10: *Me, me* **é assim?**
Part 11: é porque é assim também (inaudible). Quer ajuda?
Followed by 30s of no conversation
Part 10: **Tá, perá**
Part 11: eu lembrei que eu to doente também.
Some inaudible mumbling (they are probably rehearsing) in a very low tone.
Researcher: Pessoal, faltam 2 minutos.
Part 11: a gente já pode sair?
Researcher: Não, vocês ainda têm dois minutos.

Part 10: **eu não vou lembrar a minha memória é uma merda.**
Two participants start rehearsing. Followed by the third. They all read their messages out loud.
Part 9: **como é que a gente vai lembrar**?
Part 10: a gente pode escrever na nossa mão.
Part 11: (louder, probably closer to the áudio recorder) A gente não vai escrever na nossa mão.
20 second of silence.
Part 11: **calma**.

Group Interaction – Second meeting
Participants 5, 6, 7 and 8
Part 7: **Esse negócio aqui? *To meet.***
Part 6**: É encontrar**
Part 5: **Eu vou dar a desculpa**.
Part 6: **A desculpa que eu dei no outro**.
Part 7: *Hello*.
Part 8: *Hello teacher*.
Part 7: **Meu trabalho estava no meu computador e não consigo encontrar e já peguei o ônibus pra escola.**
They all burst laughing.
Part 6: Peraí.
Part 7: **Como se fala perdi?** (laughs)
Part 5: Oh, NAME 6
Part 6 (laughing): Ela não sabe escrever *teacher*.
Part 5: É T-E-A-C-H-E-R.
Part 7: Eu sabia é que tava no meu subconsciente.
Part 6: **Eu vou falar assim ó, oi professor perdi o ônibus pois estava encontrando o trabalho no computador. Mas como é que se fala perdi?**
Part 5: **Perdi?**
Part 6: Orra, a outra (referring to when they planned individually) **era tão mais fácil**. **Essa tá tão difícil.**
Part 5: **Tá, tu perdeu um computador no ônibus?**
Part 6: Não, eu perdi o ônibus, como é que se fala eu perdi?
Part 8: **Fala eu não peguei o ônibus**, *I not to get the bus*.

Part 6: Tá, peraí
Part 7: **Eu acho que tá certo.**
Part 6: *I-I*
Part 7: *Hello teacher*?
Part 8: **How are you?**
Part 5: Não, não, não, **muito formal**.
Three people keep talking at the same time, one of the verbs heard is *to meet* but it is hard to distinguish the rest of the conversation as they are disagreeing with each other.
Part 6: Não, eu não peguei o ônibus. **É, I not to get**?
Part 5: (uncertain tone) É. (laughs)
Part 8: **Gente, me ajudem eu não sei**.
Part 5: **É, socorro. *Help me*.**
Part 6: *To get* é o que tava no outro texto né? (referring to the first meeting)
Part 8: É.
Part 6: ***I not to get.*** *Bus*, né?
Part 8: Que?
Part 6: **É *I not to get bus****?* Tem que falar ***the*** *bus?*
Part 5: Eu perdi?
Part 7**: sim**. Eu perdi.
Part 6: só um minuto, *the...* **o é *the***, não? Olha só, *I not get* é *THE* (emphasis) *bus?*
Part 8: *the bus*.
Part 5: Eu perdi. **Não, eu peguei o ônibus**. O ônibus.
Part 6: tá, *the bus*.
Part 7: *the bus*. **Eu vou escrever perdi**.
Part 8: *hello teacher*. (they start laughing).
Part 6: *To get the bus*. Porque?
Part 8: *because*. Deixa eu fazer a minha porque eu sou perdida.
Part 5: Work...*because my work.*
Part 6: *work*?
Part 5: **É, *work* não é trabalho?**
Part 7: *work* é trabalho.
Part: 5: *Because*...
Part 6: Tá. *Hello teacher, I not to get... the bus because*.

Part 5: como é que é no ônibus?
Part 6*: the bus*.
Part 5: não, NO ônibus.
Part 7: como é que é perder?
Part 6: peraí. No ônibus... *bus*. Porque.
Part 7: O que que é NAME, eu **to tentando achar a palavra perdi... É *over? Game over***?
Part 5: como é que se escreve estava? Ô NAME, como é que se escreve estava?
Part 6: *Game over* **é perdeu o jogo**? **É fim de jogo?**
Part 8: *Game over* **é fim de jogo né**? É.
Part 6: (sighing) eu perdi meu computador no ônibus. Aí perdi, mas como fala perdi?
Part 7: Eu perdi meu computador no ônibus e não consigo encontrar.
Part 5: Tá e como é que eu escrevo, *my computer*. Como é que significa achei, achei.
Part 8: **Achei é *find*.**
Part 6: ***Find*? Eu vou usar isso**.
Part 7: **Mas não tem que o usar *to meet*?**
Part 8: **Eu encontrei ELE. Ele é, não mas eu acho que é no começo da frase.**
Researcher: Faltam cinco minutos.
Part 6: **como é que fala ele não sendo assim. Ele, não encontrei. Não deixa assim**.
Part 7: O que que é *find*?
Part 6: *Find* é encontrar**, mas a gente tem que usar o *to meet***. É encontrar **só que tu nem ligou que é.**.... Achei, *no find*. **Tu falou que era achei**.
Part 8: Não, não é. Find eu acho que é... encontrar, é, é encontrar.
Part 6: Tu falou sim. Mas peraí, encontra é *to meet*.
They all start laughing.
Part 5: Tu que falou que *to meet* é encontrar.
From this point they start rehearsing their messages.
Part 6: *Hello teacher, I not*... Eu não peguei o ônibus porque. Eu vou falar perdi.

Part 7: *I* **perdi** *my computer* no *bus*. (Laughs)
Part 5: Ah, eu não consigo falar. Eu travei muito.
Part 6: Eu coloquei *hello teacher, I not to get the bus because* **perdi.**
Part 5: Tá, hi cheacher I not, como é que fala isso? É *to get*?
Part 7: **Eu vou decorar**.
They repeat their sentences out loud.
Part 5: **Mas não tem que colocar o *to meet*?**
Part 6: peraí, eu já coloquei o bus. *Hello teacher I not to get the bus because perdi my computer... and to meet*. E não encontrei.
Part 5: Isso! Pronto. Só falta a NAME. Agora tem que lembrar a frase. Não vou conseguir lembrar, tenho problema de memória.
They spend 90 seconds rehearsing for themselves in a lower voice.
Part 8: Que que é isso aqui mesmo? *To get*?
Part 6 and 7: Eu não peguei o ônibus.
They all start rehearsing again.
Part 6: poxa tá tudo tão bom, e daí chega na parte e a gente fala perdi. (laughing) *I* perdi.
Part 5: **Eu to só no *hi cheacher*. Peraí, nem sei mais como é.**
Part 6: É *hi* *TEAcher*. *TEA-cher*. *Teacher*.
Part 5: Eu sou uma vergonha pra humanidade (laughing).
Researcher: Faltam dois minutos.
Part 8: **como é que é ele no final da frase**?
Part 6: Não é o mesmo?
Part 8: Não é *he*, não é *he*.

Part 7: Eu acho que é he.
Part 8: **Não, é dele né?**
Part 6: Não**. Eu nem sabia que mudava no meio da frase**.
They spend the rest of the time rehearsing (mumbling the messages).

Group Interaction – Second meeting

Participants 1, 2, 3 and 4
They all laugh and make fun of the researcher giving instructions.
Part 1**: Ó, tem que usar *house, to get*** (pronun. as [get])**e *umbrella*** (laughs). **Tem que usar casa, vou ir e guarda-chuva** (laughing).
Part 4: **Vou ir.**
Part 2: Que vou ir, meu!
Part 1**: Pode ser qualquer coisa de ir. Não tem que ser necessariamente *to get*** (pronun. as [get]).
Part 2: ***To get* é pra pegar, velho.**
Part 1: Mas não precisa ser to get, **pode ser uma variação** de conjugação.
Part: 3: **Vou ficar perdido meu.**
Part 2: **E aí, qual vai ser a desculpa de hoje?**
Part 3: **A gente foi até o terminal.** (Laughs)
Part 1: **Tá, me desculpa eu não consegui sair de casa porque**... Part 3: **tava preso**... Part 1: **Tava chovendo muito e tava engarrafamento muito fodido**.
Part 4: **E eu não pude usar meu guarda-chuva, porque era muito forte.**
Part 1: Eu não consegui pegar o guarda-chuva. **Aí a gente já usa os dois numa frase**.
Part 4: (in a mocking tone) I couldn't get my umbrela. (laughs)
Part 2: Tá mas **o que que tem a casa mesmo**?
Part 1: Tipo assim, eu não consegui sair de casa porque tava muito engarrafado e o também não consegui achar.
Part 2: O Temer não consegui achar? (laughs)
Part 4: Tava muito engarrafado e tava chovendo
Part 1: E eu não consegui pegar o meu guarda-chuva, aí a gente vai *to get* (pronun. as [get]), *umbrella* e *house*.
Part 3: **Mas é uma desculpa pros amigos** isso aí. Eu ia falar assim...
Part 4: (mocking tone) *I couldn't get my umbrella*.
Part 1: *Sorry, I couldn't*...

Part 3: Só porque o NAME (4) tá boladão. De umbrella (laughing).
At this point they start joking, one of the participants puts music on his mobile phone and the researcher had to intervene, asking them to stop the music and focus on the task.
Part 1: *Hello buddy, I'm sorry... I can't... go to the work* (laughs)
Part 4: (mocking tone) *I cannot go to the worrrk.*
This is followed by 2 participants repeating the same sentence mocking the accent laughing.
Part 2: A gente não pode levar esse papel, **só to anotando**.
Part 1: Putz, **como é que é engarrafamento**?
Part 2 and 1: ***The traffic is highie***. (again, in a mocking accent the last word)
Part 3: *Have so many traffic*.
Part 1: *The traffic is stucked. Is 'tugédi'*. Fala que nem manézinho.
Researcher: Faltam cinco minutos.
The participants start playing with the audio recorder and the researcher had again to intervene.
Part 1: Can't get out of my house... Part 2: because... Part 4: there is too much traffic and...
Part 3: **Não, primeiro falar da chuva**.
Part 1: Não, último com a chuva pra ficar com a *umbrella (*laughing). Como é que você tinha falado engarrafamento?
Part 2: *The traffic is stuck**... because...***
Part 4*: Because too much traffic*.
Part 1: **Isso!** *And it's stuck, a lot of rain*. A gente pode colocar agora. *I can't get the umbrella because he broke*.
Part 2**: Acabei de falar isso. Aí comecei a falar, 3 frases e você acabou de falar a frase que eu falei primeira, velho** (laughing).
Part 3: Bota aquele *broken* (laughing)
Part 4: (mocking tone) Because my mother is using the only umbrella we have.
Part 1: Isso. Como é que é isso NAME (4)?

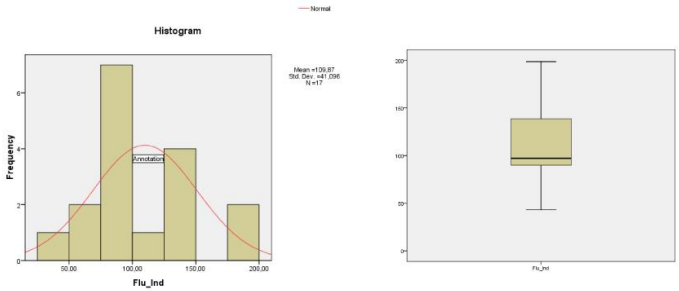
Researcher: Faltam dois minutos.
They keep making fun of each other and do not discuss or talk about the task for the time left apart from the following sentence
Part 4: Não é *pick up*, é *because my mother pickED up my umbrel*a. (said in a mocking accent amidst laughs. Participant 4 said during the last two minutes he was speaking “like and Indian”).

APPENDIX R – Histograms, boxplots, and Kolmogorov-Smirnov results

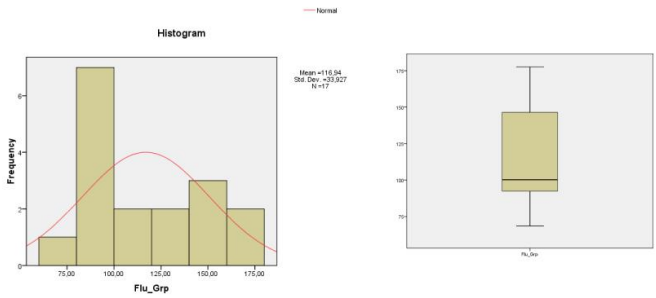
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Flu_Ind	,209	17	,046	,937	17	,289
Flu_Grp	,219	17	,030	,919	17	,141

a. Lilliefors Significance Correction

Fluency Individual Group



Fluency Collaborative Group

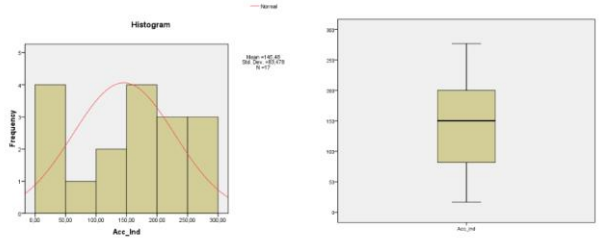


	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Acc_Ind	,137	17	,200*	,943	17	,354
Acc_Grp	,134	17	,200*	,946	17	,391

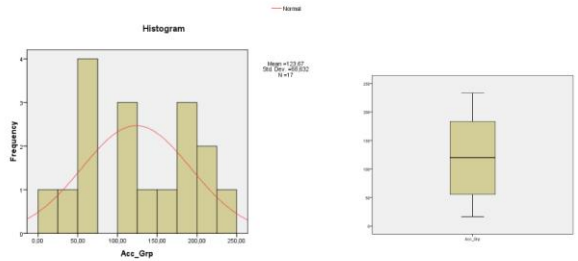
a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Accuracy Individual Group



Accuracy Collaborative Group

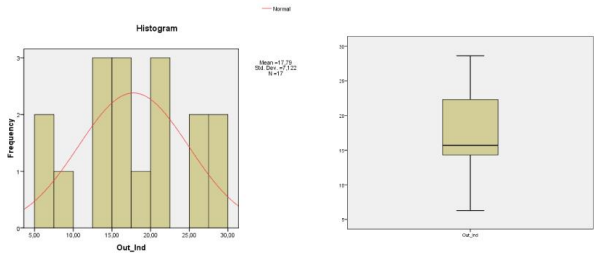


	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Out_Ind	,145	17	,200*	,939	17	,305
Out_Grp	,145	17	,200*	,937	17	,287

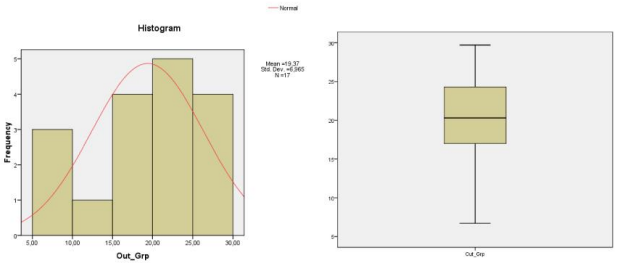
a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Outcome Individual Group

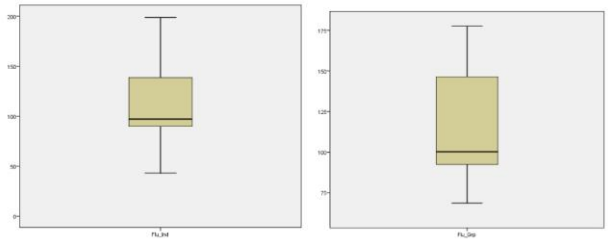


Outcome Collaborative Group



Extreme Values

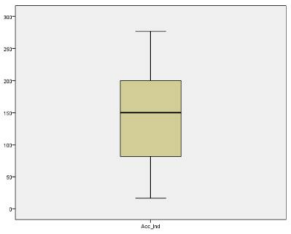
			Case Number	Part	Value
Flu_Ind	Highest	1	13	13	198,60
		2	15	15	182,40
		3	16	16	142,80
		4	9	9	139,80
		5	14	14	138,60
	Lowest	1	7	7	43,30
		2	5	5	60,00
		3	12	12	74,30
		4	4	4	81,00
		5	8	8	90,00
Flu_Grp	Highest	1	15	15	177,60
		2	13	13	172,80
		3	11	11	153,00
		4	9	9	150,00
		5	17	17	146,40
	Lowest	1	5	5	68,60
		2	12	12	81,00
		3	16	16	84,60
		4	2	2	87,60
		5	6	6	92,40

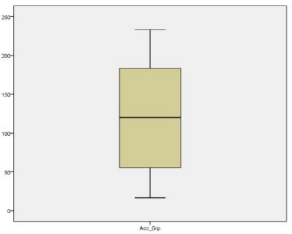


Extreme Values

			Case Number	Part	Value
Acc_Ind	Highest	1	3	3	276,92
		2	8	8	250,00
		3	11	11	250,00
		4	17	17	220,00
		5	5	5	200,00[a]
	Lowest	1	13	13	16,67
		2	15	15	33,33
		3	1	1	36,36
		4	4	4	37,50
		5	2	2	81,82
Acc_Grp	Highest	1	8	8	233,33
		2	11	11	216,67
		3	7	7	200,00
		4	3	3	185,71
		5	10	10	183,33
	Lowest	1	12	12	16,67
		2	13	13	37,50
		3	9	9	50,00
		4	4	4	50,00
		5	15	15	55,55

a. Only a partial list of cases with the value 200,00 are shown in the table of upper extremes.



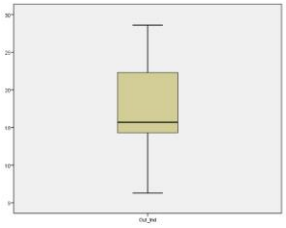


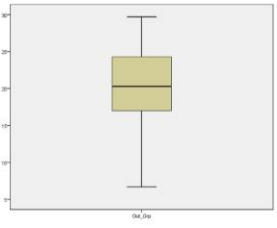
Extreme Values

			Case Number	Part	Value
Out_Ind	Highest	1	1	1	28,60
		2	14	14	28,30
		3	13	13	26,60
		4	15	15	25,00
		5	4	4	22,30
	Lowest	1	8	8	6,30
		2	7	7	6,60
		3	5	5	8,30
		4	17	17	14,30
		5	12	12	14,30[a]
Out_Grp	Highest	1	15	15	29,70
		2	13	13	28,00
		3	10	10	26,00
		4	1	1	25,00
		5	11	11	24,30[b]
	Lowest	1	8	8	6,70
		2	7	7	7,30
		3	5	5	9,00
		4	6	6	13,00
		5	2	2	17,00

a. Only a partial list of cases with the value 14,30 are shown in the table of lower extremes.

b. Only a partial list of cases with the value 24,30 are shown in the table of upper extremes.





APPENDIX S1 – Participants' responses to the self-report questionnaire - individual planning/ first moment

P	How did you like having time to plan?	How did you like the planning time (12 min.)?	How did you like the task?	Planning Performance satisfaction.	Recording audio message using the phone.	Would you prefer planning with a partner(s)?	Was the task difficult?	Anything else?
1		 Sim, foi perfeito para planejar.	 Inventar a desculpa, mas foi fácil, pois é uma situação diária.	 Sim, foi tranquilo.	 Sim, foi diferente.	Talvez. Eu teria me divertido mais.	Não, pois é uma situação que eu tenho muitos anos de experiência.	Não. Foi muito legal.
2		 Foi um bom tempo para planejar.	 Mais ou menos, o problema foi forçar as palavras.	 Podia ter feito melhor, muito no caso.	 Bastante. Mesmo com erros eu ainda assim consegui terminar ela.	Sim, pra ser mais divertido e engraçado.	Não.	Não.
3	 me saio melhor no improviso	 Acho que o tempo foi ótimo, pois deu pra escrever e ensaiar a mensagem.	 Achei como tarefa uma coisa inusitada. Mas já estou acostumado a fazer isso, então perde a graça.	 Acho que consegui encaixar bem as palavras na desculpa.	 Prefiro dar a desculpa pessoalmente para ver a reação do professor.	Não, pois cada um faz uma coisa diferente da vida, o que poderia tornar a desculpa menos convincente.	Não	Não.
4	 Gostei bastante de ter tido tempo pra planejar.	 Foi ótimo. Exatamente o tempo suficiente	 Foi bastante desculpa de quem é preguiçoso.	 Eu parecia que estava dando uma desculpa esfarrapada.	 Foi a melhor opção para o momento.	Não, pois ficaria meio confuso na hora de falar.	Mais ou menos. Só a hora de falar.	Não

P	How did you like having time to plan?	How did you like the planning time (12 min.)?	How did you like the task?	Planning Performance satisfaction.	Recording audio message using the phone.	Would you prefer planning with a partner?	Was the task difficult?	Anything else?
5	 Bastante pois tenho muita dificuldade em inglês.	 Foi um bom tempo pois consegui pensar e ainda "ensaiar" o que falar.	 Sim, foi divertido, e uma forma de praticar.	 Pouco, porque tenho muita dificuldade em falar inglês.	 Pouco, porque tenho dificuldade de pronunciar em inglês.	Sim, porque as vezes ele sabe uma palavra que não sei, e eu uma que ele não sabe.	Não. Mas queria ter feito mais.	
6		 Porque eu consegui pensar nas frases e como montá-las.	 Eu gostei, mas acho que poderíamos ter escolhido as palavras.	 Eu gostei, mas não consegui entender como colocar algumas palavras.	 Porque foi diferente e eu tive que pensar sozinha.	Sim, porque eu conseguiria formular talvez melhor a frase.	Mais ou menos.	Não.
7		 Porque nesse tempo eu consegui organizar todas as minhas ideias.	 Não sou muito boa com inglês, então metade das palavras foram em português.	 Percebi que só sei o básico do inglês, e que não sei montar uma frase.	 Se fosse para falar diretamente eu não conseguiria.	Sim, porque tudo fica mais fácil quando duas pessoas que sabem pouco se juntam.	Um pouco.	
8	 .	 Pois deu tempo de pensar e revisar a frase	 Só tive problemas na tradução das palavras, dificultando um pouco.	 Fiquei com muitas dúvidas não conseguindo formular toda a frase.	 Achei interes-sante, porém tive dificuldade.	Sim, pois talvez o colega poderia saber alguma palavra que eu tenho dúvida.	Sim.	

APPENDIX S2 – Participants' responses to the self-report questionnaire - individual planning/ second moment

P	How did you like planning alone? Why?	How did you like doing this task? Justify.	Did you find the task challenging? Why?	Would you like to do similar tasks (having planning time) to learn English in class? Why?
9	 Porque eu pude pensar sozinha, sem pressão.	 Porque me fez praticar meu inglês falado	Um pouco, porque é mais complicado fazer a frase de cabeça.	Sim, para ajudar a aprender a formar frases sozinhos.
10	 É bom saber o quanto você é capaz de fazer um texto sozinho, mas com colegas fica mais fácil. Temos ajuda.	 Eu gostei bastante desse tipo de atividade.	Sim, te desafia a pensar sozinho, formular o texto e a (sic) na hora de falar, lembrar o que você tinha escrito.	Sim, nós aprendemos muito mais com essas atividades "simples" no sentido de ser objetiva e produtiva (desafiadora) do que sentados só fazendo atividades de verbos e deveres.
11	 Gosto de planejar sozinho, ter minhas próprias ideias, brincar com o planejamento. Porém é bom ter alguém para ajudar nas dificuldades.	 Sim, gosto de falar, porém fiquei um pouco nervoso então devo ter falado algo errado.	Um pouco. Ela faz você pensar sozinho, ser criativo. Essa pode ser um desafio.	Sim, porque é muito útil para o pensamento rápido e para o desenvolvimento da fala e de escrita.
12	 Foi bem mais complicado do que em grupo até porque não tenho tanto conhecimento do inglês.	 Achei interessante o conceito e a idéia mas difícil de executar.	Sim, pois é difícil quando temos uma atividade que trabalha o oral, a escrita, tradução e gramática ao mesmo tempo.	Sim, pois você consegue aprender consigo mesmo, ou seja, com seus próprios erros.
13	 Gostei bastante porque incentiva a fala e escrita de nós com coisas que geralmente acontecem no cotidiano.	 Gostei, porque usamos mecanismos que já usamos diariamente e foi muito casual fazê-la	Na verdade só a parte de ter que lembrar o que eu pude criar que desafiou.	Sim, porque são coisas que já fazemos muito e coisas cronometradas nos fazem querer mais ainda fazer a atividade.
14	 Porque eu não me senti dependente de outra pessoa.	 Exercita meu inglês mais do que o esperado.	Sim, pois eu não sei o que estava certo ou errado, já que tinha que fazer sozinha.	Sim, porque exercita demais e eu gosto de desafios.
15	 Porque eu consegui focar mais na história. Porém não tive como consultar meus colegas para ver se tava legal e tals.	 Achei legal e criativo, mas não poder consultar nada me limitou a usar apenas as palavras que eu conheço.	Sim porque mexe com nossa imaginação.	Sim, porque assim temos uma noção do quanto sabemos a língua. Mas daí poderia ser com consulta para que pudéssemos ver as palavras que não conheço.
16	 Foi legal. É mais desafiante e mais difícil	 Foi legal, nada que me impeça de gostar.	Sim, pois pensar sozinho te faz analisar o quanto você sabe.	Sim, pois traz muito aprendizado.
17	 Sim pois deu para perceber um pouco minhas dificuldades. Mas não havia meus colegas para me ajudar com elas.	 Achei legal pois trabalha a escrita, a fala em inglês e ainda trabalha a memória.	Sim, pouco pois não sou tão boa com a escrita.	Sim, ajudaria muito. Mas da próxima (vez) com ajuda.

APPENDIX S3 – Participants' responses to the self-report questionnaire - group planning/ first moment

P	How did you like having time to plan?	How did you like the planning time (12 min.)?	How did you like the task?	Planning Performance satisfaction.	Recording audio message using the phone.	Would you prefer planning alone? Why?	Was the task difficult?	Anything else?
9		 Acho que precisava de mais tempo.	 Porque eu gosto de falar em inglês e praticar.	 Não gostei muito porque teve pouco tempo.	 Bastante, eu gosto de praticar	Sim, porque me sentiria mais a vontade de fazer a frase.	Não.	Não.
10		 Não acho que seja pouco tempo, mas nos dá um pouco de pressão para fazer...kkk	 Achei muito criativa. Incentiva as pessoas a falar inglês sem as pessoas vendo =D	 Acho que o grupo se ajudou e pude sem ajuda entender meus conhecimentos	 Achei que parecia que estava falando mesmo com uma pessoa real, parecia real.	Não. Acho que eles me ajudaram.	Não.	Não. Muito boa a atividade. =D
11		 Foi bom preparar os argumentos.	 Foi legal porque as atividades normalmente só são escritas e nunca tem tipo desafio.	 Ficou meio confuso planejar mas falar acho que foi melhor.	 Foi legal.	Não. É bom ter a ajuda dos colegas para algumas coisas que você esquece.	Não	Não.
12		 Não precisava mais que isso. Ficou dinâmico.	 Não sou bom em inglês.	 Não consegui elaborar algo muito decente.	 Foi diferente. Ninguém fez isso.	Não. Pois com a ajuda do grupo eu consegui elaborar algo melhor.	Mais ou menos.	
13		 Achei bom, deu para raciocinar e planejar bem.	 Gostei bastante! Ajuda a aprimorar a fala e a escrita sobre coisas do cotidiano.	 Gostei de ser em grupo.	 Achei massa por ser algo que acontece muitas vezes.	Na verdade, não. Gosto de poder ajudar os outros.	Não. Só a parte de ter que lembrar do que escrevi.	Não. ☺

P	How did you like having time to plan?	How did you like the planning time (12 min.)?	How did you like the task?	Planning Performance satisfaction.	Recording audio message using the phone.	Would you prefer planning alone? Why?	Was the task difficult?	Anything else?
14		 Porque não dá muito para memorizar.	 Nos ajuda a entender e formar frases.	 Minha frase/ desculpa ficou ruim.	 Eu me embolei muito.	Não! Eu ainda preciso de ajuda com inglês e isso me ajudou.	Sim, mas não muito.	
15		 Acho que 12 minutos não é o suficiente.	 Achei interessante essa didática.	 Fiquei bem orgulhosa do meu trabalho.	 Legal. Nada contra.	Sim, porque ficaria mais fácil de eu pensar só na minha.	Sim.	Não.
16		 Acho que se tivesse mais um tempinho seria melhor	 Foi legal. Aprendi algumas palavras em pouco tempo.	 Se tivesse mais tempo ia ficar melhor.	 Eu adoro mexer no celular então foi cool.	Não, pois meus amigos me ajudaram a saber (sic) algumas palavras.	Não, tranquilo.	
17		 Achei que poderia dar mais tempo,mas até que está ok.	 Eu gostei pois trabalha a escrita e a fala.	 Eu acho que posso melhorar muito.	 Achei viável.	Não. I need my friends.	Mais ou menos.	Não.

APPENDIX S4 – Participants' responses to the self-report questionnaire - group planning/ second moment

P	How did you like planning in groups? Why?	How did you like doing this task? Justify.	Did you find the task challenging? Why?	Would you like to do similar tasks (having planning time) to learn English in class? Why?
1	 É mais divertido e fácil.	 Foi bem tranquila e diferente.	Não, talvez só na parte do improviso e pronúncia.	Com certeza, é bom planejar.
2	 Foi engraçado.	 Muito. Foi divertido e beneficente.	Sim, é bom e difícil.	Talvez, facilitar o aprendizado, mas com um pouco mais de trabalho.
3	 Em grupo foi legal pois teve interação com os colegas e foi engraçado.	 Gostei porque é uma tarefa divertida.	Não, porque é uma coisa normal.	Sim, pois é uma coisa diferente para fazer em sala que faz a gente aprender com mais facilidade
4	 Foi muito legal e engraçado planejar em grupo, além de bastante produtivo..	 It was a lot easier than I expected.	Não muito. Foi mais fácil que a B, pois foi em grupo e coisas da minha vida.	Sim, parece ser bastante interessante e dá para aprender inglês mais facilmente. Eu já sei, mas eu quero dizer para os que não sabem parece ser bem mais fácil.
5	 Gostei muito porque foi mais fácil. As meninas ajudaram em palavras que eu não sabia.	 Bastante, porque foi engraçado e diferente.	Sim, porque não sei muitas palavras em inglês e tenho um pouco de vergonha de falar em aula.	Sim, porque foi bem dinâmico.
6	 Porque um ajudou o outro.	 Porque eu pratiquei meu inglês.	Sim, porque nós tivemos que criar as frases sozinhos.	Sim, porque é desafiador.
7	 Porque em grupo tudo fica mais fácil. Um ajuda o outro.	 Achei muito legal praticar o meu péssimo inglês em grupo.	Sim, pois nos desafia a criar juntos várias frases.	Sim, porque assim entendo melhor o inglês.
8	 Pois consegui com a ajuda dos colegas entender as palavras e formular a frase.	 Achei muito legal, pois meu desempenho foi melhor.	Sim, porque eu precisei usar meu pouco conhecimento.	Sim, pois consegui aprender mais.