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COMMUNICATION STRATEGIES AND L2 SPEECH PRODUCTION

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GICELE VERGINE VIEIRA PREBIANCA

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Mailce Borges Mota Fortkamp
Coordenadora

BANCA EXAMINADORA:

Mailce Borges Mota Fortkamp
Orientadora e Presidente

Cássio Rodrigues
Examinador

Ingrid Finger
Examinadora

Florianópolis, 25 de Junho de 2004

To my dear family, especially to my
mother and father, with love and
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ABSTRACT

COMMUNICATION STRATEGIES AND L2 SPEECH PRODUCTION

GICELE VERGINE VIEIRA PREBIANCA

UNIVERSIDADE FEDERAL DE SANTA CATARINA

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Supervising Professor: Mailce Borges Mota Fortkamp

This study investigated the relationship between Communication Strategies (CS) use and L2 oral development. In order to reach this goal, three speech samples of each one of 30 L2 learners of English were collected. Participants were divided into three groups of 10 learners each, according to their level of proficiency – pre-intermediate, intermediate and advanced. Participants' oral fluency was assessed by means of speech rate (Lenon, 1990). L2 speech production was elicited by means of three narrative tasks in three different sessions. Data analysis revealed a common group of CS across sessions and across proficiency levels. Besides, it indicated that the relationship between CS use and L2 oral fluency, as measured by the speech rate, is not statistically significant. The analyses further showed a significant statistical correlation among speech rate measures in sessions 1, 2 and 3 in the pre-intermediate and intermediate groups, thus indicating a homogeneous oral behavior among these participants across sessions. To explain the few instances of significant statistical correlations between speech rate and types of CS, it is suggested that due to the multitude of factors affecting L2 fluency, other aspects of speech production need to be analysed, such as grammatical accuracy and complexity. In addition, the nature of tasks and their

cognitive demands might have contributed to learners' apparently limited oral improvement.

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RESUMO

ESTRATÉGIAS DE COMUNICAÇÃO E PRODUÇÃO ORAL EM L2

GICELE VERGINE VIEIRA PREBIANCA

UNIVERSIDADE FEDERAL DE SANTA CATARINA

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Professor Orientador: Mailce Borges Mota Fortkamp

Este estudo investiga a relação entre o uso de Estratégias de Comunicação (EC) e o desenvolvimento da fluência oral em uma segunda língua (L2). A fim de alcançar este objetivo, 3 amostras de fala de 30 alunos de Inglês como língua estrangeira foram coletadas. Os participantes foram divididos em três grupos de 10 alunos cada, de acordo com o seu nível de proficiência – pré-intermediário, intermediário e avançado. A fluência oral dos participantes foi acessada por meio da velocidade de fala, ou *speech rate* (Lenon, 1990). Três narrativas foram usadas para elicitare a produção oral em L2, em três sessões diferentes. A análise revelou um grupo comum de Estratégias de Comunicação usadas a longo das sessões e dos níveis de proficiência. A análise também revelou que a relação entre EC e fluência oral em L2, medida pelo *speech rate*, não é estatisticamente significativa. A análise mostrou, também, uma correlação estatística significativa entre medidas da velocidade da fala (*speech rate*) nas sessões 1, 2 e 3, nos grupos pré-intermediário e intermediário, indicando, portanto, um comportamento oral homogêneo entre os participantes destes grupos, ao longo das sessões. Finalmente, a análise revelou que somente a variável *speech rate* parece não ser suficiente para checar a relação entre o uso de Estratégias de Comunicação e o desenvolvimento da produção

oral em L2. Para explicar os poucos exemplos de correlações estatisticamente significantes entre a velocidade da fala e tipos de Estratégias de Comunicação, é sugerido que, devido aos inúmeros fatores que afetam a fluência em L2, outros aspectos de produção da fala precisam ser analisados, tais como precisão e complexidade gramaticais. Além disso, a natureza das tarefas propostas e a demanda cognitiva que as mesmas eventualmente exerceram podem ter contribuído para a aparentemente limitada melhora da produção oral dos aprendizes.

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CHAPTER 1

INTRODUCTION

1.1 Preliminaries

The ability to speak is considered man's most complex communication skill (Levelt, 1989). It requires the conjoint work of several processing components in the human cognitive system. It also requires time and social interaction to develop (Levelt, 1989, p.01). According to Levelt (1989), from a scientific perspective, the study of communicative acts such as requests, explanations and apologies, for instance, is not enough to visualize the whole speech production process, due to its complexity.

As claimed by Bygate (1998), communication is a product of particular speech events, constituted by various patterns, which vary across speakers, regions, culture and even differences in status and social enterprises (p. 22). Additionally, differences in communicative patterns imply strategic language use, since speakers are supposed to fulfill the communicative needs of their interlocutors, thus, making choices and situating their speech according to the goal of the communicative event taking place. Speakers' ability to communicate in a second language (L2), by observing the pragmatic constraints of a given context (or speech event), has been defined as communicative competence (Faerch and Kasper, 1986).

As proposed by Faerch and Kasper (1986), for learners to develop communicative competence, the linguistic dimension of language needs to be considered as a sine qua non condition. Through linguistic competence, L2 speakers are able to realize their communicative intentions. However, linguistic competence by itself does not seem to provide learners with the necessary systematic knowledge to perform the different

language functions needed in communication. Therefore, as stated by Faerch and Kasper (1986), linguistic and pragmatic knowledge are hard to be combined from a pedagogical point of view. According to Faerch and Kasper (1986), there is a great difference between what learners are taught and what they really need in their communicative enterprises (p. 179). Thus, in order to bridge this gap and prepare learners for unforeseen situations, a third dimension of communicative competence arises – strategic competence, that is,

...learners' ability to solve problems in performing and understanding communicative acts – problems that may be due to gaps in their linguistic and pragmatic knowledge, or to low accessibility of such knowledge (Faerch and Kasper, 1986, p. 180).

The development of learners' strategic competence seems to lead to an improvement in their capacity to communicate in an L2 and, consequently, in their oral production in general (Faerch and Kasper, 1986).

The issue of strategic behavior has been a major concern in the field of speech production. Strategic competence has been investigated from two perspectives: one dealing with learning strategies (LS) and another dealing with *communication* strategies (CS). According to the literature in this area, the main difference between the two categories is that the former seems to be used to expand L2 knowledge, whereas the latter is mostly viewed as problem-solving devices employed to overcome communicative breakdowns (Faerch and Kasper, 1986; Dörnyei and Kormos, 1998; Poulisse, 1994; Willems, 1987). However, it seems that the relationship between CS and LS is complex and not clearly identifiable, since learners may feel motivated to learn and communicate at the same time.

Communication Strategies are also shown to be used by language speakers as a means to achieve one's personal communicative goal through the most efficient and optimal way. In this sense, language use is always strategic and most learners tend to transfer their strategic profile from their L1 into the L2 (Kasper and Kellerman, 1997).

Research on communication strategies (CS) has been developed mainly in terms of the identification and classification of these strategies (Varadi, 1983; Tarone, 1980; Faerch and Kasper, 1983; Poulisse, 1993; Dörnyei and Kormos, 1998); the influence of task type and proficiency related factors on CS choice (Poulisse and Schils, 1989; Chen, 1990; Paribakht, 1985; Yarmohammadi and Seif, 1992); the use of CS in formal and informal environments (Rodrigues, 1999); and the use of process versus product-oriented CS (Faerch and Kasper, 1983; Bialystok, 1983b; Bialystok, 1990).

Despite the existing research on the area of speech production and communication strategies, there is room in the literature to study the relationship between oral development and strategic language use. Given that CS seem to be applied to overcome oral problems and optimize communication, it seems reasonable to suggest that speech production development may be related to CS use.

1.2 Statement of the purpose

The present study aims at investigating the use of Communication Strategies (CS) and its relation to the development of the L2 oral ability.

Despite the great amount of research carried out on CS use and L2 speech production up to this moment, no study has investigated whether there is a relationship between the use of communication strategies and L2 speech production development. Due to this gap in research, the present study aims at pursuing the following research questions:

- 1. What communication strategies (CS) do learners at the pre-intermediate, intermediate and advanced levels of proficiency use in order to reach their communicative goals?**
- 2. Is there a relationship between the use of CS and L2 oral development?**

1.3 Significance of the research

The significance of the present study lies on the importance of investigating whether CS use plays a role in promoting L2 learning and interlanguage change, regarding the development of L2 oral skills in distinct stages of L2 development. The results of the present study might shed light on how to maximize the use of oral tasks in the classroom. Knowing why and how learners make use of certain strategies might be useful in helping teachers to choose appropriate tasks that could allow learners to cope with their difficulties in communication. In addition, the present study may reveal a set of CS which might be profitably used by L2 learners in the improvement of their speech performance in the second language.

Finally, to the best of my knowledge, no study has been carried out on the relationship between CS and L2 speech production development. In fact, the use of CS and its relation to L2 production is uncertain, since most of the existing studies have been concerned only with identifying and classifying the strategies, rather than investigating their value as relevant tools to promote L2 development (Crookes, 1991, p.121). As pointed out by Ellis and Roberts (1987), also cited in Crookes (1991):

the research has begun to document what strategies learners use in communication but these have not been systematically related to language development or variable language use. In other words, the relationship between use and development is still poorly understood.

1.4 Organization of the Thesis

The present study is organized into five major chapters. Right after this introductory chapter, a review of the literature on models of speech production in L1 and L2 is presented in chapter two. In the same chapter, some definitions, taxonomies and studies on communication strategies are also reported. The third chapter presents the method adopted in the present study and the description of the participants, tasks, and of instruments of data collection and analysis. The results are reported and discussed in chapter four and, finally, the fifth chapter brings the conclusion, presents the pedagogical implications, and makes suggestions for future research.

CHAPTER 2

REVIEW OF LITERATURE

The production of speech has been considered a mysterious and complex task that requires a great cognitive effort from language users (Levelt, 1989). Several attempts have been made in order to explain how human beings manage to process information and produce coherent and highly complex stretches of speech. Among these attempts, the most influential model in the field has been the one proposed by Levelt (1989), originally developed to explain first language speech production.

This chapter presents an overview of research on the L1 and L2 speech production models considered the most relevant for the present study. It is divided into three sections. After this introductory section, the most influential L1 model of speech production is reviewed in Section 1 – Levelt (1989). Reviewing an L1 speech production model is important to build a picture of how the complex processes of speech production occur in the human mind. The L2 speaking models are reviewed in Section 2 – De Bot (1992) and Poullisse & Bongaerts (1994). Finally, section 3 reviews theoretical and empirical studies on communication strategies.

2.1 Speech Production in L1

According to Levelt (1989), intentional and fluent speech requires a sum of mental activities and a great amount of attention from the speaker. In his model, Levelt proposes that the construction of a verbal message involves conceptual and linguistic processes, since speakers have to decide on what to communicate and how to express this communicative intention. The author names this stage as the planning phase. It is in this phase that message generation takes place, through macro and micro planning.

Whereas in the former speakers plan the content of the message and their communicative goals (conceptual information), in the latter they must decide what the most appropriate type of speech is necessary to convey their intentions to the interlocutors (pp. 4-5). All the processes involving message generation take place in the first of the four components responsible for processing speech – the conceptualizer – and the final product of this phase is the preverbal message (see the blueprint of Levelt's L1 speech production model in Appendix O).

The preverbal message generated in the conceptualizer will serve as input for the next processing component – the formulator. It is at this stage that speakers formulate the grammatical and phonological structures of the message. Levelt argues that the grammatical features are stored in the speaker's mental lexicon and it is through the activation of lemmas – entities containing the meaning of words – that the speaker accesses the relevant information to express the intended message. As stated by Dörnyei and Kormos (1998), it is assumed that lemma activation and selection triggers the word syntactic and morphological information (p. 353). However, a lemma will only be activated if it matches the conceptual specifications of the preverbal message. Once the lemma corresponds to those specifications it is selected together with its syntactic building procedures. The syntactic building procedures are stored in the Grammatical Encoder and represent syntactic categories which are used in the construction of noun phrases, verb phrases, prepositional phrases and so forth (Levelt, 1989, p. 11). The result produced by lemma selection and syntactic building procedures is then stored in the Syntactic Buffer and is called the surface structure – “an ordered string of lemmas grouped in phrases and sub phrases of various kinds”(Levelt, 1989, p. 11).

The mental lexicon also stores the lexemes, entities that carry the phonological and morphological forms of the lexical items. The lexemes are added to the lexical

items through the phonological encoding. The result of the phonological encoding processes is called the phonetic or articulatory plan (or internal speech), which consists of a set of rules of how to articulate the particular utterance (Levelt, 1989, p. 12). This phonetic plan is then sent to the next component in the model, the articulator. The function of the articulator is to transform internal speech into overt speech, by controlling the articulatory muscles responsible for the execution of the speech sounds, such as “lips, tongue, teeth, alveolar palate, velum, glottis, mouth cavity and breath” (Bygate, 2001, p. 16).

One of the most interesting components of Levelt’s model is the Speech-comprehension system. According to him, speakers can monitor and correct disfluencies in their speech during internal and overt speech. As explained by Dörnyei and Kormos (1995), there are three moments during speech processing in which speech can be monitored (p. 354). The first one happens before the message is sent to the formulator, when the speaker can check if the preverbal message corresponds to what he/she had previously conceptualized. Secondly, monitoring can happen after the processes in the formulator have taken place and before the surface structure is sent to the articulator. At this moment, the speaker has access to his/her internal speech. Finally, monitoring can occur after the articulation of the message, when the speaker checks if what was said makes sense and is linguistically well-formed (Levelt, 1989, p. 14).

In Levelt’s speech production model, the processing components are viewed as relatively autonomous specialists. This means that each single component needs only its characteristic input and its condition action (procedures) to work. In this sense, the Grammatical Encoder, for instance, is the only component that is able to transform conceptual information into syntactic relations, once it is provided with its characteristic input – the preverbal message. Likewise, the output of the Grammatical Encoder – the

surface structure, will serve as characteristic input for the Phonological Encoder. The next processing component down the line will be provided with the output of the Phonological Encoder – the internal speech (or phonetic representations). According to Levelt, each processing component may consist of several subcomponents, which may be less or more autonomous among them. Besides being instantiated with a restricted sort of input, the processing components do not share information among themselves, that is, there is no interference from one component into the other. If feedback among processing components was possible, the processors would have access to all information in the system, requiring, therefore, a series of procedures (algorithms) to process this huge amount of information in real time. On the other hand, a certain degree of anticipation is allowed in the model, which makes it possible for the components to work in parallel, accounting for the great speed of speech.

Another crucial feature of Levelt's system is called "incremental processing", which allows the components to work in parallel at different stages of speech production – from message generation to its articulation. Each processing component can start functioning with any fragment of its characteristic input.

Based on Levelt (1989) and his assumptions of how L1 speech is processed, the next section reviews two important models of L2 speech production. These models, taken together, provide a clear picture of how some L1 features are incorporated into L2 oral production.

2.2 Speech Production in L2

So far, we have discussed how speech is processed by L1 speakers. However, it seems necessary to understand how L2 speech production occurs. The present study chose to concentrate on two L2 speech production models derived from Levelt's model

of speech production for L1 – De Bot's (1992) model and Poulisse and Bongaerts' (1994) framework. These models present some adaptations to Levelt's, especially in terms of lexicon organization and lexical access.

Poulisse (1997) points out that, any model attempting to explain L2 speech production has to take into consideration certain features of the language produced by L2 speakers. According to her, their speech differs from L1 speakers in three main ways: (1) L2 speakers' knowledge of the language is incomplete, which makes it more difficult for them to convey their messages exactly as they were planned; (2) L2 speech tends to be slower and presents a larger number of pauses and hesitations; and (3) speakers can transfer L1 conversational features to their L2 speech production, since they have a well developed system to resort to when they need (pp. 205-206).

De Bot (1992) hypothesizes that before actually starting to encode the message, the speaker needs to decide what language to use and this decision is taken in the conceptualizer, thus assuming that macroplanning is language-independent and microplanning is language-specific. In this case, the preverbal message would contain language specifications that would lead them to the language-specific formulator, in other words, L1 and L2 grammatical and phonological encoding take place through different procedures (pp. 8-9). Furthermore, De Bot (1992) argues that a common problem L2 speakers face in the conceptualization of the message is the fact that, in many situations, the lexical items needed to express the intended message do not exist or are not possible to be retrieved. Consequently, L2 speakers experience troubles in the selection of relevant lemmas and in the construction of lemmas grammatical and syntactic representations.

Poulisse (1997) explains that in De Bot's model, L1 and L2 lexical items make part of the same conceptual network, but are stored in different subsets. These subsets

comprise elements of the same language, which are formed through the use of lexical elements of such language. The more these elements are retrieved, the stronger the links among them become, thus, making it possible to retrieve them separately (p. 11). In addition, De Bot (1992) claims that the lexicon must be well organized in order for the right choice to be made as fast and accurately as possible.

In order to account for language switches, De Bot (1992) suggests that, in L2 speech production, two speech plans are simultaneously carried out by the L2 speaker, one for the language that is being used and another for the language not being used at the moment (p. 212). By assuming that there are two concurrently speech plans being conceived in the speaker's mind, De Bot gives support to the idea that the formulator is language-specific, since it is unlikely that there is a one to one correspondence between the meaning of a lemma and its syntactic features in L1 and L2 (pp. 14-15).

Regarding phonological encoding and articulation, De Bot (1992) assumes that the articulator is language-independent and contains syllable programs and pitch patterns for all languages (p. 15). As pointed out by the author, the quality and quantity of syllable programs will vary according to the speaker's level of proficiency. In more advanced bilingual speakers it is likely that there is one large set of syllable programs and pitch patterns and that those that correspond to L1 counterparts, are not stored twice. Moreover, the quality of L2 sounds depends on the frequency with which they are applied by the speaker and his/her capacity of perceiving differences between L1 and L2 sounds (p.16).

According to Poulisse and Boungaerts (1994), De Bot's (1992) model is particularly problematic in respect to language choice. The authors claim that the model does not clearly explain how speakers are able to carry out two speech plans

simultaneously, since De Bot assumes that the language choice is made in the preverbal message, thus, already specifying in which language speech will be processed.

Aiming at accounting for this shortcoming, Poulisse and Bongaerts (1994) proposed a model in which lexical selection occurs via the mechanism of spreading activation. That is, in order for an L2 item to be selected it needs to receive a greater amount of activation than its L1 counterpart. The reason for accepting this theory is that lexical items are stored in a single network, which is in line with the authors' view that the conceptualizer is language-specific. Therefore, besides containing conceptual information, words from a bilingual lexicon also need to carry some language-specific feature in order to be selected. Poulisse and Bongaerts suggest that lexical units are labeled with a language tag, specifying to which language they belong. This is necessary because, according to Poulisse (1997), L1 lexical items may share some conceptual characteristics with L2 items and thus, might be activated as well (p. 216). Thus, in order to select the word *boy*, for instance, there would be necessary conceptual specifications such as *BOY* = [+human], [+male], [+young], [- adult], [+ English], besides a high level of activation (p. 216).

By defining the conceptualizer as language-specific, Poulisse and Bongaerts (1994) are able to explain intentional and unintentional code-switches in L2 speech production as well as how learners can differentiate between L1 and L2 lexical items. Whereas intentional L1 use is accounted for by the L1 specification in the preverbal message, the unintentional code-switches are viewed as slips of the tongue, since they are erroneously selected instead of their corresponding L2 (p.42).

As was seen, L2 speech production models incorporate some of the features of Levelt's L1 model with some adaptations. By reviewing these relevant models of L1 and L2 speech production, the present study sought to give an overview of the

psycholinguistic processes involved in the production of speech, thus, providing support to the analysis and discussion of CS effect on the development of the L2 oral skill. The next section will review theoretical and empirical studies on Communication Strategies use and their relevance for L2 oral development.

2.3 Review of Literature on Communication Strategies

2.3.1 Definitions and taxonomies

For the last two decades, researchers on Communication Strategies have tried to find a theoretical definition for what this term means. A first attempt to that is undertaken by Selinker (1972), in his seminal article *Interlanguage*, in which he suggests that strategies of second-language communication are a result of learners' approach to communicate with native speakers of a specific target language (p. 217). Although Selinker's work is notable, since till that moment no definition for CS had been given by researchers, his definition seems to give little or no importance to the use of CS in non-native/non-native interaction.

What defining criteria would be involved in the conceptualization of Communication Strategies? What characterizes strategic language use? And, what differs strategic language use from non-strategic language use? In trying to answer these questions, researchers raised a very striking issue in the literature – the one that sees CS use as problem-oriented mechanisms applied only to solve communication problems. According to Dörnyei and Scott (1997), if CS are to be seen as problem-solving mechanisms, a more suitable definition for the term should include "...every potentially intentional attempt to cope with any language-related problem of which the speaker is aware during the course of communication" (p. 179). By analyzing this definition, it

seems possible to claim that the conceptualization of L2 CS rely on three salient features: (1) problemat�city, (2) consciousness and (3) intentionality (Bialystok, 1990, pp.2-3).

With regard to the fact that a great proportion of L2 communication is likely to present problems, the criterion of problem-orientedness, as pointed out by Bialystok (1990), presents two major implications. First, there is not a clear explanation of how L2 learners are able to separate strategic language use from language used for ordinary communication, when no communicative problem is detected. Second, CS are not only employed by L2 learners; they may even be used by native-speakers seeking to ensure the success of their communicative enterprises. Thus, Bialystok argues that CS “can occur in the absence of problemat�city” (p. 4). Similarly, Dörnyei and Scott (1995a, 1995b, in Dörnyei and Scott, 1997) claimed that for problem-orientedness to be assigned as a defining criterion of CS, it is necessary to identify what types of problems are related to the use of strategies. According to the authors, CS were originally thought to handle resource deficit problems. However, this view did not correspond to the broadness of the term. Thus, its scope was extended to cover communicative problems in the speakers’ own performance, in the interlocutors’ performance and deficiencies caused by time pressure.

Consciousness, the second defining criteria, is also an issue of discussion among researchers. In fact, assuming that CS are conscious language devices would restrict the use of strategies only to those L2 learners able to reflect upon language use, therefore excluding, for instance, children, who apparently do not possess the same ability to think about language as a more mature learner (Bialystok, 1990, p. 4). Another important point in the literature is that consciousness may manifest itself in different degrees and can cover different aspects of communication, since speakers can be aware

of “a language problem, the intent/attempt to solve this problem, the repertoire of potentially applicable CS, the way a CS may achieve its effect, the alternative plan, the execution of the CS, the use of a less-than-perfect “stopgap” device, or the use of a CS when brought to the learner’s attention later”(Dörnyei and Scott, 1997, p. 184).

Dörnyei and Scott (1997), based on studies in the area of SLA (Schmidt, 1994; Gass and Selinker, 1994 and Bialystok, 1990), suggested three relevant aspects of consciousness concerning CS use. They proposed that consciousness can be conceived as (1) awareness of the problem, which refers to L2 speakers’ ability to distinguish language processing problems from similar L2 erroneous forms which may be sometimes employed as conscious devices; (2) intentionality – which refers to the systematic use of certain CS without a conscious decision on the part of the speaker: for instance, the use of non-lexicalized filled pauses¹, which are mostly employed when speakers realize there is a problem but do not intentionally choose to use them; and (3) awareness of strategic language use – when L2 speakers use a CS and are not worried about its final product, but rather on achieving mutual understanding (p. 185). On the other hand, Faerch and Kasper (1983) state that consciousness is “perhaps more a matter of degree than of either-or”, since different individuals may be more or less able to become aware of their linguistic limitations. Besides, they claim that not all problematic elements are noted by the speaker during the planning phase of speech (p. 35).

The last defining criterion, intentionality, is also assumed to be problematic. As evidenced by Bialystok (1990), in order to select a strategy from a repertoire, in the expense of other strategies, L2 learners must be conscious of all the possibilities they have to solve a particular problem. As already stated, the issue of consciousness is still

¹ According to Dörnyei and Kormos (1998), nonlexicalized filled pauses, in which the speaker remains silent or produces umming and erring, do not require additional processing and attentional resources from memory however, they are inadequate to keep the air of fluency and the flow of speech as they result in hesitant and disjointed speech (p. 370).

doubtful. Being able to choose the most appropriate CS would also imply systematic selection, that is, L2 learners would have to use CS according to the properties of the communicative problems at hand (Bialistok, 1990, p. 5).

Despite the lack of consensus on the defining criteria for CS and following the first attempt made by Selinker, several other researchers became interested in the area by offering a number of definitions that differ somehow from the original one proposed in 1972. Some years after Selinker's (1972) proposal, Varadi (1983) discusses foreign language learners' speech behavior and suggests a framework to explain learners' use of message-adjustment mechanisms when trying to communicate in the target language. In this attempt to propose a taxonomy for Communication Strategies, Varadi defines CS as adjustment mechanisms applied by L2 learners in order to reach their intended messages. In order to convey a desired L2 utterance (optimal message), learners need to search for the appropriate target language forms. According to the author, the optimal message can be constantly adjusted if limitations in learners' interlanguage prevent them from realizing such utterances. Therefore, learners may choose to apply different groups of strategies to get their messages across - reduction or replacement strategies. Whereas the former deals with the elimination or reduction of certain L2 structures in order for learners to become as close to the desired message as possible, the latter refers to paraphrase and circumlocution strategies used as an alternative means to communicate (p. 61-63).

Still looking for a consensus for the term Communication Strategies, Tarone, Cohen and Dumas (1976, in Faerch and Kasper, 1983) favor a definition that can stand concurrently for the productive and receptive aspects of interlanguage strategies. Thus, the authors define CS as: "a systematic attempt by the learner to express or decode meaning in the target language, in situations where the appropriate systematic target

language rules have not been formed”(p. 5). Tarone and her colleagues developed a taxonomy for CS by investigating nine subjects from different linguistic backgrounds and analyzing their approaches in the solutions of communicative problems. According to Bialystok (1990), this typology was considered an important advance in the field and has yielded insights to research on CS to date. Tarone, Cohen and Dumas’ (1976) taxonomy comprises communications strategies found in phonological, morphological, syntactic, and lexical instances of language use. Therefore, the following categorizations are proposed: *transfer from NL* - L2 speakers transfer features from their native language, producing inappropriate or yet incorrect utterances in the L2; *overgeneralization* - L2 speakers apply L1 rules to L2 forms or contexts; *prefabricated patterns* – speakers apply regular L2 patterns to other L2 situations; *epenthesis* - L2 speakers insert a vowel in the beginning of a word in order to be able to produce L2 unfamiliar consonant clusters; and *avoidance* (topic avoidance, semantic avoidance, appeal to authority, paraphrase, message abandonment and language switch) – speakers avoid certain L2 forms which may appear problematic or that do not make part of their linguistic competence (pp. 6-7).

Later, Tarone (1980) argued that CS use is certainly linked to language use, since it is tied up with speakers’ linguistic knowledge. She claims it seems crucial to understand that language consists of interactional instances, in which speakers and hearers exchange information so that communication can take place (pp.287-288). Based on this view, Tarone (1980) goes beyond her first definition for CS and states that the term “relates to a mutual attempt of two interlocutors to agree on a meaning in situations where requisite meaning structures do not seem to be shared” (p. 288). Following the point of view that language is interactional in nature (Tarone, 1979), the author proposed a conceptual framework aiming at identifying CS more clearly. In this

framework, three criteria are necessary to define the use of a communication strategy: (1) “a speaker desires to communicate a meaning x to a listener”; (2) “the speaker believes the linguistic or sociolinguistic structure desired to communicate meaning x is unavailable or is not shared with the listener, and (3) “the speaker chooses to - a) avoid: not attempt to communicate meaning x or, - b) attempt alternate means to communicate meaning x . The speaker stops trying alternatives when it seems clear to the speaker that there is shared meaning” (Tarone, 1980, p. 419). Although Tarone’s attempt to define criteria that may be useful in the identification of CS seems to be relevant for CS research, her framework concentrates on strategies strictly related to interactional contexts.

Sharing a more psycholinguistic definition and claiming that the interactional perspective offered by Tarone (1980) is not a necessary condition for a learner to employ a CS, Faerch and Kasper (1983) believe that there are some cases in which the L2 learner may prefer to solve his/her communicative problems without appealing to the interlocutor. In this sense, Faerch and Kasper view CS as “...potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal” (p. 36). This definition is based on a model of speech production proposed by the authors, which suggests that in order to achieve a certain communicative goal, individuals need to undergo several cognitive processes that involve planning and executing the goal. As stated by Faerch and Kasper (1983), in the planning phase individuals are supposed to retrieve the most appropriate items and linguistic forms to reach the intended communicative goal, whereas in the execution phase, neurological and psychological processes will determine the final product, by generating speech (pp. 22-25).

Additionally, Faerch and Kasper (1983) propose a taxonomy for CS classification that, in broader terms, implies learners' avoidance and achievement behaviors. While experiencing problems in the planning or execution phases, L2 speakers may decide to change their original communicative goal by applying reduction strategies (governed by avoidance behavior) or to develop alternative ways for conveying the message without modifying the goal – achievement strategies (governed by achievement behavior). As proposed by the authors, reduction strategies are divided into formal and functional strategies. Whereas the former refer to L2 speakers' use of a simplified version of their interlanguage system in order to avoid non-fluent or incorrect speech, either because certain L2 structures are not reasonably automatized or due to receptive constraints (interlocutor's limitations), the latter presuppose reduction in the learner's communicative goal. In this case, learners may experience problems in planning and retrieving L2 forms due to insufficient linguistic resources (pp.38-43).

Faerch and Kasper (1983) state that functional reduction strategies may affect three different components of the communicative goals: actional, modal and propositional. With regard to their classification of CS, reductions in the propositional component comprise strategies such as *topic avoidance* – “speakers avoid formulating goals which include topics that are perceived as problematic from a linguistic point of view”; *message abandonment* – “communication on a topic is initiated but then cut short because the learner runs into difficulty with a target language form or rule (Tarone, Cohen and Dumas, 1976, in Faerch and Kasper, 1983) and, *meaning replacement* – “learners operate within the intended propositional content and preserve the “topic”, but refer to it by means of a more general expression” (p. 44).

Conversely, achievement strategies do not seem to imply avoidance behavior, since they are used as tools to enlarge L2 speakers' communicative potentialities (p.

45). Faerch and Kasper later assume that learners may experience problems in the planning as well as in the execution phase. With regard to the planning phase, learners may resort to compensatory strategies to solve their communicative problems. This category comprises strategies such as *code switching*, *interlingual transfer*, *inter-/intra-lingual transfer*, *IL based strategies* – in which are inserted the strategies of *generalization*, *paraphrase*, *word coinage* and *restructuring* -, and *cooperative strategies*. Problems conceived while executing a plan can be solved, according to the authors, by means of *retrieval strategies*. While trying to retrieve a specific item learners may wait for the term to appear, appeal to formal similarity, retrieve via semantic fields, search via other languages, retrieve from learning situations, or through sensory procedures (p. 52).

Despite the fact that the framework proposed by Faerch and Kasper has suffered some criticisms in its conceptual definitions (see Bialystok 1990), their attempt to propose a classification for CS based on a psycholinguistic model of speech production needs to be viewed, at least, as authentic and ambitious for that time, in the sense that it implies discussions and hypothesis formation on highly complex processes underlying human beings' behavior and language production.

Attempting to examine second-language learners' systematic use of strategies while solving communicative problems, Bialystok (1983) posited a very relevant question: *Who uses which strategies, when and with what effect?* (p. 103). One of her major concerns was to establish the conditions which might lead learners to select a particular strategy at the expense of another. Moreover, Bialystok (1983) argued that CS included "all attempts to manipulate a limited linguistic system in order to promote communication" (p. 102). In order to elicit the CS used to supply the lack of appropriate L2 vocabulary items, Bialystok carried out a picture reconstruction task, in which

participants were asked to describe a picture so that a French native-speaker could reconstruct it. Results yielded a typology for CS governed by the source of information underlying learners' CS use. Therefore, strategies such as language switch, foreignizing and transliteration were considered to be grounded on learners' knowledge of their native language (L1-based strategies). Semantic contiguity, description and word coinage were based on learners' knowledge of the target language (L2-based strategies), and paralinguistic strategies, based on non-linguistic or contextual information (pp.105-107). Concerning the issue of who uses which strategy, when and with what effect, Bialystok concluded that differences in the mean number of strategies were not statistically significant in terms of language proficiency; however, more advanced learners tended to employ consistently more L2-based strategies than the less proficient ones. Despite the fact that the level of proficiency was considered to bias learners selection of CS, it did not predict this choice. Hence, it seemed that strategy use was determined, in part, by specifications of the target concepts being communicated. In addition, CS seemed to be more effective for learners with greater control over the L2 (pp.109-110).

Regarding the type of knowledge employed by L2 speakers in the resolution of communicative problems, Paribakht's (1985) analyzes the relationship between L2 learners' proficiency level and their CS use. The study consisted of a concept-description task, in which L2 English learners were expected to convey the meaning of twenty lexical items – ten abstract and ten concrete items, to a native interlocutor. As evidenced by the author, L2 learners' use of CS drew upon four distinct sources of knowledge: (1) knowledge of semantic features – which was defined as the linguistic approach; (2) knowledge of context – referred to the contextual approach; (3) knowledge of the world – labeled as the conceptual approach; and (4) knowledge of

meaningful gestures – the so-called mime approach (p. 135). In order to come up with this taxonomy, the author also took into account specific information included in the CS per se as well as subjects' purpose for using a particular strategy. Another important aspect for the identification of the sub-categories of strategies that constituted each approach was that one statement, sometimes, would contain several CS. Despite the fact that all participants made use of the four approaches, the author claims that some specific sub-categories were restricted to either concrete or abstract concepts. Sub-categories comprised strategies such as semantic contiguity, circumlocution, transliteration, idiomatic features, demonstration, exemplification, metonymy and gestures replacing or accompanying verbal output.

Taking a process-oriented approach to communication, the taxonomy developed by the Nijmegen group (Bongaerts & Poullisse, 1989; Bongaerts, Kellerman & Bentagle, 1987; Kellerman, 1991; Kellerman, Bongaerts & Poullisse, 1987; Poullisse, 1987; Poullisse & Schils, 1989; Poullisse, Bongaerts and Kellerman, 1987) appears to be an insightful contribution to the evaluation of previous taxonomies, since it consists of a large-scale study, including L2 learners performance in four different tasks, native-language control data, and several methods of data collection (Bialystok, 1990, p. 110). This research project comprised analysis of CS produced by Dutch learners of English and sought to go beyond the traditional classifications based on the surface of L2 linguistic utterances. Their taxonomy was an attempt to meet three specific requirements: (i) parsimony – “the smallest number of strategies that account for the data provides the best description”; (ii) psychological plausibility – “some description of language processing should be directly linked to divisions among strategies”, and (iii) generalizability – “the same taxonomy should equally fit data generated through different tasks and using different items and be equally appropriate to different sets of

learners irrespective of their first or second languages” (Bialystok 1990, p. 112). The Nijmegen’s taxonomy consisted of two strategies: conceptual and linguistic. The conceptual strategies included holistic and analytic strategies. Whereas the former refer to “the use of a single word to substitute for the target” (Bialystok 1990, p. 111), for instance, *rose* for *flower*; the latter occur when “the speaker manipulates the concept and refers to it either by listing (some of) its defining and/or characteristic features (Poullisse and Schils, 1989, p.21). As pointed out by Bialystok (1990), the fact that native speakers also showed a tendency to use linguistic strategies and that non-verbal devices were also used to describe the constituents of particular target items led to the reformulation of this category into code strategy (p. 111).

Similarly, Bialystok (1990) aims at placing L2 learners’ strategic behavior into a framework of language processing. According to her, differences in CS use reflect differences in language processing (p. 57) and might be explained from two different perspectives. The first one is to consider language use as interactional in nature and, thus, analyzing CS within discoursal, pragmatic and sociolinguistics patterns. The second perspective is to understand the cognitive mechanisms involved in language processing and acquisition, therefore, considering the psycholinguistic processes underlying strategic language use (p. 116). In order to explain CS use taking into account the second perspective, Bialystok (1990) proposes a model of language processing in which language proficiency is achieved by means of two specialized processing components: *analysis of linguistic knowledge* and *control of linguistic processing*. Analysis of linguistic knowledge comprises cognitive processes involved in turning implicit mental representations of language into explicit knowledge or symbolic structures independent of meaning. Yet control of linguistic processing refers to language users’ ability to direct their attentional resources to specific information, by

discarding what is not relevant and selecting what needs to be processed. Developing the capacity to communicate in L2 requires from learners high levels of control, so that they can select appropriate language structures to achieve the specifications of the particular communicative event (p. 125)

Moreover, Bialystok explains that specific language uses present specific cognitive demands. L2 learners may master the processing components of *analysis of linguistic knowledge* and *control of linguistic processing* in different degrees, therefore, being more or less likely to complete the task. As suggested by Bialystok (1990), considering that communicating in L2 requires great cognitive effort and that L2 learners differ in their capacity to process language, they are likely to experience several breakdowns in communication, thus, applying CS in order to expand their resources and to be able to get their messages across (p. 117). As pointed out by Bialystok (1990),

Communication strategies are part of the process of ordinary language use. They reflect the ways in which the processing system extends and adapts itself to the demands of communication. Sometimes traces are left as the system strains to achieve the balance between intention and expression. These are the cases in which noticeable gaps are evident between what one is expected to say, or what would normally say under the circumstances, and what one is able to say. This imbalance is a constant feature of the speech of young children and second-language learners (p. 131).

Considering that L2 learners' limited processing capacity yields CS use, Bialystok (1990) suggests a taxonomy in which strategies are linked to the processes of analyses and control of language, thus, classifying them as analysis-based strategies and control-based strategies. Whereas the former include L2 learners' attempt to convey the intended concept by exploiting its relational defining features, the latter comprise strategies that reallocate learners' attention to other linguistic systems that will serve the same communicative intention. Strategies within the analysis-based strategy category concern circumlocution, paraphrase, transliteration and word coinage, and the ones within the control-based strategy category are code switching, appealing for

assistance, ostensive definition and mime (pp. 132-133). Such CS, defined by Bialystok as analysis-based and control-based, appear to correspond to the conceptual and linguistic strategies suggested by the Nijmegen group, since in order for L2 speakers to transform mental representations of language into explicit knowledge and resort to different linguistic systems when necessary, they need to use their knowledge of the world and to allocate their attention to specific language particularities, therefore, using conceptual and linguistic information.

Poullisse (1993) challenges Nijmegen's and Bialystok's taxonomies, by claiming that they are not clear in terms of the psychological processes underlying CS use. According to the author, such proposals fail to distinguish between strategic and nonstrategic language use. Hence, assuming that CS are "strategies used to overcome problems resulting from an inadequate knowledge of the second language (L2)" (p. 157), Poullisse argues that a model of oral communication is essential to explain L2 learner's strategic behavior (p. 173). Consequently, she proposes a taxonomy based on an adaptation of Levelt's theory of speech production for L1 (see chapter 2) and suggests that CS are applied when speakers experience problems to access the appropriate lexical item necessary to encode the intended message, either because this item does not exist in their mental lexicon or because it cannot be temporarily retrieved (p. 178). At this time, then, speakers become aware of the gap in their interlanguage system.

As explained by Poullisse (1993), it is not totally understood in which phase of the speech production process speakers are signaled they are running into problems. One way of explaining this, would assume that there is a connection between the conceptualizer and the mental lexicon therefore, enabling speakers to avoid problems in advance by conceptualizing messages which do not require the problematic lexical

item. However, as Levelt's model is considered strictly modular, that is, it does not allow feedback among processing components, this solution has to be left aside. Another alternative is to consider that the conceptualizer is warned of problems regarding lexical access via the Speech–Comprehension System. This may be possible due to the time lexical information is kept in a buffer before being encoded, thus providing enough time for the monitor to work (p. 179). When this occurs, L2 speakers have three options. First, they may apply the CS of message abandonment - speakers stop the process and give up the message as a whole. Second, L2 speakers may appeal for assistance, that is, they ask their interlocutor for help in order to continue encoding the message. And, third, they may use compensatory strategies – alternative means of conveying their original communicative goals.

Compensatory Strategies are classified by Poulisse as *substitution strategies* - when the speaker changes or omit one or more features of a particular chunk of words; *substitution plus strategies* – when the speaker applies L1 or L2 morphological and/or phonological features to the selected lexical item; and *Reconceptualization* – when the speaker replaces, adds or deletes more than one chunk of the preverbal message (p. 181).

Following a psycholinguistic perspective, Dörnyei and Kormos (1998), discuss CS as problem-management mechanisms applied by second-language speakers in L2 communication. The authors propose a framework that aims at providing a process-oriented set of CS, based on Levelt's model of speech production and its L2 adaptations. Hence, the four sources of problems in L2 communication, identified by the authors – (1) L2 resource deficits, (2) processing time pressure, (3) perceived deficiencies in the speaker's own performance and (4) perceived deficiencies in the interlocutor's performance, are connected to the pre and post articulatory phases of Levelt's speech

processing model. An advantage of this approach is that these four sources of problems are not restricted to the use of strategies that cope only with referential communication, more specifically, the ones concerning lexical difficulties, as in the taxonomies offered by Bialystok (1990), the Nijmegen group and Poulisse's (1993). Thus, this taxonomy seems to be broader in scope, since it gathers the most relevant categories of CS presented in the literature. Inserting the four sources of problems into Levelt's proposal, we have:

<i>Problem type</i>	<i>Phases of speech production according to Levelt (1989)</i>	<i>Problem-solving mechanisms (PSM) or CS according to Dörnyei and Kormos (1998)</i>
Resource deficit	Planning and encoding the preverbal message	<ul style="list-style-type: none"> - Lexical PSM - Grammatical PSM - Phonological and Articulatory PSM
Processing time pressure	Planning and encoding	- Stalling Mechanisms
Deficiency in one's own language	Monitoring the phonetic plan and articulated speech	<ul style="list-style-type: none"> - Self-corrections - Check Questions
Deficiency in the interlocutor's performance	Post-articulatory monitoring	- Meaning-negotiation Mechanisms

At this conceptual level, Dörnyei and Kormos' taxonomy seems to be an insightful proposal for analyzing CS, not only by its final product (the surface of linguistic utterances) but rather through the mental cognitive processes involved in speech production. Their framework appears to cover the issues of problematicity, consciousness and intentionality presented in most definitions of CS, since the speech processing model used as basis for their theory seem to give support to these issues. According to Levelt (1989), in order for speakers to construct a message, conceptual and linguistic choices need to be made thus, a certain degree of consciousness and attention is necessary, especially in the conceptualizer and in the speech-comprehension system. The same explanation seems to apply for problematicity and intentionality, since L2 speakers are supposed to be able to detect the problem and decide on whether

they prefer to solve it or not. They may also wait to employ a CS depending on the reaction of his/her interlocutor (Dörnyei and Kormos, 1998).

According to Dörnyei and Kormos' (1998) taxonomy, resource deficits in L2 are related to deficient grammatical and phonological competence and the lack of L2 lexical knowledge (Dörnyei and Kormos, pp. 357-358). While coping with problems in retrieving words in a second language in order to convey an intended message, speakers may undergo two different processes. The first process would involve the abandonment or change the original speech plan, and the second would keep the macro-plan (that is, speakers' communicative goals) and modify the preverbal message (the form of the message). Regarding the first option, speakers may leave the message incomplete (message abandonment), avoid certain L2 structures (message reduction), or replace the original message due to the lack of linguistic resources (message replacement).

When deciding to reformulate the preverbal message, speakers may apply some compensatory strategies to compensate for their lexical deficit, such as *substitution strategies* – “one or more conceptual specifications set in the preverbal message might be changed or omitted and thus the original lexical item can be substituted by an alternative one” (p. 362); *substitution plus strategy* — “in addition to the modification of the conceptual specifications of the lemma, the speaker may also apply L1 or L2 morphological and phonological encoding processes²” (p. 362), and *reconceptualization strategies* – “the alteration of more than one chunk of the preverbal message” (p. 363). Concerning grammatical deficits, L2 speakers may apply problem-solving mechanisms that change some features of the lemma (or lexical item) either in terms of form or structure, by means of overgeneralization (the use of L2 rules to create a non existing L2 word) or transfer (the use of L1 rules to construct a non existing L2 lexical item).

² “Encoding processes imply turning a message into a set of symbols, as part of the act of communication. In encoding speech, the speaker must: select meaning to be communicated and turn into linguistic form, using semantic, grammatical and phonological systems” (Richards, Platt & Platt, 1992, p. 123).

Another option available to speakers is the strategy of grammatical reduction, which involves the use of simplified grammatical structures. In this case, the meaning of the message is supposed to be guessed by the interlocutor, based on contextual clues. L2 speakers may also experience problems related to phonological and articulatory encoding therefore, they may resort to strategies of *phonological retrieval* – the tip of the tongue phenomenon; *phonological or articulatory substitution* – the use of words with similar sounds to compensate for the problematic item, and *phonological reduction* – the muttering of a word, due to speaker's uncertainty about its sound or pronunciation.

The problem-solving mechanisms concerning time pressure are related to delays in the production of L2 speech, since retrieval in a second language requires more time processing than in L1 (Dörnyei and Kormos, 1998, p. 368). As pointed out by these authors, speakers resort to three possible strategies when they notice speech processing may take longer. First, speakers may give up the message by avoiding problems in communication. Second, they might be able to alternate encoding mechanisms and third, speakers may apply stalling mechanisms. Dörnyei and Kormos (1998) explain that stalling mechanisms involve the use of pauses and repetitions, which allow speakers to keep the conversation on, while trying to gain time to complete their message. According to the authors, L2 speakers may decide to fill their time with nonlexicalized pauses, which include periods of silent or umming and urring items, pauses that lengthen the sound of words or, lexicalized pauses, which involve the use of formulaic language. Besides resorting to pauses, speakers also have the use of repetition available. They may keep repeating a set of words they have just said or that the interlocutor has just pronounced. These strategies are also defined as time-gaining mechanisms because they do not require many attentional resources (p. 370).

When communication deficits are related to deficiencies in the speaker's own language output, Dörnyei and Kormos (1998) refer to a problem-solving mechanism named self-correction or self-repair. Self-corrections or repairs can be of four different kinds: (1) error repair – correcting “accidental lapses in one's own speech”; (2) appropriacy repair – “correcting inappropriate or inadequate information in one's own speech”; (3) different repair – “changing the original speech plan by encoding different information” and (4) rephrasing repair – “repeating the slightly modified version using paraphrase because of uncertainty about its correctness” (p. 372).

Deficiencies in the interlocutors' performance imply the use of different communication strategies (problem-solving mechanisms) by L2 speakers, since the source of the problem is the interlocutor involved in communication. Therefore, speakers may have difficulties comprehending the message the interlocutors intend to convey. In order to overcome these comprehension problems, Dörnyei and Kormos (1998) suggest that a meaning negotiation process between the interlocutor and the listener occurs. This process involves requests for repetition and/or explanation of doubtful and unfamiliar language structures, expression of non-understanding, requests or interpretive summaries in order to confirm or paraphrase what has been said and finally, correction of some mistakes in the interlocutor's speech (pp. 374-375).

Although Dörnyei and Kormos' (1998) framework gives the researcher the possibility to study CS use in interaction, the present study focused on the analysis of monologic speech samples thus, discarding the problem-solving mechanisms applied in two-way conversational settings . A complete table with all categories of Dörnyei and Kormos' (1998) taxonomy is now presented:

Source of Problems	Types of Problem-solving mechanisms or CS	Description
Resource Deficits	A- Lexical PSM	
	1. Message abandonment	Speakers leave the message unfinished due to language limitations
	2. Message reduction	Speakers decide to avoid certain linguistic structures that are problematic for them
	3. Message replacement	Speakers replace the original message by a new one
	4. Substitution	
	4.1 <i>Code-switching</i>	Insertion of L1 words in L2 speech
	4.2 <i>Approximation</i>	The approximate use of a term, rather than the intended one. For instance, <i>rose</i> for <i>flower</i>
	4.3 <i>All-purpose-words</i>	Use of broader terms. For example: <i>thing, stuff, make, do</i>
	4.4 <i>Complete omission</i>	Speaker leave the slot for the problematic item empty
	5. Substitution plus strategy	
	5.1 <i>Foreignizing</i>	Speakers use an L1 word to create a new L2 word
	5.2 <i>Grammatical word coinage</i>	Speakers apply L2 rules to create a non-existing L2 word. For instance, - ed for irregular verbs
	5.3 <i>Literal translation</i>	Speakers translate literally an item from L1 to L2
	6. Reconceptualization	
	6.1 <i>Circumlocution</i>	Speakers give examples, describe or illustrate the problematic lexical item.
	6.2 <i>Semantic word coinage</i>	Creation of a non existing L2 word, by using compound nouns
	6.3 <i>Restructuring</i>	Speaker give up the execution of the specific utterance
	7. Appeals for help	
	7.1 <i>Direct appeal</i>	Explicit questions asking the interlocutor for help
	7.2 <i>Indirect Appeal</i>	Implicitly way of expressing lack of knowledge or language problems to the interlocutor
	B – Grammatical PSM	
	1. Substitution	
	1.1 <i>Overgeneralization</i>	Use of L2 rules to construct a non existing L2 word
	1.2 <i>Transfer</i>	Use of L1 rules to create a non existing L2 lexical item
	2. Reduction	Speakers make use of simplified grammar hoping the interlocutor will be able to guess meaning from the context
	C- Phonological and Articulatory PSM	
	1. Retrieval	Speakers keep saying incomplete or wrong forms until they reach the best option. For example, tip of the tongue phenomenon.
	2. Substitution	Speakers use a word with similar sound to compensate for the problematic item
	3. Reduction	Speakers keep muttering a word they are not sure about the pronunciation.
Time Pressure	1. Message reduction or abandonment	Speakers avoid problematic structures or give up the message as a whole
	2. Resource-deficit-related strategies	
	3. Stalling mechanisms	Time-gaining mechanisms
	3.1 <i>Pauses</i>	

	<i>3.1.1 Nonlexicalized</i>	
	<i>3.1.1.1. Unfilled pauses</i>	Speakers remain silent for a period of time
	<i>3.1.1.2 Umiming and erring</i>	Use of <i>er, uh, uhm</i>
	<i>3.1.2 Lengthening a sound</i>	Speakers decide to length a string of sounds to gain time while planning another utterance. For instance, <i>I'mmm</i>
	<i>3.1.3 Lexicalized pauses</i>	Use of formulaic language. For example, <i>well, you know, okay</i>
	<i>3.2 Repetitions</i>	
	<i>3.2.1 Self-repetitions</i>	Speaker repeat the word or string of words they have just said
	<i>3.2.2 Other-repetition</i>	Speakers repeat something that the interlocutor has said
Perceived deficiencies in one's own language output	1. Self-corrections or repair	
	<i>1.1 Error repair</i>	The correction of lapses in the speaker's output
	<i>1.2 Appropriacy repair</i>	Correction of inappropriate information
	<i>1.3 Different repair</i>	Change the speech plan and provide new information
	<i>1.4 Rephrasing repair</i>	Speakers paraphrase a particular utterance because they are uncertain about its correctness
	2. Check questions	
	<i>2.1 Comprehension checks</i>	Speakers ask question to ensure that the interlocutor has understood the message
	<i>2.2 Own-accuracy checks</i>	Repetition of words with question intonation in order to check if what was said was correct
Perceived deficiencies in the interlocutor's performance	1. Asking for repetition	Speakers ask the interlocutor to repeat because they could not understand or listen to what was said
	2. Asking for clarification	Speakers ask for explanation of unfamiliar language structures
	3. Expressing non-understanding	For instance, <i>I don't know what is this!</i>
	4. Asking for confirmation	Asking something to the interlocutor to confirm what was said
	5. Interpretative summary	Summarize what the interlocutor has said to check if it was understood properly
	6. Guessing	Speakers try to guess the interlocutor's message. This strategy is applied when speakers really could not get the message at all.
	7. Other-repair	Speakers correct something in the interlocutor's speech
	8. Feigning understanding	Speakers pretend they understood the message just to keep the conversation on.

The view taken in the present study is only in part in line with Dörnyei and Kormos' (1998) view that CS can be used as problem-solving mechanisms by L2 learners, because the present researcher also believes that CS may be applied by L2 speakers in order to optimize communication or just to keep the communication channel

open, even when no communicative problem is apparent. Thus, in the present study, CS are defined as tools to help L2 users to overcome possible problems in communication as well as to optimize the use of language in their communicative enterprises (Dörnyei and Kormos, 1998; Kasper and Kellerman, 1997). The taxonomy adopted for the analysis of the CS used by the participants in the present study, is the one proposed by Dörnyei and Kormos (1998), since this taxonomy gathers the most common categories of strategies proposed by the literature on CS and also because it makes a link between the use of strategies and speech production processes in L2.

Summing up, literature on CS has clearly shown that a definition for these strategies still lacks consensus in the area and that more studies are needed to establish a solid basis on which future investigations can be grounded. The next subsection will review some relevant empirical studies on CS and highlight their importance to the present study.

2.3.2 Empirical Studies on CS

Aiming at investigating the similarities between L1 and L2 referential behavior (speakers' ability to refer to concrete and abstract concepts), Bongaerts and Poulishse (1989) report on a study carried as part of the Nijmegen project on the use of compensatory (or referential³) strategies. The authors examined the speech of 30 secondary school pupils and 15 university students of English as an L2, divided into 3 groups of 15 speakers. Participants were asked to describe 12 abstract shapes to a native speaker, so that he/she could arrange the pictures in the same order in which they were described. The task was carried out three times – twice in Dutch (learners' L1) and one in English. Results suggest that when L1 and L2 speakers are faced with the same

³ Referential strategies are the ones used by speakers to describe the relationship between words and things; concepts and objects and what they stand for. (Richard, Platt & Platt, 1992).

referential problems, they tend to solve them similarly, by adopting holistic analogical strategies, that is, relating the abstract shape with some other real-word object (p. 261).

The barriers L2 speakers may encounter during the course of communication and the way they choose to deal with these difficulties appear to influence their final oral production as well as their communicative competence. Paribakht (1985) investigated the relationship between Persian ESL learners' level of proficiency and their use of CS. Twenty adult Persian learners of English took part in the experiment. Participants were required to convey twenty lexical items to a native interlocutor. The items comprised ten abstract and ten concrete nouns, which should be communicated without being explicitly mentioned. Data analysis resulted in a framework of language proficiency, comprising four main approaches related to the source of knowledge learners employed in their CS use: (1) the linguistic approach; (2) the contextual approach; (3) the conceptual approach, and (4) the mime approach. Moreover, subjects' purpose for using each approach was then considered in order to identify the specific CS which constituted each approach. In addition, the results indicated that high-proficiency speakers were able to employ CS from the linguistic approach more frequently, since they had a better and richer linguistic knowledge of language at their disposal. Regarding the use of different types of CS, Paribakht explains that none of the L1-based strategies were employed due to the distance between the learners' L1 and L2 (p. 140). As far as the concept of communicative competence is concerned, Paribakht states that as L2 speakers' become more mature and aware of the linguistic system they are learning, their strategic competence varies according to their proficiency level.

In a similar study, Chen (1990) points out that speakers' communicative competence can be developed by building up learners' strategic competence. According to Chen, strategic competence refers to learners' improvement of their ability to engage

in communicative situations and deal with their inadequacies by means of communication strategies (p. 156). In his study, Chen investigated the influence of learners' proficiency level on the speakers' choice of CS. Two groups of six Chinese EFL learners, divided according to their level of proficiency participated in the study. Learners were asked to perform a concept-identification task, in which they had to communicate two concrete and two abstract concepts, from a list of 24, to a native speaker without using the exact word. The native speaker was supposed to identify the concept and rank the effectiveness of the CS used to convey each concept, on a scale from 1 (not effective) to 5 (effective). In order to analyze the data, Chen developed a taxonomy for CS based partially on previous research and partially on the new data. This taxonomy was defined taking into account the kind of information learners drew upon to overcome their communicative difficulties, thus, yielding five categories: (1) linguistic-based CS, (2) knowledge-based CS, (3) repetition CS, (4) Paralinguistic CS and (5) Avoidance CS. In devising a taxonomy, Chen explains that a distinction between the surface linguistic realization of a CS and its underlying processes has to be made if we are to consider the type of knowledge used in CS choice (pp. 165-166). Regarding the CS that emerged from qualitative analysis, quantitative results suggested that, despite the fact that whereas low- proficiency learners were able to use more CS, the higher-proficiency ones used CS in a more efficient fashion. High proficient speakers relied on CS based on their linguistic knowledge of the language, thus, being able to communicate their messages more practically and directly (p.175).

An experiment conducted by Yarmohammadi and Seif (1992) aimed at analyzing learners' choice of CS in relation to the kind of task they were expected to perform. The study was carried out at the University of Shiraz with fifty-one intermediate students of English. Learners were asked to perform different tasks which involved basically

picture descriptions and retelling of stories in English and Persian via written and oral language production. The experiment was carried out in three phases. The first one included the writing of a picture description in L2 and in L1, in order to compare learners' use of CS in their second and native language. In this way, the authors were able to notice learners' intended meaning while describing the picture, since they assumed that learners would have no communicative problem when performing the task in their L1. The second phase concerned the translation of learners' Persian composition into English and vice-versa, so that the use of CS would become more evident and simple errors would be discarded. Finally, in the third phase, participants were asked to retell the picture story to the researcher. Based on the data gathered from these three sources, the authors proposed a classification for CS which included reduction and achievement strategies. The former comprised strategies such as topic avoidance, message abandonment and semantic avoidance, whereas the latter concerned L1 based-strategies, IL-based strategies, Cooperative Strategies and Non-linguistic Strategies. Besides suggesting this taxonomy encompassing the strategies used by the participants of the experiment, the authors discussed the influence of task type in learners' CS use. Results showed that certain CS, such as translation and code-switching strategies, varied according to the kind of task performed by learners. However, the authors claimed that in general the frequency and proportion of the use of achievement strategies remained almost the same throughout different task types. Yarmohammadi and Seif (1992) also stated that learners applied many L1-based and IL-based CS in their written and oral discourse, due to their incomplete linguistic knowledge of the L2. The authors believe that learners do not select CS randomly; rather, they seem to follow a systematic way to employ the CS more appropriate to fill the gaps they encounter during communication (p. 230).

The effects of task and proficiency on L2 learners' use of compensatory strategies (CpS) have also been examined by Poulisse and Schils (1989). In Poulisse and Schils' (1989) study, CpS were considered to be achievement strategies employed by L2 learners in order to reach their communicative goal (p. 18). Forty-five Dutch participants divided into three groups of 15 advanced, intermediate and beginning students, participated in the study. Learners were asked to perform three different tasks – (i) a picture description task, (ii) a story-retelling task heard in Dutch and told in English, and (iii) a 20-minute interview with a native speaker of English. As pointed out by the authors, learners' proficiency level presented a limited effect on CpS choice. However, when this variable played a role, it was inversely related to the number of strategies used. Thus, advanced L2 learners employed fewer CpS than the less proficient ones. Poulisse and Schils (1989) suggest that less proficient learners need to resort to CS more often due to their limited command of the language. As regards task-related influence, results showed that L2 learners are sensitive to the features of the task itself, such as task demands, context, time constraints and the presence of an interlocutor therefore, adopting CpS that were more informative and could reach the requirements of the communicative task being performed. The authors stated, "in selecting CpS the subjects observed the same conversational principles that affect communication in general" (p. 42).

Results indicating task-type influence on CS use have also emerged from Rodrigues' (1999) study, which investigated L2 speakers of German communicating in a formal environment in Brazil. The study aimed at analyzing the relationship between the classroom context and learners' use of CS as well as the extent to which interaction among learners and the teacher might influence CS use. Ten hours of class were observed and videotaped, but only three hours, in which the performance of a whole

classroom activity could be seen, were analyzed. Findings suggested that cooperative and non-linguistic strategies such as mime were frequently used during classroom interaction, thus, showing that classroom context seems to influence CS use. According to Rodrigues (1999), this may be due to the fact that the teaching methods and the didactic material used by the course were inserted into a communicative perspective therefore, favoring the use of strategies, not only by the learners, but also by the teacher, who seemed concerned on developing students' communicative performance. Regarding the variable *interaction*, Rodrigues argues that without interaction it would be difficult for learners and for the teacher to produce CS, since the environment created among them appeared to have a great influence on their speech production (p. 30).

One important contribution of Rodrigues' work concerns the analysis of the interaction between learners' use of CS and the classroom environment. The study revealed that learners' strategic behavior may be sensitive to environmental features, which may affect their oral performance in different ways. In addition, Rodrigues highlights the potential teaching effect of CS on the development of the oral ability. As pointed out by the author, CS governed by achievement behavior may lead learners to expand their resources, thus improving their L2 oral competence.

Following trends in cognitive psychology, Palmberg (1984) designed a study aiming at analyzing the use of CS as problem-solving mechanisms applied by L2 learners. He investigated two intermediate learners of English – a girl and a boy, attending a language course in England. In the first phase of the communicative task, the girl was required to instruct the boy in the drawing of three different geometrical shapes. Participants could communicate freely, but were instructed to avoid non-verbal talk. The second phase comprised a retrospection session, in which participants had to discuss the problems they faced during the first phase and plan how the shapes could be

communicated in a more efficient way to a third participant. In the third and last phase, the girl and boy were supposed to instruct another intermediate learner in drawing the same shapes, trying to pursue their plan as much as possible. Considering that the methodology applied in Palmberg's study favored the use of referential strategies, data analysis revealed a series of lexical problems during interaction, especially in phases one and three. In the retrospection session, data analysis indicated learners' awareness of the fact that successful communication does not depend only on their ability to use language, but rather on speakers' capacity to convey ideas in general (p. 43), suggesting that "learners clearly treated potential language problems and cognitive problems separately when making plans for the use of strategies"(p. 44).

Also regarding CS use and lexical simplification, Kumaravadivelu (1988) claims that CS are governed by psychological processes and that any taxonomy intending to classify the strategies need to face these processes as a primary concern. In his study, the author attempted to infer the psychological processes underlying lexical simplification through learners' use of CS. Kumaravadivelu investigated learners in the first year of their undergraduate program. Participants' native language was Tamil. Learners were given fifty minutes to write the story of a movie they had watched and to tell if they had liked it or not. The first drafts of the compositions of ten learners were selected for analysis. These drafts were then reformulated to conform to the L2 linguistic norms and compared to the original texts. Data analysis revealed eight categories of CS: (1) *extended use of lexical items*, (2) *lexical paraphrase*, (3) *word coinage*, (4) *L1 equivalence* and (5) *Literal translation of L1 idioms*. Considering that CS elicitation was done via written performance, the author proposed three categories that seem to be in accordance with the characteristics of written language; they are: (6) *CI mode of emphasis* – "learners' use of two semantically redundant words in the same

sentence” (p. 314); (7) *CI mode of linking constructions* – “all the ideas (...) are coordinately linked and there is very little subordination” (p. 314), and (8) *CI cohesive devices* – “use of cohesive markers peculiar to native cultural thought pattern”(pp. 314-315).

According to Kumaravadivelu (1988), the psychological processes underlying CS 1, 2 and 3 are called *Overgeneralization* since learners violate the L2 linguistic code and make generalizations in order to communicate the problematic lexical item. Communication strategies 4, 5 and 6 are suggested to be governed by the process of *Creative transfer*, in which learners apply morphological and syntactic features of L1 lexical items into the construction of their L2 counterparts. The psychological process named *Cultural Relativity* underlies CS 6, 7 and 8. In this process, learners operate according to the cultural patterns of their native language, thus, producing language derived from L1 rhetorical modes (pp. 316-317).

The studies reported in this session seem to show researchers’ concerns with the several facets of communication and how these facets interact to build L2 speakers’ oral competence. Findings from the analyses of task-type influence, proficiency related factors, formal and informal environments and process versus product-oriented CS form the basis for the analysis of the data of the present study.

The next chapter will describe the study itself – the participants, methods of data collection, and procedures of data analysis.

CHAPTER 3

METHOD

This chapter describes the method adopted in the present study in order to investigate the relationship between participants' use of CS and L2 oral development. The method adopted to collect and analyze data in the present study attempted to answer the research questions addressed: (1) What communication strategies (CS) do learners at the pre-intermediate, intermediate and advanced levels of proficiency use in order to reach their communicative goals?, and (2) Is there a relationship between the use of CS and L2 oral development?

This section is subdivided into four main subsections: (a) the participants of the study, (b) the procedures for collecting data, including task descriptions and fluency assessment, (c) the transcriptions of data collection, and (d) the quantitative analysis of the data collected.

3. 1 Participants

Thirty L2 learners regularly enrolled at the Extra Curricular Course of the Universidade Regional de Blumenau participated in the present study. Participants' age ranged from 15 to 34 years. These participants were divided into three groups of ten learners, according to their level of proficiency – pre-intermediate, intermediate and advanced. Learners' proficiency level was determined by in house proficiency exams applied by the University prior to data collection. Participants' scores on these exams were not made available to the researcher.

In the beginning of data collection, there were thirty-three participants. However two of them (participants 3 and 15) quit classes in the middle of the semester and for

this reason it was impossible to use their oral production for analysis, since they had participated only in the first data collection session. Participant 4 took part in all sessions of data collection, but his samples were not analysed due to his great difficulty in speaking.

Considering that in order to participate in the study learners would need to be able to produce speech somewhat continuously, students from the first semester of the basic level were not selected. The 30 participants - 15 male and 15 female – were native speakers of Portuguese and, except for participant 18, who had taken part in an exchange program for about two years in the USA, all the other participants had not been exposed to the L2 community and had had classes as the main source of input in the L2.

Besides taking into consideration learners' level of proficiency, the researcher sought to select each group of ten participants from the same classroom, in order to guarantee that learners received the same quantity and quality of input during L2 classes. However, this was not totally possible due to the fact that the pre-intermediate level was composed by small groups. Thus, it was necessary to join two groups in order to have the ten participants of this level. The number of participants was determined so as to allow for the quantitative treatment of data, 30 being the minimum required.

3.2 Data collection procedures

3.2.1 Tasks

The data collection was carried out through the period corresponding to an academic semester at the Universidade Regional de Blumenau. The assessment of learners' oral production was undertaken through three oral narrative tasks: (1) narrating a fact in their lives, (2) narrating the story of a film and (3) narrating the story presented

in a sequence of pictures taken from a comic book. These tasks were selected because, as assumed by Lennon (1990), narratives are a usual modality of spoken language, being familiar to most language users (p. 402). Also, according to Ortega (1998), story-retelling tasks seem appropriate to collect oral data "... because narratives are familiar to most learners and can be manipulated naturally so as to be monologic rather than interactive in nature, and because there is a long tradition of using story-retelling in SLA research" (p. 122).

In order to determine the relationship between CS use and L2 oral development, learners in each proficiency level had their L2 production elicited three times during the semester – the first time in August, 2002; the second time in September, 2002; and the third time in October, 2002. The period of time between each session comprised one month. In the first session, participants in the three groups were asked to narrate a fact in their lives that had made them happy; in the second session, they were invited to narrate the story of a movie they had seen and say whether they had liked it. In the third session, they were shown a sequence of pictures and were required to narrate what was happening in the story (see Appendix N for the sequence of pictures and Appendix M for instructions on how to perform the tasks). Learners had five minutes to perform each task and were instructed not to interact with the researcher.

Before actually performing the tasks, each learner received a stimulus, so that they would feel more comfortable and self-confident to talk. The stimulus consisted of some questions referring to the topic learners would talk about. This was done in order to minimize the unnaturalistic aspect of eliciting speech in an experimental condition. Moreover, in the present study, participants did not receive lessons on how to perform a story-telling neither were given time to plan what to say before actually executing the tasks. They were not allowed to ask for any vocabulary item they did not know or were

in doubt about, thus avoiding promoting the use of certain CS in detriment of others. A stopwatch was used to signal the beginning and the end of the tasks.

In addition, a questionnaire was also applied to students and some classes of each group were observed. The observation of two classes of each group of students was carried out after the first session of data collection, so that learners would have had their first contact with the researcher in the first session of data collection and her presence in the classroom would not be so disturbing. In these class observations, the researcher focused on the communicative aspects of the classes as well as on learners' behavior towards speaking. The questionnaire was applied prior to data collection, aiming at checking learners' awareness of their use of CS, so that the researcher would be aware of how learners used to deal with communicative difficulties and their view on the importance of the speaking skill. Besides the questionnaire and class observations, some questions concerning teachers' experience with the learners and with the teaching/learning environment were asked informally. The present researcher decided to observe classes and apply the questionnaire in order to gain more familiarity with the groups of students and their learning context. However, these data were not used for the analysis (see Appendix D for data on the questionnaires and Appendix B for classroom observations and teachers' reports).

3.2.2 Transcription of the data

The 90 speech samples collected from the participants were tape-recorded in eight Ferro Type I – 120 us EQ normal position, and two Chrome Type II – 70 us EQ high position Philips 60-minute cassettes through the use of a Sony TCM-343/16 cassette-recorder. The speech samples were transcribed in an Antlon 2100 Mhz PC by the researcher herself. Most of the transcription conventions used in the present study were

based on Ejzenberg (2000). However, some of them were created so as to represent particular features of the participants' discourse (see transcription conventions in Appendix A).

Although all transcriptions had been double-checked by the researcher, the transcribed data was submitted to the analysis of an interrater. The interrater listened to all of the tapes to check the transcriptions and also to verify the identification and classification of the CS found in the corpus. The percentage of reliability was 97% for pre-intermediate, intermediate and advanced groups, which means that there was a high degree of reliability in the data. When discrepancies were found in the corpus, the researcher and the interrater got together to reanalyze the speech samples and decide on the best way to solve the problem. The transcriptions comprise participants' oral production within the five minutes they had available to talk. In cases in which they were not able to complete the time, longer silent pauses and expressions such as "I don't know what to say anymore" or "That's it" were considered to be the cut-off point in the transcriptions, assuming that at this moment, learners had already reached their communicative goals. Participants' speech that surpassed the allowed time, were cut at the end of five minutes (see Appendix A for data transcriptions).

3.2.3 Data analysis

In order to achieve the goal of the present study – to investigate the relationship between CS use and L2 oral development - data was analyzed from a quantitative perspective, which aimed at (i) determining the communication strategies used by learners in distinct levels of proficiency, and their frequency of use; and (ii) establishing the relationship between the use of these strategies and learners' oral production development, by means of measuring the number of words per minute they produced in

their narratives – that is, their speech rate - and correlating that with the number and type of CS they produced. For data analysis, it was considered the total number of words produced by each speaker, including self-repetitions and corrections, since, as Levelt (1989) suggests, these devices indicate that speakers' speech-comprehension system is at work and that some kind of processing has started. The total number of words produced by each participant in each session was then divided per the total time each participant talked thus, indicating the participant's speech rate. These procedures were undertaken in order to have an indicator of participants' oral production development across sessions. The formula used to calculate the speech rate for each participant was:

$$\frac{\text{number of words}}{\text{time spoken}} = \text{speech rate}$$

for instance,

$$\text{Participant 30: } \frac{241 \text{ words}}{2\text{min}20\text{s}} = 103,29 \text{ (speech rate)}$$

The amount of speech to be analyzed for each participant was decided based on the total time participants talked in each of the three sessions. The total time of speech produced in each session was divided by the number of participants of that session (10 speakers), so as to have an average of the time participants talked. This average was calculated separately for each level of proficiency - pre-intermediate, intermediate and advanced, as illustrated in the following example:

<i>Pre-Intermediate</i>					
	hour	min	sec	cent	Mean:
1 st session		36	38	50	3,66
2 nd session		33	3	84	3,31
3 rd session		31	36	66	3,16

Thus, in the pre-intermediate level, the mean used for analysis in the first session was rounded to 4 minutes and in the second and third sessions the mean was rounded to 3 minutes. In the intermediate level, it was analyzed 4 minutes of each participant in each session, the same happening with the advanced group (see the means of speech per level per session in Appendix K). In sum, the speech rate was calculated by dividing the total number of words, including the parts of speech which were not analyzed, by the total time each participant talked. This method will not interfere in the results, because the speech rate is a proportion. In cases in which the amount of speech surpassed the time stipulated, the stretches of speech effectively used for analysis were separated between double bars in the transcriptions (see Appendix A for data transcriptions) . All CS found in the corpus and examples extracted from the excerpts are presented in Appendices F, G and H.

The next chapter will present the results and discussion of data of pre-intermediate, intermediate and advanced groups.

CHAPTER 4

RESULTS AND DISCUSSION

The objective of the present study is to investigate the relationship between CS use and L2 oral development. This chapter presents the results of the quantitative analysis carried out to address the research questions of this study: (1) What communication strategies (CS) do learners at the pre-intermediate, intermediate, and advanced levels of proficiency use in order to reach their communicative goals? and (2) Is there a relationship between the use of CS and L2 oral development?

This section is divided into 7 main subsections. Section 4.1 reports the descriptive statistical analyses performed for the total number of CS, the types of strategies, and measures of speech rate. Section 4.2 presents the categorization of the CS (types) used by each proficiency group, and their frequency and distribution. Section 4.3 discusses the relationship among proficiency, frequency of occurrence and types of CS across proficiency levels. Section 4.4 and 4.5 present the correlational analyses – The Pearson Product Moment Coefficient of Correlation – performed in order to determine the relationship between CS use and learners' L2 speech production development. Section 4.6 discusses the effectiveness of CS use on the development of learners' L2 oral skill. Finally, section 4.7 presents a summary of the results.

4.1 Descriptive Statistical Results

This section presents the descriptive statistical results of three different variables that might influence L2 oral fluency development: (i) the number of CS applied (STRAT), (ii) the type of CS (TYPE), and (iii) the speech rate of the participants (SR). In this study, oral fluency is considered learners' ability to mobilize their linguistic

resources so as to produce speech in real time (Schmidt, 1992; Skehan, 1996) and was assessed by calculating the speech rate of participants in each narrative task they performed (see Appendix K for individual scores on this variable).

4.1.1 The Pre-Intermediate Group

Table 4.1 reports the mean (M), standard deviation (SD) and the minimum (Min) and maximum (Max) scores for the STRAT, TYPE and SR variables of the 3 sessions of Pre-intermediate learners - narrating a fact in their lives (session 1); narrating the story of a movie (session 2) and narrating a story based on a sequence of pictures from comics (session 3):

Table 4.1

Descriptive Statistics for the STRAT, TYPE and SR variables of Pre-Intermediate learners

	Session 1			Session 2			Session 3		
	STRAT	TYPE	SR	STRAT	TYPE	SR	STRAT	TYPE	SR
Mean	79,00	11,70	60,87	88,10	13,50	70,20	87,50	13,70	57,36
SD	31,40	2,58	18,30	27,74	2,46	24,76	27,70	2,66	16,62
Min	36,00	8,00	39,31	39,00	10,00	38,86	46,00	9,00	34,40
Max	123,0	17,00	98,67	126,00	17,00	108,31	133,00	19,00	84,69

N=10

- (1) STRAT stands for the total number of CS used by the participants in each session
- (2) TYPE stands for the different categories or types of CS applied in each session, following Dörnyei and Kormos' (1998) taxonomy
- (3) SR stands for speech rate measures of the participants in each session

As can be observed from Table 4.1, in session 1, the highest score in the STRAT variable was 123, with a large standard deviation – 31,40. The variation between the minimum and maximum scores in the STRAT variable was 87. The SR variable also presented a high standard deviation; however, it varied only over a 59-point range, and kept close to the mean. The lowest scores were found in the TYPE variable, which varied over 9-point range with a small standard deviation. This variable seems to be the most homogeneous one in session 1. Conversely, the number of CS used by pre-intermediate learners in the same session presented a very heterogeneous tendency.

In sum, results of the descriptive statistical analyses of pre-intermediate learners in session 1 indicate that the number of CS and the speech rate presented a great variation among participants, that is, some of them used many CS and other used fewer. Also, some of the participants produced more fluent speech than others.

Similarly, in session 2, the degree of variability concerning the total number of CS (STRAT) applied by pre-intermediate learners and their respective speech rate (SR) was high (over 27 and over 24, respectively), thus indicating the heterogeneity of the group.

However, while the STRAT variable scores varied over a 87-point range, the scores on the SR variable covered a 69-point range, much closer to the mean (70,20). Again, in session 2, the total number of CS and the speech rate varied much among participants; whereas the total number of different types of strategies kept almost invariable, that is, participants used a very similar number of different types of CS in session 2.

Session 3 appears to follow the same tendency. The highest possible score was also produced by the STRAT variable – 133, with a large standard deviation – 27,70. While scores on this variable varied over a 87-point range, clustering around the mean, scores on the SR variable covered over a 50-point range and presented a smaller coefficient of variability (SD = 16,62). Again, scores on the TYPE variable indicate a homogeneous pattern, with a low standard deviation - 2,66 and a variation of 10-point range, thus suggesting that the total number of different types of CS kept almost the same among pre-intermediate learners in session 3 – a pattern also found in the previous sessions (1 and 2). The fact that the pre-intermediate group applied a very similar number of different types of strategies across sessions might indicate that, at this proficiency level, learners do not have a large repertoire of CS at their disposal, maybe due to their underdeveloped knowledge of the language.

4.1.2 The Intermediate Group

Table 4.2 displays the mean (M), standard deviation (SD) and the minimum (Min) and maximum (Max) scores for the STRAT, TYPE and SR variables of the three sessions of L2 Intermediate learners:

Table 4.2

Descriptive Statistics for the STRAT, TYPE and SR variables of Intermediate learners

	Session 1			Session 2			Session 3		
	STRAT	TYPE	SR	STRAT	TYPE	SR	STRAT	TYPE	SR
Mean	122,70	14,90	92,49	121,60	15,80	90,67	78,80	12,50	78,83
SD	33,45	2,80	24,22	35,34	2,74	17,44	23,61	3,10	19,12
Min	82,00	11,00	66,79	72,00	12,00	65,32	38,00	7,00	53,06
Max	196,00	19,00	133,93	179,00	20,00	127,20	105,00	17,00	111,96

N=10

- (1) STRAT stands for the total number of CS used by the participants in each session
- (2) TYPE stands for the different categories or types of CS applied in each session, following Dörnyei and Kormos' (1998) taxonomy
- (3) SR stands for speech rate measures of the participants in each session

As can be seen from Table 4.2, the highest possible score in session 1 was 196 in the STRAT variable, with a large standard deviation – 33,45. The variation between the minimum and maximum scores on this variable was a 114-point range; which indicates that the majority of intermediate learners employed a low number of CS⁴ in this session.

Likewise, scores on the TYPE variable seem to follow a pattern similar to the pre-intermediate learners in session 1. Results present a maximum of 19 and scores varying a 8-point range, with a small degree of variability (SD) in relation to the mean – 2,8, which means that the intermediate group did not vary much in the total of different types of strategies they used in session 1.

The SR variable also presents a high score for the mean – 92,49, followed by a large standard deviation, over 24. In addition, the variation between the minimum and the maximum scores was 67.14, which means that intermediate learners presented a

⁴ All scores which are considered low or high in the present study were compared to the mean scores of their respective variables in each session.

very different flow of speech, with some participants producing more fluent speech than others.

In session 2, the mean scores of STRAT and SR variables were high – over 121 and over 90, respectively. The maximum was also high – 179 for the STRAT variable and over 127 for the SR variable. However, both categories varied over a 107 and 61-point range in relation to the mean, respectively, which indicates that, in this session, intermediate learners used fewer CS and produced a lower SR during their oral performance. The degree of variability (SD) covered 35 and 17 on the STRAT and SR variables, respectively.

The variation between the minimum and maximum scores of the TYPE variable was the same as in session 1 – 8-point range, slightly under the mean – 15,80. This variable presented a low standard deviation – 2,74, which suggests a homogeneous tendency in the group concerning the total number of different types of CS applied.

In session 3, scores on the STRAT variable presented a significant decrease if compared to the other sessions (1 and 2), specially the mean score – 78,80 thus, suggesting that in this session, participants resorted to fewer CS. The standard deviation was over 23 and the variation between the possible minimum and maximum scores was a 67-point range. The SR variable also presented a decrease; however, not as sharp as the STRAT variable scores. The maximum speech rate score of intermediate learners was over 111, with numbers varying over a 58-point range – a value under the mean score (78,83), which means that most of the participants presented a lower speech rate in session 2, comparing to session 1.

The TYPE variable seems to have changed a little its profile, since it presented a larger standard deviation – 3,10, suggesting that the types of CS used by intermediate learners, in session 3, tended to vary more if compared to the previous sessions. The

variation between the minimum and maximum scores was a 7-point range, indicating that few learners were able to employ a large repertoire of CS.

4.1.3 The Advanced Group

Table 4.3 reports the mean (M), standard deviation (SD) and the minimum (Min) and maximum (Max) scores for the STRAT, TYPE and SR variables of the three sessions of data collection of L2 Advanced learners:

Table 4.3

Descriptive Statistics for the STRAT, TYPE and SR variables of Advanced learners

	Session 1			Session 2			Session 3		
	STRAT	TYPE	SR	STRAT	TYPE	SR	STRAT	TYPE	SR
Mean	117,60	15,00	99,14	116,20	15,80	99,11	83,80	14,30	95,85
SD	31,73	2,90	13,55	43,53	3,08	20,07	21,51	2,05	17,74
Min	66,00	8,00	72,49	60,00	11,00	64,66	46,00	12,00	60,07
Max	170,00	18,00	113,15	182,00	22,00	125,95	113,00	19,00	114,80

N=10

- (1) STRAT stands for the total number of CS used by the participants in each session
- (2) TYPE stands for the different categories or types of CS applied in each session, following Dörnyei and Kormos' (1998) taxonomy
- (3) SR stands for speech rate measures of the participants in each session

As can be observed from Table 4.3, in session 1, the mean score on the STRAT variable was high – 117,60, with a large standard deviation – 31,73. The SR variable produced a high mean score as well – over 99, with a standard deviation of 13,55. While the SR scores varied over a 40-point range, scores on the STRAT variable covered a 104-point range, clustering around the mean, but far from the maximum limit. It is important to highlight that, if compared to scores in session 2 and 3, the SR variable presented the lowest SD and the lowest degree of variability between the minimum and maximum possible scores, which suggests that advanced learners were more fluent in session 1.

TYPE seems to constitute the most homogeneous variable, since it presented a low standard deviation - 2,90, and a small variation between the minimum and maximum

scores – a 10-point range, surrounding the mean value – 15, which means that participants used almost the same number of different types of strategies in session 1.

In session 2, the TYPE variable presented an increase in the standard deviation score – 3,08, but kept almost the same mean score of session 1 – 15,80. Scores on this variable varied a 11-point range, clustering around the mean and achieving the same score of the possible minimum coefficient. This suggests that, in session 2, most advanced learners presented a larger repertoire of CS, compared to session 1.

Similarly, the mean SR variable in this session was close to the one in the first session – 99,11; however, with a larger standard deviation – over 20. The variation between the maximum and the minimum scores was over a 61-point range. Scores on the STRAT variable appear to follow the same pattern of session 1, since the mean and the standard deviation kept high – 116,20 and 43,53, respectively. The same variable had the highest possible score in session 2 – 182. This indicates that some advanced learners used many CS and others used fewer. Moreover, some produced more fluent speech than others.

In session 3, the highest possible score was found in the SR variable – 114,80, with values varying over a 54-point range. The standard deviation was also high – 17,74, in relation to SR scores in session 2. This might indicate that, in session 3, learners produced more fluent speech than in session 2.

The mean score on the STRAT variable decreased if compared to sessions 1 and 2 – 83,80, with a large standard deviation – over 21, which seems to indicate a more heterogeneous behavior of advanced learners in this session. Again TYPE appears as the most homogeneous variable. The mean was 14,30 with a low standard deviation – 2,05. The variation between the maximum and the maximum scores was also small – a 7-point range.

4.2 Total number, frequency and types of Communication Strategies (1st research question)

This subsection presents the total number of CS applied by each participant according to their proficiency level, as well as the types of strategies they used and their corresponding frequency during their oral performance, in order to answer the first research question pursued by the present study: “What communication strategies (CS) do learners at the pre-intermediate, intermediate and advanced levels of proficiency use in order to reach their communicative goals?”

4.2.1 The Pre-Intermediate Group

4.2.1.1 Number and frequency of CS in session 1

Table 4.4 shows the total number of CS produced by each participant from the Pre-Intermediate group and the frequency with which they were applied in session 1:

Table 4.4
Total number of CS used by Pre-Intermediate learners in session 1

Types of CS	Participants										Frequency of CS use
	1	2	5	6	12	13	14	16	17	33	
<i>Message abandonment</i>		1	1					1	2		5
<i>Message reduction</i>			1								1
<i>Message replacement</i>									1		1
<i>Code-switching</i>				1	5	4	1	2	1	1	15
<i>Approximation</i>			1								1
<i>All-purpose-words</i>											
<i>Complete omission</i>				2							2
<i>Foreignizing</i>			2	2	1				3		8
<i>Grammatical word coinage</i>											
<i>Literal translation</i>											
<i>Circumlocution</i>											
<i>Semantic word coinage</i>											
<i>Restructuring</i>		3	1		1	1		1	2	3	12
<i>Direct appeal</i>							1				1
<i>Indirect Appeal</i>								2			2
<i>Overgeneralization</i>	1			2			4		3	4	14
<i>Transfer</i>	1	2	2	5	1	3	3	2	6	1	26
<i>Grammatical Reduction</i>	5	10	16	13	10	7	6	5	7	12	91
<i>Phonological Retrieval</i>		1	2	2	2		1		2	1	11
<i>Phonological Substitution</i>									2		2
<i>Phonological Reduction (mumbling)</i>										1	1
<i>Filled pauses (fillers)</i>			2					1	3		6
<i>Unfilled pauses</i>	17	22	28	15	6	15	25	24	8	11	171
<i>Umiming and erring</i>	2	16	11	38	13	8	16	3	10	14	131
<i>Lengthening a sound</i>	6	7	24	18	7	6	12	4	35	20	139
<i>Self-repetitions</i>	3	22	23	23	3	1	10	5	14	23	127
<i>Error repair</i>	1	3	2	1	2	1		1	5	6	22
<i>Appropriacy repair</i>				1			1		1		3
<i>Different repair</i>											
<i>Rephrasing repair</i>											
<i>Own-accuracy checks</i>											
Total number of CS per participant	36	87	116	123	51	46	80	51	105	97	

As can be seen from Table 4.4, in session 1, the number of communication strategies used by pre-intermediate participants ranged from 36 to 123. In total, 23 different types of strategies were used by pre-intermediate learners. These different types comprised strategies related to lexical, grammatical, phonological and process time pressure deficiencies learners experienced while trying to convey their messages. Six CS were used by all pre-intermediate participants: transfer, grammatical reduction, unfilled pauses, umming and erring, lengthening a sound and self-repetitions. This might be an indication that pre-intermediate learners still lack enough knowledge to use

more sophisticated strategies. It is also interesting to note that six types of strategies were used, each, by a different participant: message reduction, which consists of reducing the message in order to avoid certain language structures considered problematic, was used once by participant 5, only; message replacement, which consists of replacing the problematic language structures of the original message by new ones, was used only once by participant 17, only; approximation, which consists of using an alternative lexical item that shares some semantic features of the intended word, was also used only once by participant 5, only; complete omission, in which the speaker completely avoids the words he/she does not know, was used twice by participant 6; direct appeal, in which the speaker asks an explicit question to the interlocutor about something he does not know or is in doubt about, was used only once by participant 14; indirect appeal, in which the speaker tries to elicit help from the interlocutor implicitly, was used twice by participant 16; and phonological reduction, which consists of muttering part of a word whose correct form is unknown, was used only once by participant 33. This might indicate that less experienced language users are not aware of the fact that they can use the linguistic resources they have available to convey their messages. Then, it is likely that they will focus on the use of those strategies that seem more familiar to them.

Table 4.4 also shows that the strategies most frequently used by participants were grammatical reduction, unfilled pauses, umming and erring, lengthening a sound and self-repetitions

Taking into consideration the nature of some CS, it is interesting to note that Pre-Intermediate learners were able to apply the strategies of restructuring and error repair. The first is considered to involve the change of more than one chunk of the preverbal message (Poulisse, 1993). However, it is indeed questionable how the process of

chunking occurs in the production of speech and also how many chunks are necessary to classify a CS under this label. According to Dörnyei and Kormos (1998), restructuring is not just a matter of retrieving different lexical entries in order to convey the intended message by an alternative plan. Rather, the process of restructuring seems to involve analysis and decomposition of the message, so that the speaker is able to recombine concepts and lexical items in a more effective manner, by using his/her available resources (p. 365).

The second strategy, error repair, is to occur when accidental lapses in speech are corrected (Dörnyei and Kormos, 1998). As explained by Dörnyei and Kormos, these lapses can occur during grammatical and phonological encoding as well as during articulation. Monitoring of the language output, in turn, can occur before and after speech is articulated. Monitoring is realized by the parser⁵ (Levelt, 1989), which is in charge of perceiving the accidental lapse in the language outcome and signaling it to the conceptualizer, which, in turn, reruns the preverbal plan by making no modifications in the communicative intention. In this case, the production processes are triggered again, so that an error-free output can be processed (Dörnyei and Kormos, 1998, p. 354).

Hence, in order for pre-intermediate learners to produce self-corrections of this kind, it is necessary for them to have a certain degree of metalinguistic awareness. Awareness would enable learners to notice the accidental lapses in their speech and correct them – usually, a feature of more proficient learners. Instances of self-repairs can be seen in the following passages:

- (1) Participant 1 – I went with my cousin and my friends and with the Wizard English and **there was there were** many people (speech excerpt from session 1- pre-intermediate group)
- (2) Participant 2 - it was uh it was the dream of my friends some of my friends got it too but uh some friends didn't got **didn't get** (speech excerpt from session 1 - pre-intermediate group)

⁵ The parser consists of a speech comprehension system, in charge of monitoring speech, both in terms of its morphological, phonological, semantic and syntactic representations (Levelt, 1989, p. 13).

- (3) Participant 6 – I changed the boat né in Taiti and uh eh I went go **I went** eh working the: the: the: Catamarã (speech excerpt from session 1 - pre-intermediate group)

The same explanation may apply to the use of appropriacy repairs, despite the fact that this type of repair implies modifications in the preverbal plan, since it occurs when the speaker believes he/she encoded inadequate information and decides to change it (Dörnyei and Kormos, 1998). Examples of this kind of repair are:

- (4) Participant 6 –eh the boat eh had a: fifty no **eighty eighty-six** feet(speech excerpt from session 1- pre-intermediate group)
- (5) Participant 14 - and my chil...**my: daughter** she is very happy for your brother (speech excerpt from session 1- pre-intermediate group)
- (6) Participant 17 - I went to *Curitiba* Curitiba on: (.) fifty **no or five years ago** and the: the city I didn't remember a lot

As the above examples show, in the participants' speech there was no lexical, grammatical or phonological problem, but they chose to repair what they were saying by looking for the most appropriate manner to convey their message.

In the case of restructuring, learners are also expected to have the linguistic knowledge necessary to analyze their language output, notice their difficulties, decompose the message, retrieve new lexical items (the available ones, that could be applied to the communicative event at hand) and recombine them with the part of the message which does not need to be changed so that a restructured message can come out (Dörnyei and Kormos, 1998, p.355). Some instances of restructured utterances found in the corpus are:

- (7) Participant 17 – I stayed in the hotel with my friends and: we did a: a little a little not **ah we went to: to walking for the city** (speech excerpt from session 1- pre-intermediate group)
- (8) Participant 5 – I: meet with my friends in the: the terminal then I then eh we are (.) **we go to to the mountain then eh** (speech excerpt from session 1- pre-intermediate group)
- (9) Participant 2 - it was the best Christmas I I I... **the best Christmas of my life** (speech excerpt from session 1- pre-intermediate group)

Furthermore, as already said, it is noteworthy that the CS of transfer, grammatical reduction, unfilled pauses, umming and erring, lengthening and self-repetitions, besides having been employed by all participants, were used many times during learners' speech performance. The relatively high frequency use of CS by pre-intermediate learners may be due to their proficiency level, which would foster a greater use of CS, since learners' in this stage of IL development seem to lack the ideal linguistic knowledge to convey their intended messages without experiencing some language breakdowns. A consequence of this "limited" linguistic knowledge is that learners tend to use simplified grammar when communicating besides filling their speech with many silent pauses, nonlexicalized fillers, drawls and transfer of L1 features to L2 contexts.

4.2.1.2 Number and frequency of CS in session 2

Tables 4.5 displays the CS applied by pre-intermediate learners and their frequency use in session 2, respectively:

Table 4.5*Total number of CS used by Pre-Intermediate learners in session 2*

Types of CS	Participants										Frequency of CS use
	1	2	5	6	12	13	14	16	17	33	
<i>Message abandonment</i>		1	1	1	1	2		1	1		8
<i>Message reduction</i>					3						3
<i>Message replacement</i>					2		1	1			4
<i>Code-switching</i>				2	12	15	1	4			34
<i>Approximation</i>											
<i>All-purpose-words</i>							1				1
<i>Complete omission</i>			2	1	1		1	1		1	7
<i>Foreignizing</i>						1		14		1	16
<i>Grammatical word coinage</i>											
<i>Literal translation</i>											
<i>Circumlocution</i>											
<i>Semantic word coinage</i>											
<i>Restructuring</i>			1	1		1	1	1		1	6
<i>Direct appeal</i>								1			1
<i>Indirect Appeal</i>				3							3
<i>Overgeneralization</i>	1	1			2			1		1	6
<i>Transfer</i>	5	1	1	4	3	3	4	5	8	3	37
<i>Grammatical Reduction</i>	3	6	4	8	13	13	7	8	3	18	83
<i>Phonological Retrieval</i>	1	1	1	4	2	1	1	3	2	1	17
<i>Phonological Substitution</i>			1	1							2
<i>Phonological Reduction (mumbling)</i>			3		1	1	1	1			7
<i>Filled pauses (fillers)</i>		3		11	3			1			18
<i>Unfilled pauses</i>	9	4	13	18	18	11	15	19	15	3	125
<i>Umiming and erring</i>	4	21	16	26	34	27	31	10	14	16	199
<i>Lengthening a sound</i>	10	3	15	16	22	16	14	18	19	26	159
<i>Self-repetitions</i>	3	3	23	17	3	3	10	18	12	12	104
<i>Error repair</i>	2	4	2		5	7	1	3	4	6	34
<i>Appropriacy repair</i>			1	1	1					2	5
<i>Different repair</i>	1										1
<i>Rephrasing repair</i>											
<i>Own-accuracy checks</i>						1					1
Total number of CS per participant	39	48	84	114	126	102	89	110	78	91	

As can be seen in Table 4.5, in session 2, the number of communication strategies used by pre-intermediate participants ranged from 39 to 126. In total, 25 different types of strategies comprising lexical, grammatical, phonological and process time pressure problems were used by pre-intermediate learners. Similarly to session 1, 7 CS were used by all pre-intermediate participants in session 2: transfer, grammatical reduction, phonological retrieval, unfilled pauses, umming and erring, lengthening a sound and self-repetitions. It is also worthy to highlight that six types of strategies were used, each, by a different learner: message reduction - used three times by participant 12; all-

purpose-words, which consists of using general terms to replace the unknown lexical item, such as things, do, and make, was used once by participant 14; direct appeal - used once by participant 16; indirect appeal – used three times by participant 6; different repair – used once by participant 1, and own-accuracy check – used only once by participant 13.

Table 4.5 also shows that the strategies most often applied by pre-intermediate participants were grammatical reduction, unfilled pauses, umming and erring, lengthening a sound and self-repetitions, followed by transfer, error-repair and code-switching.

4.2.1.3 Number and frequency of CS in session 3

The next table – 4.6, presents the number and frequency of the CS used by pre-intermediate learners in session 3.

Table 4.6
Total number of CS used by Pre-Intermediate learners in session 3

Types of CS	Participants										Frequency of CS use
	1	2	5	6	12	13	14	16	17	33	
<i>Message abandonment</i>				1		1	1	1	3		7
<i>Message reduction</i>				1				1			2
<i>Message replacement</i>		2	3					1			6
<i>Code-switching</i>				4	12	5	3	6		1	31
<i>Approximation</i>		2	1	3	4	1		1	1	4	17
<i>All-purpose-words</i>			1								1
<i>Complete omission</i>				6			3			1	10
<i>Foreignizing</i>					1			2	1		4
<i>Grammatical word coinage</i>		2									2
<i>Literal translation</i>								1	3		4
<i>Circumlocution</i>									2		2
<i>Semantic word coinage</i>											
<i>Restructuring</i>						2					2
<i>Direct appeal</i>					1			1			2
<i>Indirect Appeal</i>				2							2
<i>Overgeneralization</i>		1					1				2
<i>Transfer</i>	1	1	5	5	11	4	3	2	3	6	41
<i>Grammatical Reduction</i>	4	9	8	16	10	8	7	8	3	3	76
<i>Phonological Retrieval</i>	1			2	2	1	1	1		1	9
<i>Phonological Substitution</i>				4	1	1					7
<i>Phonological Reduction (mumbling)</i>	1		2							1	4
<i>Filled pauses (fillers)</i>			1	8	5	1			1	1	17
<i>Unfilled pauses</i>	22	20	29	17	10	12	21	18	14	8	171
<i>Umiming and erring</i>	1	10	15	30	34	13	12	10	14	10	149
<i>Lengthening a sound</i>	8	13	22	21	22	9	11	22	25	14	167
<i>Self-repetitions</i>	5	17	16	9	4	6	7	14	12	8	98
<i>Error repair</i>	3	5	2	4	6	3	1	4	1	3	32
<i>Appropriacy repair</i>							1		3		4
<i>Different repair</i>								1			1
<i>Rephrasing repair</i>			3				1	1			5
<i>Own-accuracy checks</i>											
Total number of CS per participant	46	82	108	133	123	67	73	96	86	61	

As can be observed from Table 4.6, in session 3, the number of communication strategies used by pre-intermediate participants ranged from 46 to 133. In total, 29 different types of strategies comprising lexical, grammatical, phonological and process time pressure problems were used by pre-intermediate learners. It is important to point out that 7 CS were used by all pre-intermediate participants in session 3: transfer, grammatical reduction, unfilled pauses, umming and erring, lengthening a sound, self-repetitions, and error-repair. Table 4.6 also shows that six types of strategies were used, each, by a different learner: all-purpose-words, which consists of using

general terms to replace the unknown lexical item, such as things, do, and make, was used once by participant 5; grammatical word coinage, in which the speaker creates a nonexisting L2 based on a supposed L2 rule, was used twice by participant 2; circumlocution, in which the speaker describes the characteristics of the lexical item instead of saying it, was used twice by participant 17; restructuring, which consists of abandoning part of the message and trying to convey it using another way, was used twice by participant 13; indirect appeal was used twice by participant 6; and different repair, in which the speaker decided to change the message by encoding different information, was used only once by participant 16.

Table 4.6 also shows that the strategies most often applied by pre-intermediate participants were grammatical reduction, unfilled pauses, umming and erring, lengthening a sound and self-repetitions.

As can be noticed in the pre-intermediate group, there seems to be a tendency for the use of some CS across sessions. Except for phonological retrieval, the CS of transfer, grammatical reduction, unfilled pauses, umming and erring, lengthening and self-repetitions appear to be the most used strategies across sessions 1, 2 and 3. These strategies were not only applied by all participants, but were also frequently used by them. For instance, transfer was employed 26 times in session 1; 37 in session 2 and 41 in session 3; grammatical reduction appeared 91, 83 and 76 times in sessions 1, 2 and 3 respectively. Unfilled pauses were used 171 times in session 1 and 3, and 125 in session 2; umming and erring were found in 131 utterances in session 1, 199 in session 2 and 149 in session 3. Lengthening appeared 139, 159 and 167 times in sessions 1, 2 and 3 respectively. And, finally, self-repetitions were applied 127 times in session 1, 104 in session 2 and 98 in session 3. Even not being used by all speakers in all sessions, the CS

of error-repair also appears to be a constant strategy in the repertoire of pre-intermediate learners. It was found 22 times in session 1, 34 in session 2 and 32 in session 3.

The next subsection presents the different types of CS applied by pre-intermediate learners in sessions 1, 2 and 3.

4.2.1.4 Types of CS across sessions

The next table – 4.7, displays the number of different types of CS (TYPE) used by each pre-intermediate participant across the 3 sessions:

Table 4.7

Total number of different types of CS used by Pre-Intermediate learners in sessions 1, 2 and 3

	Session 1	Session 2	Session 3
	<i>Number of different types of CS (TYPE1)</i>	<i>Number of different types of CS (TYPE2)</i>	<i>Number of different types of CS (TYPE3)</i>
Participants			
1	8	10	9
2	10	11	11
5	14	14	13
6	13	15	16
12	11	17	14
13	9	14	14
14	11	14	14
16	12	18	19
17	17	10	14
33	12	13	13

As can be observed from Table 4.7, speakers who applied more CS in general also presented a greater number of different strategy types. For instance, in session 1, participant 5 applied CS 116 times (see Table 4.1) and 14 different types of strategies; participant 6 used CS 123 times and 13 different types; participant 17 used CS 105 times and 17 kinds of strategies and participant 33 resorted to 97 CS, which corresponds to 12 different types. Although participant 16 did not apply so many CS if compared to the others – only 51, he presented 12 different types of CS as well.

Similarly, in sessions 2 and 3, most of the participants who used a high number of CS also presented a greater number of different types of strategies. For example, in

session 2, participant 6 used CS 114 times and 15 different types of strategies; participant 12 used 123 CS and 17 different types; participant 13 applied 105 CS and 14 kinds of strategies and participant 16 used CS 99 times and 18 different types of strategies. In session 3, a similar situation occurs with participant 6 who resorted to CS 133 times, which corresponds to 16 different kinds of strategies; participant 12 who used 123 CS and 14 different types, and participant 16 who used 96 CS and 19 different types of strategies.

The analysis of the number of different strategy types used by pre-intermediate learners across sessions shows that at this level of interlanguage development, these learners seem to resort to a relatively high number of different types of strategies.

4.2.2 The Intermediate Group

4.2.2.1 Number and frequency of CS in session 1

Table 4.8 displays the total number of CS employed by intermediate speakers in session 1 and their respective frequency:

Table 4.8*Total number of CS used by Intermediate learners in session 1*

Types of CS	Participants										Frequency of CS use
	22	23	24	25	26	27	28	29	31	32	
<i>Message abandonment</i>		1		1	3	1	1	1	1	1	10
<i>Message reduction</i>					2		1				3
<i>Message replacement</i>				1				1			2
<i>Code-switching</i>		1		10					3	2	16
<i>Approximation</i>					1			1		1	3
<i>All-purpose-words</i>			1		2		3	4		1	11
<i>Complete omission</i>							2	4		1	7
<i>Foreignizing</i>				1	4	1	1	2			9
<i>Grammatical word coinage</i>				1							1
<i>Literal translation</i>			1								1
<i>Circumlocution</i>									1		1
<i>Semantic word coinage</i>											
<i>Restructuring</i>	2	1	1	3	2		1	1			11
<i>Direct appeal</i>		1				1					2
<i>Indirect Appeal</i>				2	1				1		4
<i>Overgeneralization</i>	1		1	1	1				1		5
<i>Transfer</i>	1	2	12	8	6	5	5	1	4	5	49
<i>Grammatical Reduction</i>	9	12	15	26	20	27	13	26	12	29	189
<i>Phonological Retrieval</i>	1	2		4	2		4	6	4	1	24
<i>Phonological Substitution</i>											
<i>Phonological Reduction (mumbling)</i>			1								1
<i>Filled pauses (fillers)</i>			5	6	2				4	28	45
<i>Unfilled pauses</i>	22	16	24	11	7	22	5	24	9	17	157
<i>Umiming and erring</i>	17	24	6	29	29	10	22	8	17	14	176
<i>Lengthening a sound</i>	16	5	10	16	13	13	33	10	56	11	183
<i>Self-repetitions</i>	19	25	4	60	22	14	23	26	29	26	248
<i>Error repair</i>	6	4	1	10	2	2		1	3	5	34
<i>Appropriacy repair</i>				2	1	3	5	4		2	17
<i>Different repair</i>											
<i>Rephrasing repair</i>	2	2		4	2	2		2	1	3	18
<i>Own-accuracy checks</i>											
Total number of CS per participant	96	96	82	196	122	101	119	122	146	147	

Although participants in this level of proficiency appear to present a larger repertoire of CS at their disposal, they tended to concentrate on the use of transfer, grammatical reduction, unfilled pauses, umming and erring, lengthening and self-repetitions, all of them with a high frequency of use, similarly to the pre-intermediate group, as can be seen in Table 4.8.

As can be seen in Table 4.8, in session 1, the number of communication strategies used by intermediate participants ranged from 82 to 196. In total, 27 different types of strategies comprising lexical, grammatical, phonological and process time pressure

problems were used by intermediate learners. Six CS were used by all intermediate participants in session 1: transfer, grammatical reduction, unfilled pauses, umming and erring, lengthening a sound and self-repetitions. It is also worthy to point out that only three types of strategies were used, each, by a different learner: literal translation, when the speaker translates a lexical item literally from the L1 into the L2, was used once by participant 24; circumlocution was used once by participant 31; and phonological reduction was used once by participant 24.

Table 4.8 also shows that the strategies most often applied by intermediate participants in session 1 are the same applied by the pre-intermediate group across the three sessions: grammatical reduction, unfilled pauses, umming and erring, lengthening a sound and self-repetitions.

In addition, intermediate learners seem to be very concerned with the quality of their messages, since the total number of self-corrections (error-repair, appropriacy repair, different repair and rephrasing repair) increased in comparison to pre-intermediate learners. The pre-intermediate group produced 107 self-repairs across the 3 sessions, whereas the intermediate surpassed this score by applying a total of 196 self-corrections. Only in session 1, intermediate learners self-corrected 69 times. Most of these repairs were error-repairs, which may indicate that learners seem to improve their capacity to think about language and monitor their own speech as their IL system develops.

Rephrasing repair was also a CS fairly used by intermediate learners. On the one hand, this might demonstrate their concern with making their message understandable to their interlocutor; that is, making themselves clear. On the other, the use of rephrasing repair may be triggered by speakers' uncertainty about the correctness of what was said (due to grammatical, lexical, phonological or time constraints). Thus, in order to be sure

the message will be conveyed successfully, the speaker repeats a slightly modified version of the utterance previously produced. According to Dörnyei and Kormos (1998), this modified version does not require changes in the macroplanning (where the communicative goals are conceptualized), since the intention is the same with just small changes in the encoding process (p. 373). The use of rephrasing repairs can be seen in the following examples:

- (10) Participant 22 - I went we went **me and my family** we went to: to Switzerland (speech excerpt from session 1 – intermediate group)
- (11) Participant 25 - I know I know the: the Louvre **the museum the Louvre museum** (speech excerpt from session 1 – intermediate group)
- (12) Participant 29 - my three sister **I have three sisters** (speech excerpt from session 1 – intermediate group)

Despite presenting a low frequency of use, the CS of message abandonment (when the speaker abandons the message because of lack of linguistic resources) was applied more times by intermediate than by pre-intermediate learners, especially in sessions 1 and 2. However, it was expected that the number of message abandonment should decrease across proficiency levels, since learners go on acquiring more experience as language users. A more proficient learner with a more developed IL system might be able to overcome communicative problems more easily without giving up the communicative goal. As stated by Faerch and Kasper (1983), message abandonment is a reduction strategy governed by avoidance behavior and seems not to lead to learning or IL development. Thus, the fact that intermediate learners used more message abandonments may indicate that they prefer to reduce the message so as to avoid problems and the risk of not being understood.

Lexicalized pauses or fillers – *well, you know, ok* - were also employed by the intermediate group, especially by participant 32 in session 1 (28 instances). According to Dörnyei and Kormos (1998), these fillers are chunks of formulaic language used by

L2 speakers to gain more time to produce speech, since some parts of the language production process in L2 speakers run serially (Levelt, 1989). This limitation requires from L2 language users more time to process what to say and may cause speech to seem disfluent and produce a great amount of silent periods or hesitations. Formulaic language use can be seen in these utterances:

- (13) Participant 24 - it wasn't a normal pizza round **you know** (?) (speech excerpt from session 1 – intermediate group)
- (14) Participant 25 - **well** I travel I travel in Europe (speech excerpt from session 1 – intermediate group)
- (15) Participant 26 - **Well** eh I will talk about eh last year (speech excerpt from session 1 – intermediate group)

Another CS used by 8 out of 10 participants in session 1 was phonological retrieval, whereby speakers try to retrieve and articulate a lexeme (phonological features of the lexical item) for which he/she is not sure about. The speaker keeps uttering different phonological versions of the item, till the best one is selected (Dörnyei and Kormos, 1998). Literature in the area of CS also names it as slips of the tongue. The 24 instances classified in the first session may indicate learners' desire of saying the right word with the right pronunciation. Instances of phonological retrieval use can be observed in the following passages:

- (16) Participant 29 – **do...don...doe...didn't** to talk with me (speech excerpt from session 1 – intermediate group)
- (17) Participant 22 – it was a: it is a: a ice place **eve...**everything is made from ice (speech excerpt from session 1 – intermediate group)

4.2.2.2 Number and frequency of CS in session 2

Tables 4.9 shows the total number of CS used by the intermediate group as well as their frequency in session 2:

Table 4.9

Total number of CS used by Intermediate learners in session 2

Types of CS	Participants										Frequency of CS use
	22	23	24	25	26	27	28	29	31	32	
<i>Message abandonment</i>		1		2	4				1	3	11
<i>Message reduction</i>						1		1			2
<i>Message replacement</i>											
<i>Code-switching</i>	1	2		2	10	1	1		3	1	21
<i>Approximation</i>		3		1	3	1					8
<i>All-purpose-words</i>											
<i>Complete omission</i>			2	1	1	2	1	3	1	2	13
<i>Foreignizing</i>			1		2	1				2	6
<i>Grammatical word coinage</i>		2	1	1							4
<i>Literal translation</i>	1	1		3							5
<i>Circumlocution</i>											
<i>Semantic word coinage</i>											
<i>Restructuring</i>				1	2	1	2		1		7
<i>Direct appeal</i>		2									2
<i>Indirect Appeal</i>				1	3					1	5
<i>Overgeneralization</i>	3	1		3	2		1		2		12
<i>Transfer</i>	1	1	4	1	9	5	4	8	5	7	45
<i>Grammatical Reduction</i>	9	14	6	8	15	20	15	13	5	22	127
<i>Phonological Retrieval</i>	3	5	1	5	2	1	2	5	4	8	36
<i>Phonological Substitution</i>			1								1
<i>Phonological Reduction (mumbling)</i>		3			2						5
<i>Filled pauses (fillers)</i>				3	1					22	26
<i>Unfilled pauses</i>	15	11	22	15	16	37	12	26	13	20	187
<i>Umming and erring</i>	18	40	4	14	41	9	17	5	17	24	189
<i>Lengthening a sound</i>	27	23	20	14	21	19	43	10	27	26	230
<i>Self-repetitions</i>	26	38	4	20	30	12	16	14	13	19	192
<i>Error repair</i>	5	2	2	2	5	2	3	2	3	2	28
<i>Appropriacy repair</i>	1	2	2	1	3	11	1	1	1	4	27
<i>Different repair</i>							1			2	3
<i>Rephrasing repair</i>	3		2	2	7	3	1	1		5	24
<i>Own-accuracy checks</i>											
Total number of CS per participant	113	151	72	100	179	126	120	89	96	170	

As can be observed in Table 4.9, there seems to be a pattern in the use of CS in session 1 and in session 2. The CS of transfer, grammatical reduction, unfilled pauses, umming and erring, lengthening and self-repetitions appear to form a common set of strategies in the repertoire of intermediate speakers, not only because they were applied

in both sessions, but also because their frequency use was relatively high and because they were employed by the majority of the participants.

According to Table 4.9, in session 2, the number of communication strategies used by intermediate participants ranged from 72 to 179. In total, 26 different types of strategies were used by intermediate participants. Nine different types of strategies were used by all intermediate participants: transfer, grammatical reduction, phonological retrieval, unfilled pauses, umming and erring, lengthening a sound, self-repetitions, error repair, and appropriacy repair. This might be an indication that intermediate learners possess a larger repertoire of CS, since they also have a more extended knowledge of the language at this stage of interlanguage development. Moreover, although with a lower frequency, the CS of code switching and approximation were also applied by intermediate learners in both sessions, 1 and 2. In the case of code switching, the intermediate group produced less of this strategy than the pre-intermediate group. This result seems to be in accordance with the different proficiency levels of the participants and their language competence. However, approximation was more frequent in the intermediate group, which might indicate that intermediate speakers handle their linguistic resources more effectively than pre-intermediate ones when the matter is communication. This is because approximation may be considered a more sophisticated strategy, since learners need to have more knowledge about the language, particularly about lexical items' relations and to what part of speech they belong, such as nouns, verbs, adjectives, and articles, in order to apply this CS.

It is also interesting to note that only two types of strategies were used, each, by a different participant: direct appeal was used twice by participant 23, and phonological substitution, which consists of replacing the intended lexical item by a word with similar sound, was used once by participant 24.

4.2.2.3 Number and frequency of CS in session 3

Table 4.10, displays the CS applied by intermediate speakers in session 3 and their frequency of use:

Table 4.10

Total number of CS used by Intermediate learners in session 3

Types of CS	Participants											Frequency of CS use
	22	23	24	25	26	27	28	29	31	32		
<i>Message abandonment</i>				1	2						2	5
<i>Message reduction</i>	1											1
<i>Message replacement</i>												
<i>Code-switching</i>		3		7	6		1	2	3	1		23
<i>Approximation</i>	3	4	1	1	1	1	1	3		3		18
<i>All-purpose-words</i>												
<i>Complete omission</i>		3		1				1		2		7
<i>Foreignizing</i>		1					1					2
<i>Grammatical word coinage</i>		1										1
<i>Literal translation</i>						1						1
<i>Circumlocution</i>										1		1
<i>Semantic word coinage</i>												
<i>Restructuring</i>				1	1	1						3
<i>Direct appeal</i>												
<i>Indirect Appeal</i>				2	2			1				5
<i>Overgeneralization</i>				1								1
<i>Transfer</i>	1	4	1	8	2	1		2	3	1		23
<i>Grammatical Reduction</i>	2	12	7	14	6	12	10	15	8	13		99
<i>Phonological Retrieval</i>		3					2					5
<i>Phonological Substitution</i>										3		3
<i>Phonological Reduction (mumbling)</i>							1					1
<i>Filled pauses (fillers)</i>			1	8				1	1	10		21
<i>Unfilled pauses</i>	23	4	15		10	13	13	22	12	4		116
<i>Umiming and erring</i>	4	32	1	13	20	5	13	8	15	8		119
<i>Lengthening a sound</i>	13	16	12	11	15	1	32	12	16	8		136
<i>Self-repetitions</i>	20	14		2	24	5	15	11	14	17		122
<i>Error repair</i>	4	6		29	4	2	5	1	2	1		54
<i>Appropriacy repair</i>	2	1		4	3					1		11
<i>Different repair</i>	1			1			1	1				4
<i>Rephrasing repair</i>	1				1		1	1		1		5
<i>Own-accuracy checks</i>				1								1
Total number of CS per participant	75	104	38	105	97	42	96	81	74	76		

As can be seen from Table 4.10, in session 3, the number of communication strategies used by intermediate participants ranged from 38 to 105. In total, 27 different types of strategies were used by intermediate learners in this session. The most employed strategies were grammatical reduction, unfilled pauses, umming and erring,

lengthening a sound, self-repetitions and error repair, with 99, 116, 119, 136, 122 and 54 uses, respectively.

It is also important to point out that 8 different types of strategies were used, each, by a different participant: message reduction, which consists of reducing the message in order to avoid certain language structures considered problematic, was used once by participant 22, only; grammatical word coinage was also used only once by participant 23, only; literal translation was used once by participant 27; circumlocution was used once by participant 32; overgeneralization, in which the speaker apply L2 rules to form new L2 words, was used once by participant 25; phonological substitution was used three times by participant 32; phonological reduction was used once by participant 28, and own-accuracy check was used only once by participant 25.

Despite a lower frequency of use, the CS of code-switching – 23 instances, approximation – 18 instances and transfer – 23 uses, were also applied in session 3. The low frequency use of these strategies by intermediate speakers may indicate that, as learners go on acquiring more experience as language users, they tend to move from L1-based strategies and less sophisticated strategies as code-switching, for example, to L2-based strategies and more sophisticated strategies such as word coinage, overgeneralization, circumlocution, restructuring, transfer and approximation.

4.2.2.4 Types of CS across sessions

The next table – 4.11, shows the different types of CS applied by the intermediate group across sessions:

Table 4.11*Total number of different types of CS used by Intermediate learners in sessions 1, 2 and 3*

	Session 1	Session 2	Session 3
	<i>Number of different types of CS (TYPE1)</i>	<i>Number of different types of CS (TYPE2)</i>	<i>Number of different types of CS (TYPE3)</i>
Participants			
22	11	13	12
23	13	17	14
24	13	14	7
25	19	20	17
26	19	20	14
27	12	16	10
28	14	15	13
29	17	12	14
31	15	14	9
32	16	17	16

As can be seen in Table 4.11, most of the participants increased the number of different types of CS applied across sessions, except for participants 29 and 31. Concerning participant 29, the total number of different kinds of CS decreased in the second session and increased again in the third one. On the other hand, participant 31 continued decreasing from session 2 to 3.

Moreover, in session 1, there were participants who used a great number of CS of many different types, for instance, participant 25. He applied CS 196 times and used 19 different types. However, there were others who showed a high frequency of CS use but the types of these strategies did not vary. For instance, participant 31 used CS 146 times, but presented a relatively smaller repertoire of strategies – 15 – if compared to participant 25. Conversely, participant 28 employed 119 CS distributed in 14 different types, that is, fewer CS and fewer categories.

In session 2 the pattern is similar. Participants who used more CS during this session, tended to present a larger repertoire of strategies. For instance, participant 23 used CS 151 times and 17 different types; participant 26 applied 179 CS of 20 different kinds of strategies; participant 27 used CS 126 times and 16 types, and participant 32 used CS 170 times and 17 different types. Conversely, participant 25 can be considered

an outlier in the intermediate group – session 2, since he produced fewer CS, but presented a large repertoire of strategies – 100 CS and 20 categories.

In session 3, the total number of CS applied in general was smaller than in session 2 (mean CS use per participant = 78,7). Participant 25 was the learner who resorted to CS most frequently – 105 times, and used 17 different types of CS. Nevertheless, participant 23 applied 104 CS, but presented only 14 categories, similarly to participant 26, who used 96 CS within 14 types of strategies. On the contrary, participant 32 used fewer CS – 76 and presented a larger repertoire than participant 23 - 16 different types.

All in all, these results show that there seems to be a tendency in the use of different types of CS in the intermediate group: (i) participants who used more CS also applied more different types of strategies, and (ii) participants who used few CS also applied strategies from few different types.

4.2.3 The Advanced Group

4.2.3.1 Number and frequency of CS in session 1

The following table – 4.12, displays the frequency and types of CS used by advanced learners in session 1:

Table 4.12
Total number of CS used by Advanced learners in session 1

Types of CS	Participants										Frequency of CS use
	7	8	9	10	11	18	19	20	21	30	
<i>Message abandonment</i>	3				1	1	1		1		7
<i>Message reduction</i>		1								1	2
<i>Message replacement</i>	1	2							1		4
<i>Code-switching</i>			1		3			5			9
<i>Approximation</i>	1			2		2					5
<i>All-purpose-words</i>				2					1		3
<i>Complete omission</i>	3			3	2	1	2	1			12
<i>Foreignizing</i>							1				1
<i>Grammatical word coinage</i>										1	1
<i>Literal translation</i>	2				1		1	1			5
<i>Circumlocution</i>			1	1			1				3
<i>Semantic word coinage</i>											
<i>Restructuring</i>		2		2	1	2	4	2			13
<i>Direct appeal</i>	1										1
<i>Indirect Appeal</i>	1				1					1	3
<i>Overgeneralization</i>		2						2	1	1	6
<i>Transfer</i>	4	9		2	3	3	12	2	2		37
<i>Grammatical Reduction</i>	13	13	6	13	19	9	20	20	1	12	126
<i>Phonological Retrieval</i>	3	1		3	3	1	3	1	4	4	23
<i>Phonological Substitution</i>							1				1
<i>Phonological Reduction (mumbling)</i>		1								1	2
<i>Filled pauses (fillers)</i>		1			1	1					3
<i>Unfilled pauses</i>	19	26	25	15	26	30	39	53	4	37	274
<i>Ummying and erring</i>	24	12		9	25	12	15	9	26	24	156
<i>Lengthening a sound</i>	40	8	23	24	20	24	28	9	4	40	220
<i>Self-repetitions</i>	15	21	11	14	26	24	32	15	9	13	180
<i>Error repair</i>	4	6	7	3	1	3	4		8	2	38
<i>Appropriacy repair</i>	1	3		2	2	1	5	2	3	2	21
<i>Different repair</i>	2	3		1	2	2				2	12
<i>Rephrasing repair</i>			1	2	1		1	1	1		7
<i>Own-accuracy checks</i>	1										1
Total number of CS per participant	138	111	75	98	138	116	170	123	66	141	

As can be seen from Table 4.12, in session 1, the number of communication strategies used by advanced learners ranged from 66 to 170. In total, 30 different types of strategies were used by the advanced group. Four CS were used by all pre-intermediate participants: grammatical reduction, unfilled pauses, lengthening a sound and self-repetitions. It is also interesting to note that five types of strategies were used, each, only once, by a different participant: foreignizing, which consists of using a L1 word with L2 pronunciation, by participant 19; grammatical word coinage by

participant 30; direct appeal by participant 7; phonological substitution by participant 19, and own-accuracy check by participant 7.

In this session, as already said, a great amount of grammatical reduction, unfilled pauses, umming and erring, lengthening and self-repetitions was also frequently applied by advanced learners, following the pattern of pre-intermediate and intermediate learners. This result is, at least, puzzling, since more proficient learners were expected to use fewer grammatical reduction strategies and unfilled pauses than the less proficient ones.

The use of umming and erring, lengthening and self-repetitions also presented a high frequency use in session 1 – 156, 220 and 180 instances, respectively. In spite of not being used by all participants, transfer, phonological retrieval and the different types of self-corrections (error repair, appropriacy repair, different repair and rephrasing repair) were frequently employed by advanced learners as well, with 37, 23, and 78 instances, respectively.

As advanced learners are considered to be more experienced language users with a greater capacity to reflect upon the language system, it was expected that they would apply more self-repairs than less proficient learners. However, results show that, in session 1, advanced L2 speakers surpassed only pre-intermediate learners (78 versus 25 corrections), keeping almost the same score of the intermediate group (78 versus 69 repairs).

In addition, it is interesting to notice that the frequency of *code-switching* strategies was not very high – only 9 instances, which were applied by only 3 participants in session 1. According to Faerch and Kasper (1983), code-switching is a CS which is not considered to lead to IL development, since it is usually based on the L1 linguistic system, thus, presenting less potential learning effect (Faerch and Kasper,

1983). Legenhausen (1991) claims that not all kinds of code switching are related to lack of a lexical item or semantic appropriateness, and that they may serve as discourse strategies applied to achieve specific communicative goals. According to the author, code-switchings can also be viewed as a speech mode, used by learners to emphasize their cultural identity (p. 62). However, in the present study, code-switching seems to have been applied to replace an L2 lexical item which was not available at the moment.

Examples of code-switching can be seen in the following excerpts:

- (18) Participant 11 – my house is yellow now and I'm very happy: with my my house ah and the contrast of the: green **grama** (speech excerpt from session 1 – Advanced group)
- (19) Participant 20 – I made ah made my: uh baggage and put some (.) summer clothes and (.) **sandálias** (speech excerpt from session 1 – Advanced group)
- (20) Participant 9 – I asked my mother if I could stay out of Blumenau because I want to: to do medicine I want to pass in the **vestibular** for medicine (speech excerpt from session 1 – Advanced group)

Another surprising result is the use of message abandonment strategies. Although the frequency use of this CS by advanced learners did not surpass intermediate learners in the same session (7 versus 10 instances, respectively), more proficient learners were expected to cope with communicative difficulties in a more effective manner and to be able to communicate by using their available IL resources, without abandoning the intended goal. Instances of message abandonment can be seen in these utterances:

- (21) Participant 7 – he asked me to go until the: until the store and I went with him and **I arrived there it wa...** he gave me a: the key (speech excerpt from session 1 – Advanced group)
- (22) Participant 18 – we have like to travel around the airport in buses and stop in in parts of the airport that the parts would go to all the places in in the united States that the students would stay so ah **I pick up one that one of that...** (laughs) ah my my parade my stop was (.) the last one (speech excerpt from session 1 – Advanced group)

4.2.3.2 Number and frequency of CS in session 2

The following table- 4.13, presents the CS employed by advanced L2 speakers in session 2 as well as their frequency of use:

Table 4.13
Total number of CS used by Advanced learners in session 2

Types of CS	Participants										Frequency of CS use
	7	8	9	10	11	18	19	20	21	30	
<i>Message abandonment</i>	1			1	2			1	1		6
<i>Message reduction</i>		1	1	1	1		2				6
<i>Message replacement</i>											
<i>Code-switching</i>	1			1	2	1		2			7
<i>Approximation</i>			2	1	1	1	2			1	8
<i>All-purpose-words</i>	1			1							2
<i>Complete omission</i>	1	3	1		1	1	3				10
<i>Foreignizing</i>				1	1		1	1		1	5
<i>Grammatical word coinage</i>				1							1
<i>Literal translation</i>				1							1
<i>Circumlocution</i>											
<i>Semantic word coinage</i>											
<i>Restructuring</i>	1	2	2	1	2		1			1	10
<i>Direct appeal</i>											
<i>Indirect Appeal</i>	1										1
<i>Overgeneralization</i>	4			1	2		4		2		13
<i>Transfer</i>	1	11	2	4	2	2	3	4	1	1	31
<i>Grammatical Reduction</i>	4	23	2	17	25	11	26	15	5	16	144
<i>Phonological Retrieval</i>	3	1		1	6	1	3			1	16
<i>Phonological Substitution</i>			1								1
<i>Phonological Reduction (mumbling)</i>		1						1	2	1	5
<i>Filled pauses (fillers)</i>		1		1		2			1		5
<i>Unfilled pauses</i>	28	7	9	19	26	9	23	43	33	16	213
<i>Umming and erring</i>	23	25	3	10	27	10	35	10	3	21	167
<i>Lengthening a sound</i>	9	3	18	20	40	3	37	5	2	51	188
<i>Self-repetitions</i>	18	43	20	36	35	25	23	11	8	24	243
<i>Error repair</i>	1	1	3	2	5	2	6	2		3	25
<i>Appropriacy repair</i>		6	4	3	1	2	3	1	2	2	24
<i>Different repair</i>		2	1	1	2		3	2		5	16
<i>Rephrasing repair</i>	2	4	2	1	1	1	1			2	14
<i>Own-accuracy checks</i>											
Total number of CS per participant	99	134	71	125	182	71	176	98	60	146	

As can be observed in Table 4.13, the number of CS used by advanced learners, in session 2, ranged from 60 to 176. The strategies most applied in this session were: grammatical reduction – 144 instances; unfilled pauses – 213 examples; umming and erring – 167 uses; lengthening – 188 instances, self-repetitions – 243 examples. These strategies were also applied by all participants, including transfer.

The CS of grammatical word coinage, literal translation, indirect appeal and phonological substitution were used, each, only once by participants 10, 7 and 9, respectively.

Additionally, the category of self-repairs presents a relatively high frequency among advanced learners. The second session overpassed sessions 1 and 3 in the total number of self-corrections, including error, appropriacy, different and rephrasing repairs - 79 instances in session 2; 78 uses in session 1, and 51 in session 3.

Two categories of CS showed a decrease in frequency from session 1 to session 2 in the advanced group: phonological retrieval and message abandonment. The former was employed 23 times in session 1 and 16 in session 2, which might indicate some improvement in learners' speech production processing, more particularly in the phonological encoding phase. The following examples show learners trying to retrieve and articulate some lexical item by saying incomplete or wrong forms till find the correct one::

(23) Participant 7 – a man that uh work uh worked on uh live doing **radic...radic** sports radical sports
(speech excerpt from session 2 – Advanced group)

(24) Participant 11- had a: radiations **rad...radi...** (.) radiação radiation (speech excerpt from session 2 – Advanced group)

The latter, message abandonment, decreased from 7 in session 1 to 6 in session 2. Although a slight decrease, this may suggest that as learners keep acquiring and practicing the L2, they are likely to improve their ability to manage their communicative problems through achievement strategies, as termed by Faerch and Kasper (1983). In other words, they avoid reducing the communicative intention and try alternative ways of encoding the message. Some instances of message abandonment found in the speech of advanced learners in session 2 can be seen in the following excerpts:

(25) Participant 7 – **it was a film that uhm** (.) **uhm...** (.) a lot of people working in that uh film (speech excerpt from session 2 – Advanced group)

(26) Participant 11-**it's very:** (.) **very...** (.) yes it's about this (speech excerpt from session 2 – Advanced group)

4.2.3.3 Number and frequency of CS in session 3

Table 4.14 shows the number of CS applied by advanced learners in session 3 and their frequency of use:

Table 4.14

Total number of CS used by Advanced learners in session 3

Types of CS	Participants										Frequency of CS use
	7	8	9	10	11	18	19	20	21	30	
<i>Message abandonment</i>							1		1		2
<i>Message reduction</i>		1									1
<i>Message replacement</i>											
<i>Code-switching</i>		3		2		1	4	1	1		12
<i>Approximation</i>	4		1	1	5	1	4	1	1	2	20
<i>All-purpose-words</i>							1		1		2
<i>Complete omission</i>		2				1			1		4
<i>Foreignizing</i>				1				1			2
<i>Grammatical word coinage</i>									1		1
<i>Literal translation</i>	1	1		1			1	2			6
<i>Circumlocution</i>				2		1					3
<i>Semantic word coinage</i>											
<i>Restructuring</i>	1	1								2	4
<i>Direct appeal</i>			1						1		2
<i>Indirect Appeal</i>	1	1	1		2	1					6
<i>Overgeneralization</i>	1	2					3			2	8
<i>Transfer</i>		1	1	3		1	2	5		1	14
<i>Grammatical Reduction</i>	16	15	7	18	12	11	19	13	6	13	130
<i>Phonological Retrieval</i>		4	2		2		1	1	1	1	12
<i>Phonological Substitution</i>	1									1	2
<i>Phonological Reduction (mumbling)</i>	2	2		2							6
<i>Filled pauses (fillers)</i>		1		2	1			1			5
<i>Unfilled pauses</i>	16	12	17	13	26	14	23	26	15	13	175
<i>Umiming and erring</i>	14	10	1		10	6	4	2		3	50
<i>Lengthening a sound</i>	29	19	21	27	23	13	12		11	33	188
<i>Self-repetitions</i>	14	19	16	10	13	14	31	5	2	6	130
<i>Error repair</i>	1	3		3	2	2	3	3	3	1	21
<i>Appropriacy repair</i>	3	2	2	3	3	2		1	1	4	21
<i>Different repair</i>							2			1	3
<i>Rephrasing repair</i>	1	1	1			1	2				6
<i>Own-accuracy checks</i>					2						2
Total number of CS per participant	105	100	71	88	101	69	113	62	46	83	

As can be seen from Table 4,14, the number of CS applied by advanced learners, in session 3, ranged from 46 to 113. Following the same pattern of the previous sessions (1 and 2), advanced learners employed a high number of grammatical reductions - 130 uses; unfilled pauses - 175 uses; umming and errings - 50 uses; lengthening sounds - 188 uses, and self-repetitions - 130 uses. The use of these CS may indicate a common set of strategies applied across proficiency levels, since all groups, despite some differences in the frequency of use, applied grammatical reductions, unfilled pauses, lengthening a sound, umming and urring and self-repetitions.

In total, 29 different types of strategies were used by the advanced group in session 3. Three CS were used by all advanced participants: grammatical reduction, unfilled pauses, and self-repetitions. It is also interesting to note that three types of strategies were used, each, by a different participant: message reduction, used only once by participant 8, grammatical word coinage, used once by participant 21, and own-accuracy checks, used twice by participant 11.

Self-repairs were also often applied in session 3, thus, suggesting that advanced learners were very concerned with the quality of their language output. Error repair and appropriacy repair were the most used strategies - 21 instances each. Examples of self-corrections can be seen the following utterances:

(27)Part. 9 – he wanted to: to have some (.) **to have a moment** (.) different with her (speech excerpt from session 3 – Advanced group)

(28)Part. 19- when they was **when they were** (speech excerpt from session 3 – Advanced group)

(29)Part. 21 – he find **he finds** out (speech excerpt from session 3 – Advanced group)

A noteworthy result is the increased use of approximation strategies from session 1 (5 instances) to session 2 (8 instances) and from session 2 to session 3 (20 instances). Such an increase might indicate that as learners go on acquiring more knowledge about the language, they become able to handle the linguistic resources they possess in order

to communicate items they do not know or that are still inaccessible. The ability to use their linguistic knowledge to approximate concepts may help learners to foster the automatization of some aspects of their IL system – an essential step in the learning process (Faerch and Kasper, 1983). Some examples of approximation, in which learners use an alternative lexical item that shares semantic features with the intended word, can be seen in the following excerpts:

- (30) Participant 9 – there were: **fishes bad fishes** [*intended concept: piranha*] (speech excerpt from session 3 – Advanced group)
- (31) Participant 19- jump in a in the **water** [*intended concept: lake*] (speech excerpt from session 3 – Advanced group)
- (32) Participant 11 – the **animal** [*intended concept: bull*] look very furious (speech excerpt from session 3 – Advanced group)
- (33) Participant 21 – a few **bad fish** [*intended concept: piranha*] (speech excerpt from session 3 – Advanced group)

It was also noted the use of 2 own-accuracy checks made by participant 11 in session 3, thus, indicating he was uncertain about a specific item in his speech. The 2 instances of own-accuracy check can be observed in the following examples:

- (34) Participant 11 – Chico Bento: are (.) are (.) **catching (?)** (speech excerpt from session 3 – Advanced group)
- (35) Participant 11- the bees are attac...a...ttack a:... (.) **attacking (?)** (speech excerpt from session 3 – Advanced group)

4.2.3.4 Types of CS across sessions

Table 4.15 displays the total number of different types of CS used by advanced learners across sessions:

Table 4.15*Total number of different types of CS used by Advanced learners in sessions 1, 2 and 3*

	Session 1	Session 2	Session 3
	<i>Number of different types of CS (TYPE1)</i>	<i>Number of different types of CS (TYPE2)</i>	<i>Number of different types of CS (TYPE3)</i>
Participants			
7	18	16	15
8	16	16	19
9	8	15	12
10	16	22	14
11	18	19	12
18	15	14	14
19	17	17	16
20	14	13	13
21	14	11	14
30	14	15	14

As can be seen in Table 4.15, in session 1, it was noticed that participants who employed more CS in general, varied the number of different types of strategies. For instance, participant 7 used, in total, 138 CS of 18 different types; participant 11 used 139 CS also spread over 18 categories of strategies, and participant 19 used 170 CS of 17 different types. However, there are also participants who used many CS, but of fewer different types. For example, participant 20 used, in total, 123 CS and participant 30 used 138 CS, both of 14 different categories. Another group concerns the participants who used fewer CS than the mean of the session (117.5 CS per participant), but presented a relatively larger repertoire if compared to the mean - 15 different types per participant. They are: participant 8, who used 111 CS, and participant 10, who applied 98 CS, both of 16 different types of strategies.

Session 2 follows a similar pattern. Three cases were identified – (i) participants who used more CS of a greater number of different types; (ii) participants who applied more CS within fewer different types and (iii) participants who used fewer CS of a great number of different types. In the first pattern are: participant 10 who used, in total, 125 CS of 22 different types; participant 11 who applied 182 CS of 19 different types; participant 19 who used 176 CS spread over 17 different kinds, and participant 8 who used, in total, 134 CS of 16 different types. In the second pattern there is only

participant 30 who used 146 CS of 15 different types. Finally, in the third pattern, participant 7 applied 99 CS of 16 different types.

Considering that the mean of CS use in session 3 is 83,5 strategies per participant, it is possible to state that this session presents the same pattern found in the first 2 sessions, except for the fact that the third pattern (fewer CS of more different types) cannot be applied here. In the first pattern (more use of CS and a larger number of different types of strategies) there are 3 learners: participant 8 who applied, in total, 100 CS of 19 different types; participant 7 who used 105 CS of 15 different types and participant 19 who used 110 CS of 16 different categories. Regarding the second pattern (more CS applied and fewer different types of strategies) can be included participant 10 who used 88 CS of 14 different types and participant 11 who applied 101 CS of 12 different kinds.

4.3 Communication Strategies: the relationship among L2 proficiency, frequency of occurrence and types of CS across different stages of IL development

A quantitative and a qualitative difference were expected to occur in the use of CS between pre-intermediate, intermediate and advanced learners. That is, the total number of CS used by L2 learners was expected to decrease across proficiency levels, whereas the types of strategies would go from less sophisticated ones, such as message abandonment, message reduction, message replacement, code-switching, complete omission, appeals for help and pauses, to more elaborated strategies such as restructuring, self-corrections, word coinage, overgeneralization, approximation and circumlocution. However, this prediction was not totally supported by the results. Concerning the total number of CS used, it was found that the intermediate group

surpassed both – pre-intermediate and advanced groups. This finding may be accounted for the following factors:

First, more proficient learners have a greater amount of L2 knowledge at their disposal, thus being able to handle the communicative breakdowns that might occur during communication in a more effective fashion, thereby resorting less frequently to CS. Therefore, it could be that, in the present study, the advanced group used fewer strategies than the intermediate group because of their greater knowledge of the language. This finding is in line with Chen (1990) and Paribahkt (1985), who concluded that better learners applied fewer CS due to their increased command of the L2.

Second, in the case of pre-intermediate learners, it might be possible that their low-proficiency level was too low to foster a more consistent use of CS. Such finding is corroborated by Poulisse and Schils (1989) who suggest that, in order for differences among proficient levels to be considered significant, it seems to be necessary that learners reach the minimal proficient level required for strategic language use. Hence, learners from a too low-proficiency level would not possess the minimal L2 knowledge to deal with the several communicative flaws they may encounter in the course of communication. Moreover, the fact that intermediate learners produced more speech in the three narrative tasks they performed, if compared to pre-intermediate learners, thereby providing longer stretches of talk for analysis, might have influenced the frequency of occurrence of CS in their monologues.

Intermediate learners also presented a larger repertoire of CS if compared to pre-intermediate and advanced learners. By analyzing intermediate learners' characteristics and their behavior in class (see description of classroom observation in Appendix B), it seems plausible to infer that the great number of different types of CS used is related to the learning profile of the group. First, this group of learners was highly motivated to

learn and most of them enjoyed participating in classroom activities. Second, when they were fostered to talk, they seemed more concerned about communicating, therefore paying less attention to speaking “correctly” (accurately). This probably made them resort to all possible CS at their disposal in order to accomplish their communicative goals.

Similarly, regarding the types of CS used, it was expected that advanced learners would apply more sophisticated or elaborated strategies than lower-proficiency learners, due to their wider amount of L2 knowledge. Instead, results indicate a group of CS used across the three proficiency levels, with a high frequency of occurrence. The CS mostly applied across the three groups of learners in the present study were: transfer, grammatical reduction, unfilled pauses, umming and erring, sound-lengthening and self-repetition. In the case of transfer and grammatical reduction strategies, it is important to have in mind that bilingual speech production has some specific characteristics. For well accepted reasons, L2 speakers’ knowledge does not reach the same status of their L1 knowledge – they usually present a smaller number of lexical items available; their grammatical, semantic and morphological knowledge is underdeveloped and problems with phonological encoding are commonplace (Poulisse, 1991, pp.207-208), which may lead L2 learners to experience problems in the conceptualization, formulation and articulation of the message, therefore producing speech somewhat ungrammatical, full of pauses, hesitations, phonologically problematic and slow. Probably, due to these processing constraints and having an entire L1 language system at their disposal, learners decided to transfer L1 features and/or make use of grammatical reduced forms so that they could communicate.

With regard to time-pressure related CS - unfilled pauses, umming and erring, sound-lengthening and self-repetition, Dörnyei and Kormos (1998) state that these

strategies serve as tools for learners to gain time during speech processing (p.368). According to the authors, L2 speech production requires more attentional resources than speech processing in L1, since procedures are less automatized. Automatic processes are considered to be responsible for skilled performance of cognitive tasks (Schmidt,1992). If learners do not automatize the speech processings (conceptualization, formulation and articulation), they have to rely on large amounts of mental energy (or attentional resources) to accomplish the task, therefore overwhelming working memory⁶ capacity (Schmidt, 1992). Because human beings are limited-capacity processors, just few mental activities can be performed at a time, thus causing L2 learners to process speech serially (Levelt, 1989; Schmidt, 1992). However, according to Levelt (1989), in order to produce fast and continuous speech, processing components should be highly automatized and work in parallel. When L2 speakers note they are having problems to communicate due to some processing constraint, they usually resort to CS that help them to provide more time to reallocate attentional resources and process speech, and to maintain an air of fluency, by holding the floor and carrying on communication (Dörnyei and Kormos, 1998; Ejzenberg, 2000)

The lack of substantial type-related differences among the three proficiency groups in the present study may also be accounted by the nature of the elicitation tasks. Because learners were performing monologic tasks, they might have felt that there was no need to exchange information since there was no interlocutor to interact with them. This might have led them to resort to those CS which were effortlessly and less cognitively demanding. According to Poulisse (1993), when L2 speakers are confronted with communicative problems, they seem to follow two general principles of communication: (1) the Least Effort Principle and (2) the Cooperative Principle. In the

⁶ According to Fortkamp (1999), “working memory is the human limited capacity cognitive system responsible for the temporary storage and processing of information retrieved from long-term memory in the performance of complex cognitive tasks” (p. 260).

former, learners choose to resort to CS which require less processing effort and, in the latter, they tend to use the CS which are more comprehensible for their interlocutors (p. 184). In the present study, L2 learners might have been more prone to following the Least Effort Principle, due to the nature of the tasks they performed: monologic tasks.

The use of the Least Effort Principle and the Cooperative Principle seems to depend on learners' discursual, situational and encyclopedic knowledge (Levelt, 1989). When L2 speakers conceptualize the message, they need to conceive an intention and select the appropriate information for realizing such intention, taking into consideration the specific requirements of the interaction. In order to be able to carry out these mental activities, the speaker needs to resort to large amounts of declarative knowledge, which will provide him/her with the necessary information to generate the intended message (Levelt, 1989, p. 10). As stated by Levelt (1989), declarative knowledge is built up during the course of a lifetime and reflects speakers' knowledge of the world and of himself (p. 10), thus, as learners differ in the quantity and quality of declarative knowledge they possess, it seems that they will also differ in the way they will apply this knowledge. In other words, differences in learners' declarative knowledge will cause differences in their choice of CS as well. To what extent learners' proficiency-level predicts the quality and quantity of their declarative knowledge and its influence on CS choice appears to be hard to define.

Another possible reason that may have contributed to the use of a common set of CS by the three proficiency groups across sessions can be accounted, on the one hand, by task-repetition effects on performance. Learners' previous experiences with the narrative task in the first session might have helped them in the following sessions, since they might have kept track of how they solved a particular communicative problem and decided just to apply the same procedures when a new problem arose. As

explained by Bygate (2001), “this proposition assumes that part of the work of conceptualization, formulation and articulation carried out on the first occasion is kept in the learners’ memory store and can be reused on the second occasion...”(p. 29). On the other hand, according to Bygate (2001), once learners are able to reutilize certain task-type properties in future communication, resources from their working memory system should be reallocated, so that learners could devote attention to other aspects of the task, such as fluency, accuracy or complexity. Thus, it could be that learners decided to use this common set of strategies to free their attentional resources and apply them to more demanding aspects of the task. However, as can be observed in the data set, few instances of improvements in fluency across sessions, as measured by the speech rate, were found. Yet the issues of accuracy and complexity were not addressed by the present study.

The next section discusses the findings concerning CS use and its effects on the development of learners’ oral ability in L2.

4.4 Results of Pearson Product Moment Coefficient of Correlation (2nd research question)

This section presents the results of the Pearson Product Moment Coefficient of Correlation (two-tailed), computed among STRAT, TYPE and SR variables, in order to address research question 2: Is there a relationship between CS use and L2 speech production development?. Results are presented according to participants’ proficiency level.

4.4.1 CS versus Speech rate: L2 oral fluency development in the Pre-Intermediate Group

Table 4.16 reports the correlational coefficients calculated between the total number of CS, the different types of CS as suggested by Dornyei and Kormos’ (1998)

taxonomy, and learners' speech rate in the first narrative task they performed: narrating a fact in their lives.

Table 4.16

Pearson Product Moment Coefficient of Correlation for the STRAT, TYPE and SR variables of Pre-Intermediate learners in sessions 1, 2 and 3:

	Session 1	Session 2	Session 3
STRAT	.313	-.206	-.349
TYPE	.440	-.383	-.509

N=10

* $p < 0.05$

** $p < 0.01$

- (1) STRAT stands for the total number of CS used by the participants in each session
- (2) TYPE stands for the total number of different categories or types of CS applied by participants in each session, following Dörnyei and Kormos' (1998) taxonomy
- (3) SR stands for speech rate measures, that is, the number of words per minute (wpm) produced by each participant in each session

As can be seen in the Table 4.16, results from The Pearson Product Moment Coefficient of Correlation between the total number of CS applied (STRAT), the total number of different types of CS (TYPE) and the speech rate (SR) including all pre-intermediate participants' scores show that there is no statistically significant correlation between these variables. This finding seems to indicate that pre-intermediates' L2 oral production was not influenced by their use of CS across sessions, both in terms of frequency use and different types of strategies applied. That is, according to results, for the L2 pre-intermediate learners of this study, L2 oral development is not related to frequency and amount of CS use.

4.4.2 CS versus Speech rate: L2 oral fluency development in the Intermediate Group

Table 4.17 displays the results of the correlations calculated among the total number of CS (STRAT), the total number of different types of CS (TYPE) and the speech rate (SR) of all intermediate learners in sessions 1, 2 and 3:

Table 4.17

Pearson Product Moment Coefficient of Correlation for the STRAT, TYPE and SR variables of Intermediate learners in sessions 1, 2 and 3:

	Session 1	Session 2	Session 3
STRAT	.385	.285	-.219
TYPE	.638*	.363	.287

$N=10$

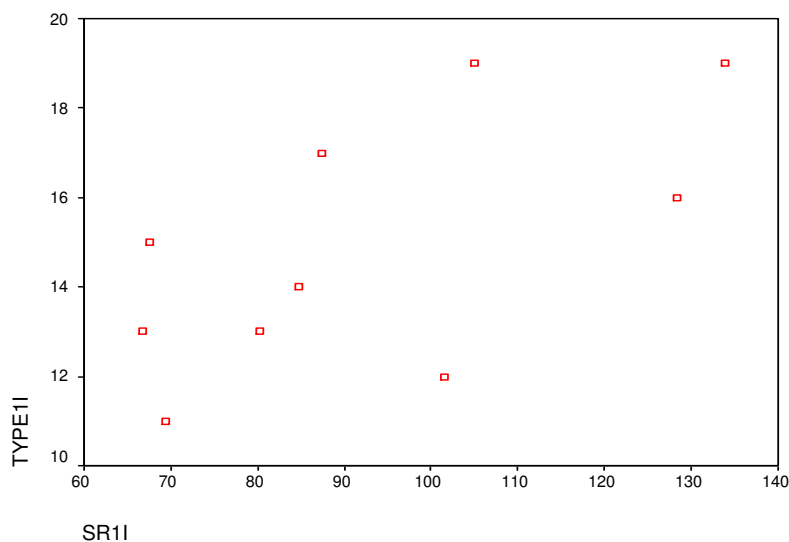
* $p < 0.05$

** $p < 0.01$

- (1) STRAT stands for the total number of CS used by the participants in each session
- (2) TYPE stands for the total number of different categories or types of CS applied by participants in each session, following Dörnyei and Kormos' (1998) taxonomy
- (3) SR stands for speech rate measures, that is, the number of words per minute (wpm) produced by each participant in each session

As can be observed from Table 4.17, The Pearson Product Moment Coefficient of Correlation indicates a statistically significant correlation between the different types of CS used in session 1 (TYPE1) and learners' speech rate in the same session (SR1), $N(10) = .638, p < 0.05$. This result suggests that learners who applied a greater number of different types of CS tended to have a faster speech rate, that is, spoke more and produced more fluent speech; and participants who applied a lower number of different types of CS tended to present a lower speech rate, implying less fluent speech production. This trend can be seen in figure 4.1.

Figure 4.1 Intermediate learners' behavior on the use of different types of CS and their speech rate scores in session 1



Sessions 2 and 3 did not present any statistically significant correlations among STRAT, TYPE and SR variables, which might indicate that there was no oral development across the three sessions. That is, for the intermediate learners of the present study in sessions 2 and 3, L2 oral development is not related to CS use, either in terms of frequency or types of strategies.

4.4.3 CS versus Speech rate: L2 oral fluency development in the Advanced Group

Table 4.18 shows The Pearson Product Moment Coefficient of Correlation computed among the total number of CS used by advanced learners, the total number of different types of CS and their respective speech rate in sessions 1, 2 and 3:

Table 4.18

Pearson Product Moment Coefficient of Correlation for the STRAT, TYPE and SR variables of Pre-Intermediate learners in sessions 1, 2 and 3:

	Session 1	Session 2	Session 3
STRAT	SR -.043	SR .346	SR .201
TYPE	.127	.359	.678*

N=10

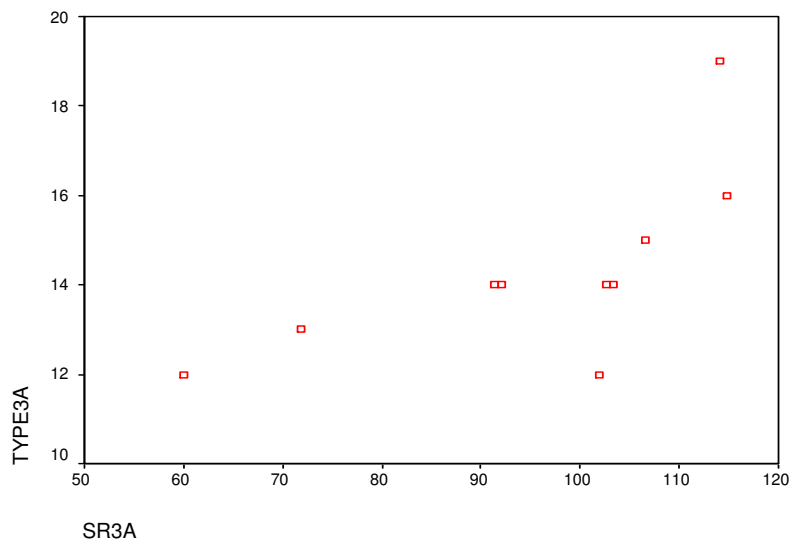
* $p < 0.05$

** $p < 0.01$

- (1) STRAT stands for the total number of CS used by the participants in each session
- (2) TYPE stands for the total number of different categories or types of CS applied by participants in each session, following Dörnyei and Kormos' (1998) taxonomy
- (3) SR stands for speech rate measures, that is, the number of words per minute (wpm) produced by each participant in each session

As can be observed from Table 4.18, in session 3, there is a statistically significant correlation between the total number of different types of CS (TYPE) and participants' speech rate (SR): $N(10) = .678, p < 0.05$. This relationship shows that learners who applied a greater number of different types of CS presented a higher speech rate, that is, spoke more or produced more fluent speech, whereas the ones who used a smaller number of different types of strategies presented a lower speech rate, speaking less fluently. These results are illustrated in Figure 4.2.

Figure 4.2 Advanced learners' behavior on the use of different types of CS and their speech rate scores in session 3



Similar to intermediate learners, advanced students' oral development seems not to be related to the frequency and types of CS applied in sessions 1 and 2, since no statistically significant correlation was found among STRAT, TYPE and SR variables in such sessions (see discussion of the correlational results in subsection 4.6).

4.5 Other statistically significant correlations

It is noteworthy that some statistically significant correlations among speech rate (SR) variables were found in the Pre-intermediate and Intermediate groups. Table 4.19 presents The Pearson Product Moment Coefficient of Correlation calculated between pre-intermediate learners' speech rates in sessions 2 and 3:

Table 4.19

Pearson Product Moment Coefficient of Correlation for the SR variables of Pre-Intermediate learners in sessions 2 and 3:

	<u>SRP2</u>	<u>SRP3</u>
<u>SRP2</u>	1	.797**
<u>SRP3</u>	.797**	1

N=10

* $p < 0.05$

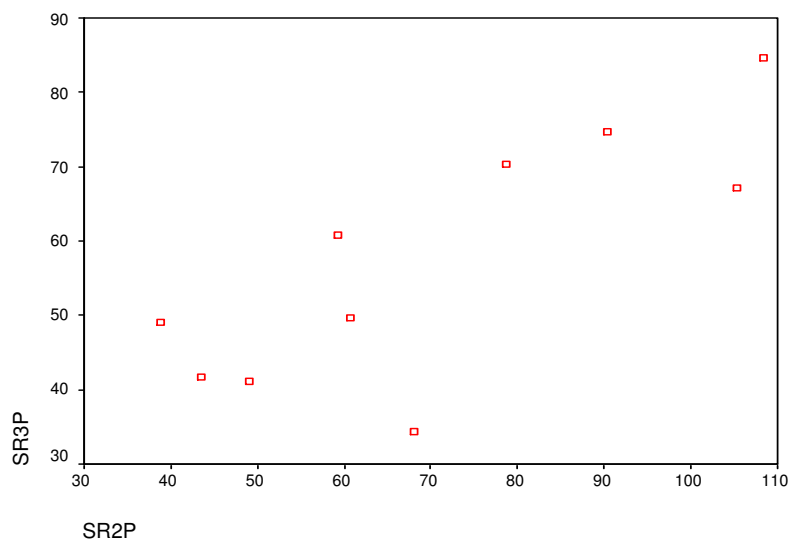
** $p < 0.01$

- (1) SRP2 stands for speech rate measures, that is, the number of words per minute (wpm) produced by pre-intermediate learners in session 2
- (2) SRP3 stands for speech rate measures, that is, the number of words per minute (wpm) produced by pre-intermediate learners in session 3

The statistically significant correlation between the speech rate of participants in session 2 (SRP2) and the speech rate in session 3 (SRP3), $N(10) = .797$, $p < 0.01$, may indicate that learners who spoke more in session 2 tended to spoke more in session 3 and the ones who spoke less in session 2 also spoke less in session 3, as shown in Figure

4.3.

Figure 4.3 Pre-intermediate learners' behavior on the speech rate scores in sessions 3 and 2



The lack of improvements in learners' speech rate may be due to the fact that, as pre-intermediate learners seem to possess a limited amount of linguistic knowledge, they were not able to use language to produce more fluent speech, thus keeping the same pattern across sessions.

In addition, The Pearson Product Moment Coefficient of Correlation shows a statistically significant correlation between the speech rate of intermediate learners in session 1 (SRI1) and the speech rate of intermediate learners in session 2 (SRI2): $N(10) = .718, p < 0.05$. Similarly, another two significant correlations were found – (1) between the speech rate of intermediate learners in session 1 (SRI1) and the speech rate of intermediate learners in session 3 (SRI3): $N(10) = .881, p < 0.01$; and (2) between the participants' speech rate in session 2 (SRI2) and in session 3 (SRI3): $N(10) = .851, p < 0.01$, as can be observed from table 4.20:

Table 4.20

Pearson Product Moment Coefficient of Correlation for the SR variables of Intermediate learners in sessions 1 and 3:

	SRI1	SR2	SRI3
SRI1	1	.718*	.881**
SR2	.718*	1	
SRI3	.881**	.851**	1

$N=10$

* $p < 0.05$

** $p < 0.01$

- (1) SRI1 stands for speech rate measures, that is, the number of words per minute (wpm) produced by intermediate learners in session 1
- (2) SRI2 stands for speech rate measures, that is, the number of words per minute (wpm) produced by intermediate learners in session 2
- (3) SRI3 stands for speech rate measures, that is, the number of words per minute (wpm) produced by intermediate learners in session 3

In both cases, the tendency was the same, that is, participants who spoke less in session 1 tended to speak less in sessions 2 and 3, thus decreasing their speech rate scores. Participants who produced more speech in session 1 also tended to produce more speech in sessions 2 and 3, therefore, increasing their speech rate scores, as shown in Figure 4.4 and 4.5, respectively.

Figure 4.4 Intermediate learners' behavior on their speech rate scores in sessions 1 and 3

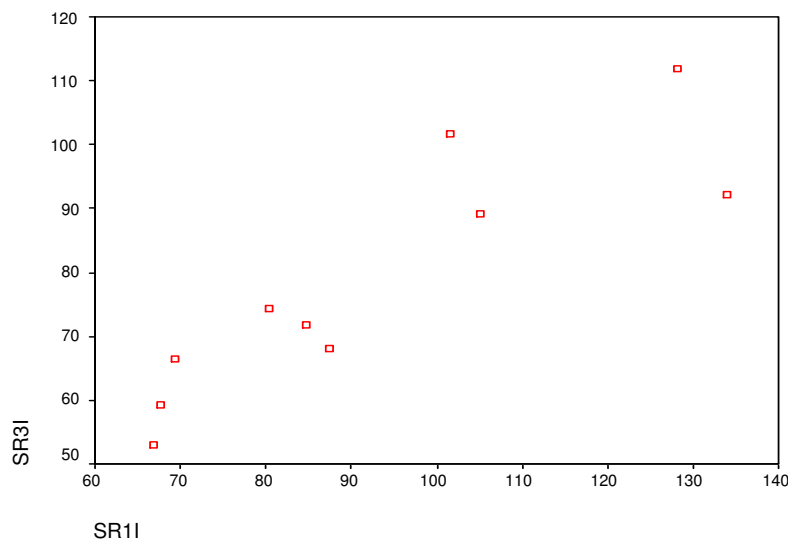
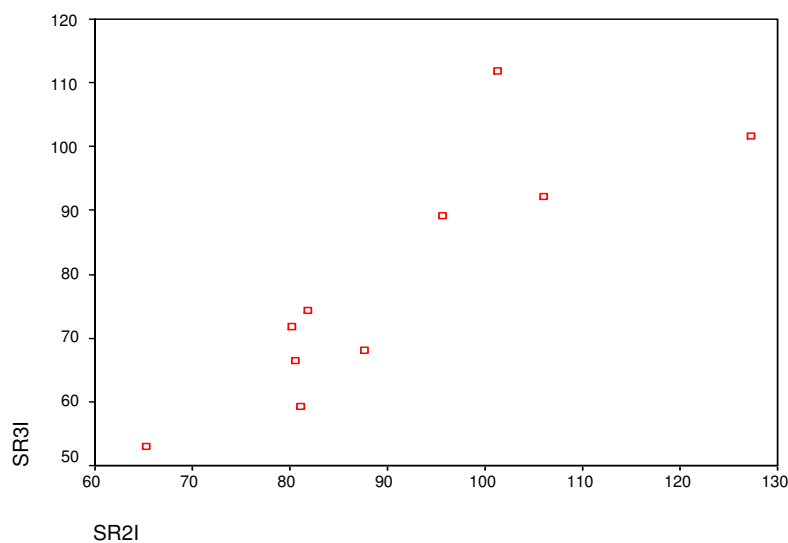


Figure 4.5 Intermediate learners' behavior on their speech rate scores in sessions 2 and 3



The statistical significant correlations found between the speech rate of intermediate learners in sessions 1, 2 and 3 might be related to individual communicative styles. That is, some learners may enjoy more talking than others. Another possible reason might be learners' communicative motivation. Learners who spoke less in both sessions might not have felt motivated to talk about the topics they were asked to or even, they simply did not feel motivated to talk without an interlocutor.

4.6 CS effectiveness on L2 speech production development: still a question mark

Concerning the second research question addressed by the present study, whether CS use would play a role in the development of learners' oral ability, no strong evidence was found showing that CS use is related to L2 oral development.

During data analysis, correlations were computed among the total number of CS used, the type of CS applied and learners' speech rate in each session. A significant correlation was expected between the frequency of occurrence of CS (STRAT) and learners' speech rate (SR) or between the total number of different types of strategies (TYPE) and speech rate scores (SR). Results indicated that only two significant correlations relating TYPE and SR variables were found in the data: one produced by intermediate learners in session 1 and another by advanced learners in session 3.

The statistical correlation found between the different types of CS (TYPE) and the speech rate (SR) of intermediate learners' in session 1 may indicate that participants who presented a high speech rate score (over the mean value = 92,49), also used a greater number of different types of CS.

Concerning the correlation between types of CS (TYPE) and the speech rate (SR) of advanced learners in session 3, it can be said that participants with a higher speech rate score were more prone to applying a larger repertoire of CS.

The lack of a statistically significant correlation between CS use and L2 oral fluency may apparently be related to the temporal variable used to measure oral production development: speech rate. In other words, it may be that measures of speech rate alone are not enough to capture the relationship between CS use and L2 fluency, that is, it would be necessary to look at other variables in participants' speech, in order to investigate the relationship between CS frequency of occurrence, total number of different types of CS and L2 fluency development.

As shown in the L2 speech production literature, fluency has been considered an ill-defined concept, since it may encompass a series of linguistic, sociolinguistic and psycholinguistic phenomena (Freed, 1995). According to Lennon (1990), fluency seems to be conceived in two distinct senses – the broad and the narrow sense. Whereas the former deals with a general term referring to oral proficiency as a whole, the latter suggests that fluency is only a component of oral proficiency, perhaps being extended to cover the term native-like rapidity, which seems to determine learners' perceived oral proficiency (pp.389-391).

Schmidt (1992) sees fluency as a temporal phenomenon and argues that fluent speech relies upon procedural knowledge, being, consequently, automatic and requiring little attention and effort. Non-fluent speech, on the other hand, is effortful, requires much attentional resources as well as is time-consuming and likely to present many hesitations and difficulties in combining words in an utterance (p. 358).

Besides considering the temporal characteristics of fluency, Pawley and Syder (1983) suggest that fluency is a result of the speaker's control on a body of lexicalized sentence stems⁷ which can be fully and automatically retrieved from memory in the form of chunks and used to minimize the effort of encoding new lexical items, thus, freeing attentional resources to produce new stretches of speech. As explained by the authors,

Memorized clauses and clause-sequences form a high proportion of the fluent stretches of speech heard in everyday conversation (...) Coming ready-made, memorized sequences need little encoding work. Freed from the task of composing such sequences word-by-word, so to speak, the speaker can channel his energies into other activities (p. 208).

⁷ According to Pawley and Syder, a lexicalized sentence stem is "a unit of clause length or longer whose grammatical form and lexical content is wholly or largely fixed; its fixed elements form a standard label for a culturally recognized concept" (p.191), which differentiates from memorized sequences in terms of social value. A lexicalized item is considered to be a conventional label for a conventional concept in the speech community (p. 209).

Taken together, the nature of tasks learners were asked to perform (narratives) and the mental energy (amount of attentional resources) they had to apply in order to perform a high complex cognitively demanding task such as speaking in an L2, may account for their apparently limited fluency improvement. As a great part of fluent speech seems to rely on a bunch of lexicalized chunks, easily and automatically retrievable from memory (Pawley and Syder, 1983) it may be that L2 learners either lacked knowledge about formulaic language or had their working memory capacity resources overloaded by lexical encoding process.

As most of the CS used by participants of the present study seemed to have been applied in order to compensate for lexical difficulties, it appears safe to assume that most constraints on fluency improvement are related to problems in the formulator, since it is in this processing component that translation from concepts into linguistic structures by means of grammatical and phonological encoding occurs (Levelt, 1989, p.11). According to Levelt (1989), the formulator is highly automatic and therefore, requires a great amount of procedural knowledge. Once L2 speakers have not yet developed such automaticity, it is likely that they will find several problems while encoding their messages. Automaticity and procedural knowledge are also assumed to be essential in order to map a semantic form to a lemma. As claimed by de Bot and Schreuder (1993), a new processing component is necessary to connect pieces of conceptual information to their lemmas representations – the verbalizer (Vbl). According to them, “the Vbl module is responsible for cutting up the fragment in chunks that can be matched with the semantic information associated with the different lemmas in the mental lexicon” (p. 193); however, this is only possible if there is a perfect match between all semantic structures and their lemma counterparts (p. 196). But, in the case of L2 learners, not all requirements of the semantic form may be

available in the mental lexicon or cannot be retrieved. Moreover, learners may also have incomplete semantic specifications for some lexical items, which causes a mismatch between what is intended and what is possible to say. In sum, the speech rate variable used to measure L2 oral fluency development in the present study, being a temporal variable, might not have captured all processes occurring in the formulator and the verbalizer processing components because of learners' lack of automaticity and procedural knowledge, insufficient semantic specifications and lemma representations, and, limited command of the L2 linguistic system, which are all likely to prevent learners from improving their oral ability.

However, according to Lenon (1990), it might be the case that, in order to determine improvements in oral fluency as a consequence of CS use, several other quantifiable performance features, besides speech rate, should have served as indicators of oral fluency, such as mean length of run, mean length of pauses, self-repetitions and self-corrections (Lenon, 1990, p. 387).

To conclude, it can be said that CS use is still a question mark in L2 speech production development, since its effects are not clear. One reason for that seems to be related to the concept of fluency and its measurements. The fluency dimension of L2 speech - in its broad and narrow sense as defined by Lennon (1990), is composed by a large and complex set of variables influencing L2 speakers' performance in different ways, thus, yielding different results depending on how they are assessed and interpreted across studies.

4.7 Summary of Results

The present study was undertaken to investigate the relationship between CS use and L2 speech production. The use of strategies in communication was assessed by analyzing oral samples of 30 L2 learners from three different proficiency levels, identifying and classifying them according to a framework proposed by Dörnyei and Kormos (1998). L2 speech production was assessed by means of narrative tasks and learners' speech rate in each task was calculated. Individual scores on speech rate were correlated to each participant's strategy use across sessions, considering type and frequency of CS used, so that it would be possible to check whether CS use affected or not learners' oral development in L2.

To reiterate, the first research question pursued by this study was to find out which CS were applied by L2 learners in different stages of IL development. Results demonstrated that, although the intermediate group seemed to have a larger repertoire of strategies, there was no great difference concerning the types of CS used by learners within different phases of the learning process. It was clearly notable that there was a common group of CS that was used across proficiency levels. The CS more frequently employed by all L2 learners were: transfer, grammatical reduction, unfilled pauses, umming and erring, sound-lengthening and self-repetitions. The frequency distribution among these most used categories of CS was also high in all levels. Concerning all instances of strategy use by all learners, the pre-intermediate learners applied in total 790 CS in session 1, 871 in session 2 and 874 in session 3, followed by advanced learners, who used 1175 strategies in the first session, 1144 in the second and 835 in the third one. Intermediate learners employed considerably more CS than the other participants from other proficiency levels: 1227, 1206 and 787 CS in sessions 1, 2 and 3, respectively. However, it was noticed that, in session 3, intermediate learners

decreased the number of CS they used if compared to advanced learners. Considering that in the third session learners were asked to narrate a story shown in a picture sequence, it may be that, due to their lower level of proficiency, intermediate learners were more objective and went straight to the point, whereas advanced learners were more worried about narrating all the details of the story, thus facing more situations in which they resorted to CS.

The second research question aimed at investigating whether CS would have any effect on learners' oral development in L2. The results from Pearson Product Moment Coefficient of Correlation do not entirely support the conclusion that CS may affect L2 speech production, due to the few instances of significant correlations found in the data. However, in cases in which a significant correlation was found, it seems that CS influence seems not to be strictly related to the total number of strategies applied during oral production, but to the type of CS used. Moreover, results seem to indicate that CS effectiveness are task-dependent; that is, according to the communicative task learners are asked to perform, they appear to rely more on some particular CS and/or decrease or increase the frequency with which they are used. On the other hand, it is also worthy to highlight that few instances of correlation between SR variables (the ones chosen to measure the production of fluent speech in real time, and, consequently, oral development) and TYPE variables (total number of different types of CS) were found in the data. Therefore, results appear to indicate that measures of speech rate only, do not suffice to analyze the relationship between oral development and CS use.

The next chapter will present the conclusions obtained from the results of the present study, the limitations encountered, suggestions for future research and some pedagogical implications.

CHAPTER 5

FINAL REMARKS

The objective of this chapter is to summarize the main findings of the present research project, which aimed at gaining a better understanding of the relationship between CS use and L2 speech production development. It is divided into 3 sections. Section 5.1 refers to the findings themselves. Section 5.2 deals with the pedagogical implications of these findings. Section 5.3 points out the methodological and empirical limitations of the study, and suggestions for future research in the Communication Strategies and L2 Speech Production areas.

5.1 Conclusions

The major findings obtained from the data in terms of the two research questions addressed by this study can be stated as:

- Finding (1): It was detected a common group of CS used across proficiency levels. The CS most applied were: transfer, grammatical reduction, unfilled pauses, umming and erring, sound-lengthening and self-repetition;
- Finding (2): The frequency of occurrence of the most used categories of CS was found to be high in all levels of proficiency;
- Finding (3): Intermediate learners proved to apply more CS in relation to the other learners;
- Finding (4): The intermediate group presented a larger repertoire of CS if compared to the pre-intermediate and advanced groups;

- Finding (5): The relationship between CS use and L2 oral development is weak, since only two instances of statistically significant correlations were found in the data;
- Finding (6): The statistically significant correlations found in the Intermediate and in the Advanced group were related to the type of CS used and not the frequency with which they were applied;
- Finding (7): SR measures alone may not suffice to analyze the relationship between CS and L2 oral development;
- Finding (8): Participants who used more CS also presented a larger repertoire of strategies. The ones who used fewer CS also presented fewer types of strategies. These results suggest a systematic use of CS in terms of the total number of strategies and the different types of strategies applied across sessions, thus indicating a pattern in the use of strategies.
- Finding (9): The speech rate of intermediate learners correlated significantly across sessions, showing that learners maintained a consistent flow of talk in the three tasks performed.
- Finding (10): The speech rate of pre-intermediate learners correlated significantly in sessions 2 and 3, indicating a homogeneous oral behavior among participants in the last two tasks they performed

In general lines, results of the present study support research on CS and L2 speech production showing that strategic behavior is closely related to psycholinguistic speech processes involving complex cognitive tasks, automatization of knowledge and mental limited information-processing capacity. That speaking is a highly cognitive demanding task seems no longer doubtful but the reasons why learners select particular ways of coping with difficulties in performing such a task remains intriguing. All in all, it is interesting to

see that oral performance involves a multitude of factors, which are not totally understandable, one of them being communication strategies.

5.2 Pedagogical Implications

As previously stated, this research project was undertaken in order to learn more about how learners deal with the possible difficulties they encounter during the course of communication, specially how these problems arise in speech production and what pedagogy can do to help L2 learners to overcome such problems.

According to Faerch and Kasper (1986), the overall goal of general FL teaching is to develop learners' Communicative Competence (CC), that is, "the ability to use FL in accordance with one's communicative intention while observing the pragmatic constraints of a given context" (Faerch and Kasper, 1986, p. 179). However, to make this possible, it seems to be necessary a conjointly use of linguistic and pragmatic knowledge. In this sense, how could we relate *linguistic* and *pragmatic* learning objectives to each other in order to make learners' CC develop? How to predict all communicative contexts which learners will be engaged in? In order to solve this problem, Faerch and Kasper (1986) suggest that learners should be able to apply their Strategic Competence (SC), so that they could bridge the gap between what they are taught and real life language use situations.

Regarding the results of the present study, a way to achieve Strategic Competence would be teaching CS to L2 learners. The common set of strategies which emerged from data analysis may enable teachers to deal with unforeseen situations and to help learners to be more prepared to face real life communication. As learners already possess some knowledge about CS, why should we not raise their awareness about how and when to use them appropriately? Therefore, the main goal of a communication-strategy based pedagogy

would be to raise learners' awareness about their linguistic potentialities. In this sense, teaching CS would enable L2 learners to:

- Overcome their possible communicative problems;
- Optimize communication;
- Bridge the gap between what they know and what they want to say;
- Develop their metalinguistic awareness, so that they can be able to decide on the best way to reach their communicative goals;
- Play a more active role in their learning process and expand their communicative resources engaging in hypothesis-formation processes;
- Automatize certain functions of the language, for instance, expressing uncertainty, paraphrasing, asking for help, and using formulaic language.

Regarding CS use and L2 learning, Faerch and Kasper (1983) argue that learning is a process of hypothesis formation and testing checked against evidence in the language contexts. Depending on the feedback obtained, these hypotheses can be either rejected or incorporated into the L2 linguistic system (p. 54). According to the authors, *achievement strategies* are the only CS with potential learning effects, since they aim at expanding learners' communicative resources, thus, promoting hypothesis formation and testing (p. 55).

Although Skehan (1996) argues against CS use saying that communication is meaning-driven and that the use of strategies bypass form making 'wrong' language structures fossilized and preventing interlanguage development (p. 51), the common set of CS that emerged from the present research might be useful for teachers in designing communicative tasks that may promote automatization. This seems to be in line with his framework for task-based instruction, in which the focus of attention of learners is

manipulated so that restructuring, accuracy and fluency can be achieved, leading to language improvement.

In addition, CS use seems to contribute to learning since it makes it possible for learners to communicate via alternative means, which may imply the use of less attentional resources from working memory. This may free cognitive pressure and learners, then, may be able to reallocate their mental resources to issues like fluency or accuracy or complexity (Mehnert, 1998).

Another important aspect to be highlighted is that, research on the development of strategic language users, specially, strategic readers, has shown that individuals who are considered good learners are also the ones who use more strategies and use them more effectively than poor learners (Paris, Lipson and Wixson, 1983). Thus, helping learners to become strategic speakers would enable them to elaborate, organize and evaluate their speech processes more effectively (Paris, Wasik and Turner, 1991).

The long-term pedagogical implication that follows from the present study is the reformulation of the speaking curriculum, including redesigning speaking instructional materials and course books; integrating strategies and the rest of the curriculum and, mainly, changing and adapting traditional teaching practices to new methods, such as enhancing learners strategic behavior. The need of a complete reformulation of the aspects involved in the development of strategic language users are reinforced by the disparity between the existing curricula and the strategic aspect of communication.

To reiterate, using CS as awareness raising activities in the classroom would imply having in mind the following points:

→ Strategic Competence (SC) constitutes an important aspect of Communicative Competence (CC) (Faerch and Kasper, 1986);

- Traditional classroom learning does not seem to produce skilful L2 strategy users (Faerch and Kasper, 1986; Willems, 1987);
- Learners need some basic awareness of how to benefit from CS use (Faerch and Kasper, 1986; Willems, 1987);
- CS use should be encouraged, if not to influence L2 learning directly, but, at least, to make learners feel more self-confident and motivated to communicate and use language (Faerch and Kasper, 1986; Willems, 1987);
- Language teaching correctness and appropriateness should remain the central issue and should not be replaced by the teaching of CS, thus, not bypassing form in detriment of meaning (Willems, 1987).

5.3 Limitations of the study and suggestions for further research

As stated in the Introduction, the present research project was carried out in order to investigate the differences in CS use across proficiency levels and, particularly, how this strategic behavior would affect learners' L2 oral development. The theoretical and methodological bases for this study comprised existing literature on Communication Strategies and L2 Speech Production. Nevertheless, research on both areas has superficially attempted to relate CS effectiveness and speech production development in an L2 from a quantitative perspective. Therefore, in this sense, this study is tentative and exploratory, seeking to find out correlations that could interpret CS not only as problem-solving mechanisms, but also as tools to enhance perceived oral fluency or, at least, to keep the communication channel open. Some limitations and suggestions for further research are:

1. Results cannot be generalized due to the sample size investigated. Although 30 participants have participated in data collection, it would be possible to state findings

more strongly if the study was carried out with a larger number of students and in a more naturalistic setting;

2. Learners' proficiency level was measured by in-house placement tests, which were not available to the researcher. This effect was clearer in the pre-intermediate group, which apparently, had some learners who seemed to have the profile of beginners. For future research, standardized placement tests should be applied before data collection, in order to control for the effects of language proficiency differences among participants;
3. The type of task selected to elicit speech production was narrative. In the L2 speech production literature, it is claimed that narratives are commonly practiced by learners in class. However, the fact that learners were asked to talk alone for 5 minutes maximum might have caused a strange feeling for some of them. A possible change would have learners performing dialogic tasks, in which they would feel more comfortable to talk.
4. No kind of data collection instrument was applied prior to the performance of the tasks in order to investigate which topics learners would like to talk about. The topics were determined by the researcher herself. Her main concern was to provide learners with a motivating and interesting topic to talk. A topic that would not bring them to some delicate and uncomfortable situation. For future research, questionnaires aiming at defining the topics of the narratives could be applied before data collection;
5. The sequence of pictures used to elicit speech in session 3 was piloted with L1 speakers, to check if it presented sufficient visual input that would make it possible for learners to talk for five minutes. However, for future research, it would be more interesting to pilot the material with L2 learners, so that particular features of the pictures concerning L2 use could be observed;
6. The present study drew upon speech rate scores to measure fluency development, following most studies on L2 speech production. Although it has been proved to be a

salient feature of fluent L2 speakers, speech rate did not suffice to analyze the relationship between CS use and oral development. Thus, in future studies, other temporal variables may be used to check oral fluency improvement, such as length of run, filled and unfilled pauses, hesitations and repair phenomena. In addition, an analysis could be carried out taking into account other aspects of language production, as for instance, accuracy, complexity and lexical density (Fortkamp, 2000).

As shown by the results, L2 speech production is a complex endeavor, which may present several particularities across proficiency levels and task types. As there has been a trend to follow a more communicative perspective in the teaching of an L2, and speaking has been taken as synonym of language competence in educational as well as in professional settings, much more research is needed to grasp all levels of complexity involving speech production. In this sense, it is hoped that the present study have contributed to some extra understanding of this skill and of human beings' ability to cope with the very beginning principle of life in society: **communication**.

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APPENDIX A
TRANSCRIPTIONS

Transcription Conventions:

(.)	pauses
(..)	longer pauses
:	lengthened sound
...	unfinished utterance
italics	emphasis in the utterance
<u>italics</u>	L1 word pronounced with L2 sound
(laughs)	laughter particle
(?)	question intonation
“ ”	speaker mixing his speech with the character's talk (free indirect discourse)
// //	stretches of speech effectively used for analysis

Pre-Intermediate I:

Session I

Participant 1

Ah two moths ago ah I went to Hoppy Hary São Paulo and I went with my cousin and my friends (.) an:d with the Wizard (.) English an:d there was there were many people (.) an:d (.) and was a sunny day (.) an:d (.) there are there are many (.) many (.) many things to do it's a big park (.) an:d (..) an:d in the end of the day (.) rain very much and at seven o'clock at night we (.) went home (.) we: (.) with the other peoples of São Paulo and (..) and there is there is (.) is everything (.) that I remember.

Total time: 1:49:15

Number of words: 93

Participant 2

// In the Christmas when I was eh four years old I: I want to: to receive a a little house (.) eh it was my dream so I I wanted a lot to (.) to give to to receive that eh in the Christmas so I: I: I (.) I receive that from my parents is a: little (.) house I still have this (.) eh (.) eh it was eh (.) white and (.) and I feel I feel happy when I I g...got it and (.) I: I play a lot all when I was a child was my (.) was was (.) ah (.) I: I liked it very much and I play a lot with with this little house eh with my friends (.) and there is in my house (.) this little house is is (.) it eh it exist eh yet an:d but it it very old it's very old but it exist yet and (.) and I: I play a lot with this an:d when: a child go eh in my house eh the child eh play with that and (.) and I will

never forget eh all all the times I've played with this house this little house eh because it was a dream that I I got and (.) and it was the best Christmas I I I... the best Christmas of my life and (.) uhm (.) it was uh it was the dream of my friends some of my friends got it too but uh some friends didn't got didn't get and they (.) they feel little a little sad but they they (.) they came to my house a lot of times to play with me // (..) my: (..) my I always will will remember that I feel happy with that and (..) all the time I see (.) that house that little house I remember what I lived there (.) and.

Total time: 5:00

Number of words: 267

Participant 5

// Well eh last year (.) I: I went to: Spitzkoff moun... mountain and with my friends (.) of school (.) and I get up at (.) five o'clock (.) and I: I I I take a bus (.) and three bus to to: to go there and I: meet with my friends (.) in the: the terminal (.) then I then eh we are (.) we go to to the mountain then eh (.) we: we: (.) we go to eh (.) then: when I... we: (.) we: (.) we are in the the top of mountain (.) we make eh (.) we make a: (.) a meal and but my friend eh Fábio (.) don't (jinaudible) then we we: after we: eh take the many many photographs many photographs and we: we: (.) after (.) we: we go to: (.) to to the the base of mountain (.) then we: buy many many eh t-shirts with with eh with textos text of Spitzkoff and tananã and (.) we: we go after to to to home of eh Fábio then we: we have a shower and and after we play we play games in the computer and some friends (.) go to your home to (.) to their home but I I stay in the house of F... Fábio Fábio's house and eh another day I: I have a (.) a breakfast (.) then I: after I go to my home (.) and eh the next // the next week (.) the: we: we saw the photogreiphs and (.) and we: we: (inaudible) the photogreiphs are very interesting and (.) well (.) this is.

Total time: 4:45:93

Number of words: 218

Participant 6

// Eh (.) well I go talk about eh maybe five years ago né I travel in the big sea boat né eh Poliness France Poliness né eh the boat eh had a: (.) fifty no eighty eighty-six feet né eh working with eh eh more five peoples and eh working eh: (.) anything in the boat né I cooking I washing I sleeping I I: date eh uh I work in sailor in the sailor né uh eh we travel for for one month and half in the: Pacific Ocean né is good time for me né is good time for me I I (inaudible) and eh good sound eh good beach good i...i (.) good eh (.) island né eh: this this travel eh begin in the the: Calápagos perto Taiti né and eh (.) arrive there is good place big mountains and good beach good waves né but eh very expensive né place expensive place uh this time don't I I don't have money né and and: working a lot in the boat eh because I need money né i...i...is very: very: eh (.) the distance is very long né for Brazil né is difficult for come money my my my family né eh and and I needed I needed eh working a lot né and eh uh one month in the Taiti and people inside the boat is is (inaudible) about anything né eh very nervous and I don't don't good eh eh looking (.) eh the people: between né the people: (.) no no good no good time né in the (.) the boat for a long time together né the: after this I changed the boat (.) I changed the boat né in Taiti and uh (.) eh I went go I went eh working the: the: the: Catamarã big Catamarã né the French Catamarã the name eh: (inaudible) is big new né eh (.) one million and hundred dollars maybe né the (inaudible) is good good (.) good boat né and the captain and the captain the: captain não né is eh (.) uh I forget the name the captain uh Miguel Miguel // Miguel né he is the Porto Rico Porto Ricano né Porto Rico (.) he is Porto Rico he's good man né talking Spanish né eh: we talk in Spanish every time né he is eh speak eh (.) eh he speaks the French and English and Spanish né good captain (.) big boat eh automatic boat né easy for for sailor né uh (.) for for travel né for na...navigator né easy né então he had I and he né working in the boat né for (inaudible) take the people in (inaudible) and go traveling in the other island of (inaudible) eh beginning in the Taiti after Morea (inaudible) Bora-Bora.

Total time: 5:00

Number of words: 342

Participant 12

Uhm I'm going to (.) Rio de Janeiro in last year uhm I and my frien... me and my friends going to Rio playing físsball and (.) eh in the travel ah we: going no we going ah t...takin:g very: brincadeiras ah ah I don't eu não lembro uhm (.) ah me deu um branco (.)

Games?

Yes m...much games and here in Rio no in Rio we play: físsball very much uh yeah. Here in Rio in the night uh we going to sleep (.) eh and the the player goin:g to the party going to the party and he's uh going to the alojament ehm bêbado uhm eh como é que é bêbado? Ehm and I'm: and the other day I'm: play físsball in in his: place (.) não tem mais o que falar.

Total time: 1:52

Number of words: 129

Participant 13

Eh (.) when I: go to the beach (.) I and my cousin we: (.) we are playing volleyball and eh I the ball goes go out the: (.) quadra (.) and I go to: (.) take the ball and I: I cair eh (.) eh (.) on: a man and he: (.) he stay hungry (.) and I have to take excuse me for him and my cousin eh stay rindo for (.) for me eh (.) then I go to: house and my father eh stay (.) ai (..)

And...

Ahm hungry with me (.) eu não sei...

Total time: 2:08:20

Number of words: 84

Participant 14

// Uh my name is Ana and I: I am thirty-four years old and I have two childrens and my first uh daughter eh she is uh fo...four years old and my: my son uh he is eh five months (.) and he was born in March this year (.) and: (.) my childrens is my life and I: have many difficulties about this but I (.) I want uh I want study English very much but I like it (.) and I I stopped for six months more or less (.) and I started I started again (.) my childrens study at (.) school for (.) for uh (.) how can I say for (.) Bem uh well eh my children eh study in Tereza Cristina school and (.) and my chil...my: daughter she is very happy for her brother but uh she is very (.) sad (.) too because your space ah: your space eh is is: (.) smaller (.) now with me and: she (.) she is a problem I: I come to English (.) but I: I: I have to come (.) my husband (.) and your name is Eraldo is help me about this but is more difficult ah Franciele understand (.) but I intend continue ah in my life ah in my life (.) many things (.) were difficult but I (.) uh I: (.) I understand // uh (.) us uh desafio um desafio (.) I (.) I learn biochemistry at (.) FURB and I I love it biochemical and is difficult too (.) I like (laughs) I like difficult things (.) I like suffer too (laughs) (.) I I intend uh...

Total time: 4:57

Number of words: 209

Participant 16

My name is Vivian my: I am (.) twenty years (.) in 1992 I: (.) I lived for Blumenau because my father was transfer where was transfer and and I and my family went here in 1993 I started the: class and I know Carol Carol my friend Carol is my friend since 1993 and (.) uhm and (..) eh continuamos friends eh when I: I get when I (.) when I (.) when I ai is difficult oh my God (.) I live here I don't know what I say (.) oh my: my mother was very very s...sick não triste seid (.) when she: come here because she doesn't (.) know (.) anyone (.) but for me is (.) for me went very good because I know (.) a lot of people and I: made a mate (.) a lot of mate and now I I and my mother know very people a lot of people (.) and when I (.) when I go on the street I know I: I: com...comprimentar very people and before no (.) uhm (.) I live in: in Blumenau ten years and I like (.) this city is very good live here eh: th...the people the Blumenauenses is: (.) nice (laughs) was ni... não are nice the Blumenauenses are nice (.) and (.) I don't know (laughs) what I say

Total time: 03:10:55

Number of words: 202

Participant 17

// Well on the: last weekend I: I went to Curitiba to a congress of medicine a medicine congress and: it was very good because I didn't: ah I went to Curitiba Curitiba on: (.) fifty no or five years ago and the: the city I didn't remember a lot and: I went there (.) and I: I see many things that I didn't see when I I went ah the congress I didn't go (laughs) because it was mo...more interesting the city than: the congress so: I stayed in a hotel with my friends and: we did a: a little a little not ah we went to: to walking for the city and ah: I would like to live there but I don't have uhm ah ou I can't know because I: have to finish my: my univers and I can't to: translate for there because 'cause I don't want know but I would like to do residence there and: the city uhm espetacular and: there is a lot of (.) flowers trees and it's very very clean and there is a lot of things to do and there is a lot of (laughs) shoppings and: it's very very good I don't know about the persons there because my: my uncle said that the peoples of the Curitiba peoples don't know very receptive but she: said that: (.) when he went to there when she went to there eh: she (.) she went she she she was wall well and the: (.) she is working and: the people help (.) her and but there is persons that said me that the persons of Curitiba are are not very good but I don't know and: what more I see there (?) Uh: What (?) (laughs) Well, the congress I went on Friday morning and: Saturday afternoon on Saturday afternoon I knew a: a teacher and writer that: he writeded the book that I used the: other semestri about Semiologia Médica and: he is: very good I: I liked much your: your palestra I don't know how I will go to talk well uh I I s...I saw my: my cousin that: I didn't see I didn't will see a lot of time and: he is very beautiful and very very good and: I would like to go to see the play eh (.) // Curitiba and: Corinthians but I: didn't could I couldn't and: because: I didn't (.) have the ticket but: and I dind't see on on TV because (.) it wasn't the TV it wasn't transmission I don't know and: but I know that Corinthians eh: win the play won the play and: I I can I come back on: (.) on Sunday (.) night (.) by bus and I: I arrived at home very very (.) tired.

Total time: 4:55:67

Number of words: 380

Participant 33

Ah a situation wa...it was happy or funny in my life eh was when my mom teach me: Math in the school he was she was my teacher an:d it was very funny because I don't know how (.) eh call her in: in the: (.) uh (.) in the in the school I I in the classes I don't know what ca...how call her I don't know if I call her of mom or teacher eh in the first class I call her of mom the then I eh I call her of teacher eh my friends are (.) eh they: they tell me "oh you see the the tests in in your house and because of this he s... you you going well in the tests" and I say "no I don't see she: she doesn't eh let me see the tests" but I I don't I don't: will very very well in the tests i...it was so so (laughs) uh she she teaches me uh for a long time (.) for four years I think an:d in in long of years I I: I'll be eh (.) I stayed ai acostumada (laughs) and to: to to to eh has my mom and teacher in in the school in in a place that I: I learn and my mother was eh there to: to learn me too (.) uh so now he she doesn't: teaches me anymore but I: I miss her a lot because h...she was a: a very good teacher for me an:d because I learn in the school an:d my doubts I: I (.) I come in the ho...in my house and: and that's for her too and what's very better because I I learn much more than the other students (.) an:d (..) I think is this I don't know (laughs) uh (..)

Total time: 3:00

Number of words: 296

Session II

Participant 1

The movie that I watch was Spider Man (.) and was a very good film (.) I want to see the fi... watch the film with my friends uhm in the Sunday (.) the film says about a: a man (.) that: that have much powers an:d he wants to save the world an:d when I s...when I watch the film the: cinemas was (.) very full many people was watching the film (.) an:d (.) uhm (..) and the f...the film I watched the Spider Man is the first of the five films an:d (.) uhm (..) ah the film was very good I liked the fi...I liked soo much the film an:d I: see this this movie two times in the cinema and I have this movie in my computer an:d (.) is this.

Total time: 1:25

Number of words: 128

Participant 2

// Well I will talk about Harry Potter because I am crazy by Harry Potter and I know everything about it about Harry's world uh the film eh is the story eh of the book Harry Potter and the Sorcerer's Stone or Philosopher stone in British is the same thing uh well in in the book there is more de...details than the film but the film is (.) is (.) is full of magic uh uh let's talk about the story uh the story is about a boy who discovered he is not like the other boys he is a wizard and he will go to study eh at Hogwarts a wizard school he received a letter from this school eh saying: "Dear Mr. Potter we are pleased to inform you that you've been accepted at Hogwarts school" eh so he he wants to buy a lot of different things to study at this school like a wand and he buy it buys uh those things at Diagonally a wizard alley in London eh (.) so he: his parents died when he was a child when he was one year old because a wizard killed them a wizard called Voldemort ah all the the wizards in the world don't say his name they say: "You know who" because Voldemort is a bad wizard and Harry is famous because eh all the wizards in the world knows know him because when Voldemort eh tried to kill him the: spell returns to return to: to him to Voldemort and Voldemort disappeared eh Harry is famous by Harry Potter the boy who wined eh (.) well he his life changes completely when he goes to this school eh there he learns potions transfigurations eh he learns to make spells he learns to he learns eh (inaudible) how to play (inaudible) a very popular wizards' game eh that you play with brooms and magic balls // and he liked the (inaudible) very much and he became a a (inaudible) a kind of (inaudible) player eh eh he ah he his uh his friend (inaudible) discovered his father was a (inaudible) in Hogwarts too eh so (.) so a a lot of eh strange things begins to happen begin to happen at the school and Harry (inaudible) his friends they have to solve they solve the mystery of the philosopher stone uh that's it.

Total time: 3:59:30

Number of words: 314

Participant 5

// Eh the movie (.) is The Lord of the Rings and: this movie eh (.) it's a movie of fantasy eh in the in the past (.) and a: a ring eh made by a (.) by a (.) a man a a (.) a bad man and he: he made the ring to dominate the all the the world but a (.) a a good man eh destroyed eh the not the ring but the the the the the man eh the man (.) eh that made the ring the ring and the ring eh and this this man that destroyed the other man t...eh took the the ring an:d and he: he us...he: he: used the the ring but he don't he: he don't take the to dominate an:d an:d he: (.) he live for many years because the the ring is the (.) eh had a po...had power much power and eh many years a..ago the: the man that make the the ring the spirit of this man eh back and an:d ah: (.) the a young man (.) eh called (.) the young man and your friends eh was designed eh designed that to: to protect the ring // and to: to carry the ring (.) at a hurricane no a não né (.) eh the mountain to destroy the ring and (.) and but the: the spirit of that man eh (.) is eh is eh (.) the spirit (.) dominate the the a: a magic man a (.) to: to help to: to give the a to to save the the ring of of the the little boy (inaudible) a young man and (.) a a magic friend of of this man (.) an:d and two friends of his of two friends of this this man this young man eh they: (.) they they are going to: to destroy the ring but in the: the way eh: they: (.) they: founded (.) many obs...eh many: many obstacle eh...

Total time: 4:58

Number of words: 193

Participant 6

Eh the movie that I saw (.) eh I liked is a eh: (.) Velozes e Furiosos in i...in Portuguese (laughs) in English is eh: Fast and: Furious and Fast uma coisa assim and and I don't know (laughs) but is the the good film and talk about eh: eh (.) the actor the actor is the same the the Triple X and eh: talk about the: eh (.) uhm eh cars né eh: (.) I don't know eh talk about...eh (.) the beautiful cars an:d (.) eh for the the the ride né the ride in the street (.) uhm and the: this man this actor né eh the same the the Triple X is eh: robb all the robb eh trucks (.) né is have eh: where is have eh: parts of the other other cars né and and uhm eh and say this par...th...th... this part for for for other people eh th... eh what construction cars né and have eh a lot of money for for invest in your in your cars for for rides né (.) in deserts (.) né and the name the desert (.) in the: Arizona maybe né (.) and eh: one policeman eh né eh (.) eh (.) and th...the police(.) men eh: (.) d... discovery this this eh this man né the robb th...this part the the car né the the trucks and: (.) I don't know (laughs)

Total time: 2:05:90

Number of words: 221

Participant 12

// I: s:aw the film (.) in eh Resident Evil in: ah three months ago (.) ah in the film I: (.) the ah achei: interes...interesting the die of the person (.) uh the: the film it's very good because is: (.) the because the film is (.) fu:turista ah it's: very good uhm I: eu achei uhm deixa eu vê eh the story of the film (.) I don't sei eu não sei ah very muito bem (.) eh ma...but I: (.) th...uh tenta contar uhm (.) the the per...the a group uh entering the in the: (.) base of the other: group eh the uhm kill the other persons eh install the bomb for kill the others an:d this group eh uh que was enter an:d (.) eh m...very much peoples die in the: in the m:middle of the film (.) eh because the group eh the of the base stay prepared ah for the attack ah deixa eu vê ah I like ah the film because he's future como I eh (.) uhm ah the actor is good bu:t bu:t uhm (.) uhm (..) the: clothes of the persons is very interesting because ah: is the all black is he: eh eh they parecia uhm (.) terroristas né que eu I: eu achei uhm (.) uhm deixa eu vê // (..) ai (laughs)

Total time: 3:23:64

Number of words: 206

Participant 13

// I watch eh I like to watch Homens de Honra né eh it's a film eh: who: speak ah: with racismo né in the USA eh fourteen years old eh quarenta anos atrás eh: a man eh wants he wants to: (.) eh ser a mergulhador assim naval mas daí eh but (laughs) in that época eh: don't (.) eles não they don't eh (.) deixavam entrar negros in the: navy and he: (.) the instructor of navy eh trapasseava with him eh: they don't wan...they don't want eh who eh go to the navy daí but his eh (.) eh but his eh but he has honra né and he stay in the stay doing the (.) o curso and he (.) win ele conseguiu then when ele when he is then a a nuclear bomb caiu in the sea and he is go to: (.) recuper them eh them né it but when when he is eh walking eh on the: on the sea a: submarine a Russian submarine stay and (.) eh tipo carregou ele assim daí ele começou passar mau ele he: eh recupered and (.) and eh achou a: the bomb and he has very: idola...idolatrado eh when he: go to the navy eh a (.) não sei uma barra de ferro pegou e caiu e broke he broke his leg and eh: he had to amputar a perna // eh then he eh he (.) botou uma prótese eh: e ele and he wants to: voltar come to: eh: mergulhar assim né daí: the instrutor who who: he have in the navy helpi helpi helpi him and eh he have to: to do a text and he pass on the text (.) is this.

Total time: 3:49

Number of words: 226

Participant 14

// Uh I: I will speak about: the movie uh The Others (.) is a fiction movie about eh a family eh eh suffers the tragedy becau:se ah: the mother kill eh your child's your daughter and your son but: she don't believe eh this and: (.) eh a ghost in (.) in this house (.) eh when uh others uh a...another family ah live and the story is very interesting becau:se eh only the end of film a: (.) a pessoa...uh the people was eh that w...uh that uh (.) is watch uh (.) uhm eh i eh eh understand what is happening (.) uh only the end and Nicole Kidman is a: is a: (.) a big actress in in this film I: like your work in this film ah and: all eh all things ah happening (.) in this house (.) all all the time and: eh (.) employers employers in this house is a ghost too (laughs) is a ghost too ah and: (.) uh including your husband (.) so eh a a bizarre film but very interesting (..) uh the kids the kids // your your child eh (.) eh understand understand eh: que eh (.) que that they are ghosts because a: medium (.) uh uh medium this uh uh new family eh (..)

Total time: 3:33

Number of words: 174

Participant 16

// I can talk for: The Others (.) I watch the: the film in (.) in last year and I think is very good but I: I went I: I stay stayed afraid uh but is very nice I watched eh (.) in November with my friend and the story is very interesting interesting because the start of the (inaudible) and (.) and the: the: story eh (.) a... is about (.) the woman and she live (.) eh: with yours your (.) your sons she have one one daughter and one son the: the dau...daughter have about eh uh uhm five five years and the son have six so so I don't remember and and they're live they lived in hous a big house is very: very: (.) eh dark is: the house have (.) a lot of

(.) bathrooms bedrooms rooms and is very big and (.) the the daughter (.) she starts she start eh: escutar eh: noise and he: he apparis the fantasm but eu du...during the: the film ap...appari...apparis (laughs) the: the (.) ai the mai... não como é que é marido (.) marid sei lá the: the woman and is very (.) very: machucado hurt and is (.) is whi... is (.) he is white and very: hurt and he: when she (.) s:aw the: the husband // he don't (.) he don't acredita cra... sei lá (laughs) and (.) he: ah I don't remember what I (laughs) what speak is very difficult and no and the children né (laughs) he escutar sno...eh noise and (.) start apparis (.) the fantas...ghost and he's he he she she: stayed afraid too and the end of the film eh the: ghost is the people is the children the: the childrens the husband and the wife and the ghost than apparis in the during the film is the people than live in the house (.) eh and I: I can now I can I I would like the: saw see the film because I (.) entender mais (laughs)

Total time: 4:38

Number of words: 202

Participant 17

Well I will go to talk about the Moulin Rouge ah I love music musical movie and: I loved this and I: I saw a lot of times because I (.) I liked the the musics ah (.) the musics of the movie (.) and: (.) eh (.) ai cara e agora uh the clothes the: the actors and the production is wonderful and: (.) the movie talks about a girl that he: eh she works in a: cabaré and: the writer is is loving (.) uh is liking her and: but he can't to to marry with her because uh (.) there is a: (.) there is a (.) other man a: rich man that wants to: to marry with her but: she needs to talk with the rich m...rich: man uh because is uh if she don't marry with her with him uh the cabaré goes to close and: (.) in the end (laughs) ah she she stay with the the writer and: she dies ah (.) th... this movie I: I liked the finish because (.) this is the history and the: the: (.) I don't know eh (.) eh desculpa.

Total time: 2:38

Number of words: 179

Participant 33

The film I'll talk about it is Sweet November ah: I w...atched with my friends uh three friends I think uh: it was a great film uhm: the story: tells that a: a woman uh: do kidnaps eh maybe (laughs) to: to mens that she liked or she wa...she think was beautiful uh an:d each month she: she kidnap one one different man and at November she she takes uh I don't I don't remember the name of the guy uhm an:d he didn't want to stay with her bu:t eh but eh she wants and he go live with her in her house an:d after she: when finish November she: didn't want to stay with eh with him but: but he want to stay with her and so he discovered that she was cancer I think an:d she was very ill and eh (.) she didn't want to: to he see her eh ill bu:t sh...eh he: stay eh in her side and help her and: in the fim in the end of the movie they don't stay together it's bad (laughs) but: it was the this he stay eh (.) very very sad but he she didn't want he...he in in his side then she he go away (laughs) uh: I liked very much the movie because it was romance story and: it was a very beautiful film uh: the place were very beautiful uh it wa...it have very trees and and very naturis (.) it was a very good film I liked very much an:d I want see again because I liked very much but: I: I dind't I didn't have time to see again.

Total time: 2:34

Number of words: 278

Session III

Participant 1

Chico: Chico Bento and Maria (.) are talking (.) an:d (.) and: and they walk (.) th... (.) they are walking when: they see a bull (.) they start to run (.) and the bull takes Chico Bento (.) and (.) an:d Chico Bento falls in the f... in the floor (.) and: then: go up in the tree (.) he see the bees bees and (.) Chico Bento and Maria start to run again (.) and pull in the water (.) they are they go swimming (.) and they see the fish then (.) they go out of the water (.) and (.) they stay uh talking (.) an:d (.) and then the fa...eh Maria's father arrive (.) takes Maria and (.) and go home.

Total time: 1:24:35

Number of words: 105

Participant 2

Chico Bento was talking with Rosinha and he was talking eh he (.) he wants to: show hi... to show her eh (.) eh her his (.) braveness so he: he entered in a in a camp with a dangerous animal and this animal eh shooted him eh (.) eh back to: (.) to Rosinha Rosinha was (.) Ros...Rosinha w... eh (.) go to (.) went to him and he was fine he (.) he: (.) he (.) go to a tree to: (.) to get some fruits and there was a (.) was a (.) was a lot of bees they they run and they: they: go to the: the water a river a river probably it can be a lake and there was eh dangerous (.) eh fish wi... eh the the fish attack attacked them and then they: go out of the the water Rosinha was angry eh and he: he has an idea (.) he he told he told her he: (.) he likes to (.) he made all this things but (.) eh what happen eh in that day not happen all all the days and she believed in him eh so: so his father take takes her to go to home and Chico Bento was (.) alone.

Total time: 2:45:37

Number of words: 194

Participant 5

// OK the: Chico Bento and your your girlfriend are in the: in the: (.) eh the the girlfriend is down and Chico Bento is saying (.) something (.) then the: the: pick many (.) many flowers but (.) a: (.) a cow a buffalo come and and: and: Chico Bento and the: and the cow eh (.) the cow: (.) eh run and (.) and the Chico Bento (.) flow (.) flow uhm and (.) and eh but after: (.) he: he: uhm eh uhm went to a tree in the tree to take (.) fruits but (.) but in the tree was a: a: bees then: then they run (.) and: and jump in the water (.) in a lake (.) and: but in the lake (.) eh: was eh (.) eh furious (.) fishes then they: they jump eh of the the lake and your girlfriend (.) is a angry (.) but but Chico Bento: eh had a idea (.) and: (.) and then eh: (.) they: (.) they eh he say to: something and your girlfriend was not a angry and (.) and (.) but in the end the father of the eh his girlfriend // (.) come came and: and: and: th...eh (.) and take the: the the the your girlfriend né is (.) the girlfriend to: home to her home.

Total time: 3:25:54

Number of words: 168

Participant 6

// Eh: Chico Bento talk with eh Mariazinha about the: other side né other side the: the walk né and “Ma...Mariazinha come comes me go over over there eh other side the (laughs) the walk” eh Mariazinha “ok (.) go on” aí jump the walk and other side eh: Chico Bento take flowers for eh: Mariazinha but have one bi:g cow and eh (.) eh strong cow and: take eh take uh Chico Bento (laughs) take Chico Bento and: uh jogou eh eh uhm eh (.) and Mariazinha jump come ba... to come back and the: the cow take a a Chico Bento and tumm (laughs) and the (.) Chico Bento eh: (.) uhm come back other side the the walk and the talk eh: Mariazinha “eh Maria...eh Ma...ei Mariazinha is no no good idea uh and: I go take one fruits for you” eh “ok ok (.) I like fruits” take Maria...eh talk Mariazinha (.) eh and: when (.) Chico Bento eh: (.) go to o... eh upstairs the a the tree eh: (.) see the big eh: the big colméia I don’t know and the: (.) and (.) come down né and run (.) fast because the: I don’t know abelhas abelhas (laughs) eh (.) follow: follow: follow they follow they né and jump in the the the lake (.) for escape the abelhas né and inside the lake eh: the piranhas come (laughs) and and eh and no good idea too né and eh go to outside the lake (.) and: Mariazinha is very (.) talk talk // uh for uh Chico Bento “hey what’s happen (?)” (laughs) “so easy” (laughs) aí aí: Chico Bento “ah I have a new good idea” and Mariazinha “what’s idea (?)” “I love you” (laughs) Chico Bento talk for (.) she and and this moment eh your fathers your fathers Mariazinha come and: take Mariazinha for house.

Total time: 3:34:62

Number of words: 240

Participant 12

// En:tão Chico Bento and eh your g...girlfriend eh eh uh ehm (.) uhm go uh ah for a place (.) né eh he is jumping a cerca and walking about the: ah about ah walking on the: uhm on the fazenda in this: fazenda uh uh: a: big and wrong uh and ugly (.) touro uh (.) attack uh the: Chico Bento and your girlfriend uh the boi is uhm kick the ass of Chico Bento (laughs) and your girlfriend uh running (.) yes the Chico Bento is uhm como é que é cai (?) (.) caiu of cai com with your: cara: in the wall né mas: but he: was recuperated

uh né he (.) uh uhm Chico Bento see a: a tree with: with a with fruits (.) he: (.) eh: sobe on the tree uh: for take the fruits of for of your: uh girlfriend but in this tree have a: uhm ninho de abellha (.) né he see the: he see the ninho and the a...abelhas atta...attack him he is jumping he and: she jumping on the uh on the water for eh for don't don't attack for the abelhas but in the water have a two fishes eh: two wrong fishes is eh eh eh he is faminto eh eh when he see the fishes // he jumping for out the water uhm eh when he jum... eh when he stay in the wall (.) girlfriend of Chico Bento eh briga uh: with him (.) ma...but uh he has a good idea (.) eh he: eh he and she uh (.) s...the was walking for: your house but when when we walking when we and s...when he and she walking (.) the: father of girlfriend the Chico Bento ehm eh chama: the ela (.) e: (.) e ela e: your father take she and uh leva for your house.

Total time: 4:11:30

Number of words: 208

Participant 13

Eh Cascão and Rosinha and and he's (.) talking: he's talking eh: he they they go to the: (.) flowers they go to see the flowers but a: a bull (.) go and she throw Cascão (.) and (.) ah Chico Bento que dizê (laughs) eh eh Chico Bento say fly and (.) and caiu né in the floor eh: then they go to the: then then Chico Bento go to the tree and it take (.) oranges and uh (.) enxame de abelhas they come behind there then he: eh jump at the: water and fishes uh uh run behind swim behind behind that th...there then Rosinha eh stay hungry with Chico Bento and (.) Chico Bento have an idea eh: Rosinha stay very happy (.) and the father of Rosinha chegou and eh (.) levou (.) ela for the home.

Total time: 2:07:38

Number of words: 129

Participant 14

// Chico Bento (.) eh: in love Rosinha and: he (.) he talks about flowers and he: jump and give some flowers for him but a (.) a bull (.) a bull eh: very big and (.) bravo eh não don't (.) don...don't take (.) flowers (.) and: he takes a (.) a pain for this and he fall in (.) and he fall Rosinha: (.) so uh talk about fruits and: (.) and (.) after (.) Chico Bento will go take (..) by bees (.) African bees are in a tree and after Chico Bento and Rosinha jump in a lake but there there are uh very (.) fish piranhas fish and: they (.) they out the lake and Rosinha fight with uh Chico Bento (.) before this and Chico Bento have idea (.) eh: Chico Bento says what uh uh he eh he is enough for (.) for her // and Rosinha (.) uhm Rosinha: agree (.) but your father no.

Total time: 3:14

Number of words: 133

Participant 16

// Magali and Cascão was sitting the the: (.) in the pass in the: (.) was sitting and he: he (.) he: como é que é levar (?) (.) and they they was they went eh pasto pasto and she: put não she: (.) he he: gave the flower for Magali and and when eh apparis the: animal very very (.) horrible the animal it was eh the animal was very: eh boring não a very (.) bored brabo é bored não bored é chateado é tá and they: they they was apavored and the animal (.) played the Cascão and they: they fléu flóu in the: down and the Cascão was (.) esconder in the: trees and the when s...he saw the: abelhas and the: abelhas eh went (.) não (.) went (.) went to: Cascão and (.) he and the Mágali eh was eh (.) to start eh run and he: (.) he put não he: (.) so they they: they go to the sea in the sea (.) they: they: saw the fish the fish was very: very very: (.) dangerous and so // they are go to the: (.) the: terra (laughs) so the Mágali (.) eh: brigou wit...with Cascão and and (.) and he: (.) he was a dia do she they are talked and he: was as pazes was não fizeram fazer he: they make the pazes so the father of the Magali apparis eh arrived and he: (.) he lif... he: left the Magali for to the house.

Total time: 4:00

Number of words: 167

Participant 17

// Uh the history about Rosinha and Cascão and: they are talking in a: near a tree and they start thinking what to do and: Cascão said to: to them to go to take a: (.) a some flowers and: they went a: a other place and there there was a: a big animal and: the animal was (.) was strong and big and bad so: they: they stayed very very (.) uh busy because there they dind't have uh they didn't know what to do so: Cascão eh jump (.) and: Rosinha uhm (.) go out there uh: she: was running and: Cascão was (.) very complicad complicate and: so Rosinha and Cascão uh go out there eh go out there uh went to so Ca...(laughs) Cascão and Rosinha eh: ai eh (.) they: found a tree and: (.) and they: (.) well ah Casquinha and the: (laughs) Casquinha Cascão and Rosinha eh (.) didn't could to: (.) to: (.) I don't know so they found a a lot of eh (.) a lot of (.) birds and: they they they have to go out there // because the birds was a: (.) was was perigous I don't know so they: they (..) they jumped in the water and: they found a lot of fish a bad fish and they ha...they had to go out there so Rosinha it was very very: (.) ah (..) ah so Rosinha didn't like what it happen because they: they: (.) they pass ah a lot of confuse and: Cascão said that they they was well so she: she: she kiss her him and: (.) after uh her father arrived and: Cascão stayed alone and: Rosinha (.) uh went with your father.

Total time: 4:56:50

Number of words: 170

Participant 33

João and Maria are: sat an:d and talking (.) so João takes her girlfriend and they walk and jump a: (.) a gate uh so they find a: a bull and the bull is looking at they uhm the bull (.) uh (.) the bull p... uh (..) touches in João and João takes a jump uh he falls on the floor an:d and Maria talks with him to see everything ok uh João eh: hides on in the tree an:d there is a lot of (.) uh abelhas and they: they run a: after after João and Maria an:d they fall in a river and there is a lot of fish an:d the fishes are: (.) are biting the: the two Maria eh stays mad with João and João has a an idea (.) uh he says the idea to Maria and he likes he likes very much so she hugs João an:d then comes the dad of Maria and he stays very mad with he with her because she is dating João.

Total time: 1:57:60

Number of words: 166

Intermediate I:**Session I**Participant 22

I'll tell you about a travel to: to France with my parents and my sister when I was (.) twelve years old I went to France to visit my relatives I have uncles eh in France in Paris and in another city that is (inaudible) an:d I never I never: (.) went to France or to Paris and it was very nice eh a lot of my (.) relatives there uh I didn't know him know them eh uhm I met my cousins too and it was like a: family meeting (.) uh because my family there are people in France in Senegal in Africa in Lebanon so eh sometimes we: we did a: a meeting to...(.) with everybody so that day was in Paris so we we visited a lot of places eh eh Eifel Tower eh museums eh castles (.) an:d it was very (.) very nice eh (..) I went to the beach in in France a beach with eh there wasn't eh (.) the beach was with stones a little stones it's different than here in Brazil it's very (.) curious an:d (.) I went we went me and my family we went to: to Switzerland too for a day and (.) in one day only because there we: we go only by train to the places I went to: to (inaudible) that it was a: it is a: a ice place eve...everything is made from ice uh a bed a table everybo...everything is (.) made from ice uh: (.) we went to Spain too but only two days it was very (.) quick only we can't we couldn't (.) uh we couldn't visit a lot of places there and we: we stayed in Paris with in (.) my: my uncle's house and (.) and it was very nice (laughs) (..) let me remember something (.) so we took a lot of photos there and (.) we have we have a lot of photos from this travel I think it was the last meeting with all the family and (.) there is sometime that we don't that we don't uh meet uh the relatives who live in in France or Senegal.

Total time: 4:56:74

Number of words: 343

Participant 23

I speak eh: about my one one party eh in last year the party is a graduations eh party and it's ver...was very important for me because eh in this party I start eh (.) how can I say namorar (?) I don't know but I I in this party I I know my boyfriend and and eh until now I I stay... and this party eh it's in this party was hot and I was (.) and I was with a red (.) red dress he: he was very handsome too eh with with a (.) eh clothes uh blue blue clothes (.) eh eh I I dancing all the: the the party eh: and only go out wit...when the party ended and eh there there was a lot of people eh who was our friends and eh the music it's it was very good eh it was (.) (inaudible) (.) and (.) and eh one in in one moment eh in the middle of the party eh we: we talk and (.) we decided to to start our rela...relation and I I I was in this moment very very happy eh and (.) I I think he he he was too and (.) eh in the end eh he he left me at home and (.) next day eh he he tal... he he he talk with me on on the phone (.) and he start to work with me in next month eh after after the party (.) uhm and (.) he... (.) (laughs) I don't know what I can say more.

Total time: 3:41

Number of words: 246

Participant 24

I'm a: tourism student an:d some time ago me and my friends went to a trip in Florianópolis we stayed at Dunas Hotel was very cool eh we: ordered a pizza 'cause we were hungry and we called the disk pizza and ask the flavors and gave the hotel in eh address (.) few minutes ago they delivered and we all: (.) thought very (.) funny because the pizza came in a box like in a shoe box so it wasn't a normal pizza round you know (?) it was (.) in the box we never see that before so was very (.) nice eh something different you know (?) to start the trip we: eat it was very good then we spoke and went to bed because the next morning we have to wake up early to go to (.) Ilha (.) de Anhatomirim then the next morning we wake up and go there was a very good trip by boat we were very excited to know the place for the (.) beauty you know (?) involved and was very cool during the: (.) during the time we were in the boat we saw dolphins you know (?) or something like it was very cool too a new experience to the group (.) when we arrive eh we visit the museum an:d the forts and s... eh we s... learn about the history of the place was very very cool everybody like it (.) we: take many pictures and laugh and talk a lot (.) we were very tired when we came home eh in the boat many people fall sleep and in the: bus (.) from Florianópolis to Blumenau too was very (.) silent the (.) the coming back trip so when we arrive we have to report the trip to the teacher that went with us an:d everybody (.) kind of (.) wrote eh what what eh: liked or didn't like it an:d the teacher evaluate the trip was very interesting to the group to the relationships between (.) the (.) how can I say (?) the group to: we met eh we talked with someone we never ha...had a real conversation before we make uh new (.) friendships you know (?) was very cool even to know the teacher that was with us (.) then (.) sometimes we make trips in my course the last one we went to Gramado (.) to a techno-hotel was a (.) trip of three days the hotel was very good and was one hundred students.

Total time: 4:55

Number of words: 395

Participant 25

Well (laughs) I I travel in to to Espanha in the beginning of the this year I I I give I give I won a: a travel to Espanha for: for for study in at the university of the Valladolid and I and there I I know m...very people I know a lot of people and my tut...my my tutor I don't know say it's in English but (.) but now in Espanha the the Spanish people are very very good persons but in someone are very stupid (laughs) very very people in Espanha very close I I think that is that that that this person is very very very I don't know to say in English but I: I think that this person is very very stupid someone ah:... and bem well I I travel around the the the Valladolid and and I I know very very cities very big cities and very small cities like: Tordesilhas ehm Salamanca eh the cities ah the city of culture in Europe in this year and I know ah I travel ah to to Paris I stay in Paris for for five days and I I know I know museums uhm torre eh ah torre eh the Eiffel tower I know the Eiffel tower and I I know the: I visit to: I will go no I go I know I know the: the Louvre the museum the Louvre museum and and I saw the very very beautiful paints like like Monalisa like eh... some some paints for that that Salvador Dali painting and others others others paint and some some sculptures (.) very very very things ehm: that it have eh many years I don't know (.) some sculptures some eh some somethings eh pre pre-historic I don't know (.) well I travel to: to to uh I travel to Madrid and I conhec...and I and I meet uh so:me some Brazilian some Brazilian people there I meet ah I eat eh everything that I that I that I that I see that I saw and and I ehm like this food the the food in

Espanha is very different that ah I have here and and the the cond... the condiments the: (.) well the the eh... the food is very strong (.) very strong and I and I I don't I don't like this food I I prefer I prefer the Brazilian food (laughs) like feijoada is very good (.) well I travel I travel in Europe by: by by train is the more the more cheap eh: the more cheap uhm travel no I don't know bem I travel by train by bus by carona I have I: I like uh I make uh I make (.) three three good friends lá one one uh (.) two Spanish two Spanish guys and: and one eh Argent guys I don't I don't know say is it's in English but well so so very nice and I and I travel is very very good I I learn something that I don't I don't I don't learn in in Brazil like como ah like like (.) wh...when: (.) when you are travel alone you: you you have you have to: (laughs).

Total time: 5:00

Number of words: 525

Participant 26

Well eh I will talk about eh last year I did a trip to São Paulo and I realize a: a big dream of my this eh the inf... since I was a child I I was to São Paulo to see eh GP Brazil of Formula One and I went there with a a friend and was very eh was simply marvelous I don't know how the the thing the eh:... I was a big fan of Ayrton Sena eh was my huge... I was a big fan and I always dream to to go there and to see the he eh running and he competing in Formula One but when (.) he competing I was more eh younger and don't have the opportunity to go there and he die and everything happens but last year I can can collect some money and can can go there it was eh fantastic the the Formula One is (.) a great sport the competition the pilots the the the all the money are involved there is only... I I have I just have only good memories from from last trip and a: a moment that I'll never forget was in the Saturday when the: the pilots eh do the practicals and qualifying times to the race on Sunday and one of the the pilots was eh... one of the teams belongs to Alan Prost who was a bigger eh friend and a bigger eh eh adversario I don't know enemy of Ayrton Sena when they was the two was running and they are competing each other and eh Alan Prost came and then how... and came to see the pilots and he came close (--) the crowd the the the people and th... he was eh he wasn't so eh (.) eh simpatic eh he don't look simpatic and all the people eh eh applauded applaud him I don't know how this word... (laughs) all the people cried and they and and: I don't know eh spelling her name and but th...they don't eh (.) give more eh attention to the crowd he only ignore the people and the people all the crowd about eh fifteen or twenty thousand people who are in the the the the corner of the the the the arquibanquede eh start to s...to scream the name of Ayrton Sena and he: became blushed and very ashamed and came into the the pit stop and never appear in the part of the the the crowd and the race was very very (.) very good too Rubens Barichello was a very stupid pilot but the race was very good eh Michael Schumacher won again it was a routine and I intend to: to be there next year if I could because it's a very very great event a very great (.) very great race and is a dream that I realize and I can... I expect that I can go there next year if it's possible (.) well eh I don't know how to say anymore eh:

Total time: 3:44

Number of words: 500

Participant 27

Two years ago I: I have a formature to go and m... I take my sister's dress and get ready so when we get there all my friends were there (.) and my: (.) my (.) my brother-in-law have a had a fight with a friend of mine and ah they are dancing and they (.) and they (.) threw threw a glass and get in a friend of mine and they started to fight (.) then we get out of the place and sit down in the stairs (.) then this friend of mine which fight came to kick my cousin (.) and my sister get her her her her shoe and throw in this guy this friend then I go to the police (.) because there is a lot of blood and they are there (.) and the situation was resolved so when you it was going when we were going to home my: brother-in-law (.) uhm (..) se eu não souber uma palavra posso perguntar (?) (..) crash his car (.) with another car eh they both they both which crashed the car was wrong so when the police uh pass around the place we jump in front of the the crash to police don't see because they are drunk and uh to my father don't discover that my brother that my brother-in-law was drunk we don't tell him that he had crashed the car but my father will see the crash in another day so my: my my brother-in-law in the in the next day take the car with my co... my: my aunt and go to my grandma's and in the middle of the way they crashed his car in a (.) in a in a: in a wall and the police came and they said they had crashed his car there so nobody know the true only who was there in the party and my father (.) two or three month uh: later that that happened uh: started to: think about that and discovered what happened so they came all they call us me my sister my brother-in-law my

cousin everybody which was in the party that he knows (.) and ask for the truth and nobody tell him the truth but he knows he know he know he know is the truth but we lie still lie to him (.) and ah: that day which my brother-in-law had ah: crashed his car in the wall my co... my aunt was together with him so she started to cry cry cry a lot and ah: now we know that she had tell to my father (.) and (.) my mother should know the history too but she don't speak she don't talk about it (.) my sister had a fight a lot of with my brother-in-law that day because they had drunk and they had to lie she had to lie she don't like to lie (.) my: my: brother-in-law was has a lot of blood in his ear in his ear too because of the fight that he had.

Total time: 4:52

Number of words: 494

Participant 28

I'll talk now about the: a nice uh thing a a thing that I really like to do and this thing is study language eh principal ah principally English and Portuguese uh I discover that I really like to: study these (.) these things ah three times three years ago when I started my English course here at FURB in the: in the: lab uhm before that I never realize that I really like to: to learn these these things I only was concerned in my: uh college in my: uh law course course eh that I was doing here at the university but really I feel in...inside (laughs) myself that I don't like (--) enough an:d when I started to do: the English here I realize that it's more uhm interesting and mo:re (.) more mo...more nice so I: I started to:... when I finished my law school I only start to study English and Portuguese because I: I really want to do only things that I want and I like (.) an:d I s... I I prefer to: I prefer no but I I want to: to study to maybe have a perfect uh conversation with a (.) native or understand movies or music without subjects an:d and not only understand learning English but if possible I would like to understand to learn uh new o...other language like Italian that I rea... that I understand a little because my my father was descendant I I don't know if what correct but I just understand a little an:d I would like to: uhm study more to comprehend more about it an:d and so when we start to study one language we can understand that all of others can be: connected and I have a: a a raiz and can we see this and understand easily the others uh so uh how I said before I like too English and I although I don't know well but I lo...I like to speak eh even (--) I don't don't have with who speak uh all all day I: I try to do conversations with myself and think in English to: to try eh developed my: my vocabulary an:d an:d if I I expect to: end my: my course in one year and maybe go to United States or England to do a: a a intercâmbio and a (.) valuable a value a value my: uh: uhm my apren...a...aprendizado an:d during this uh... and when I finish my English course... and a...a...além de uh go to another country I would like to:

Total time: 5:00

Number of words: 424

Participant 29

Uh I remember uh last last (.) year (.) when I was interested a guy (.) and I don't know (--) eh he was interested to me (.) I don't know this but I want to (.) so: in the in the (.) start of the year I was in a in a lunch for my family (.) and my: (.) boy...boyfriend of my sister (.) eh th...wi...with with this guy ai eu não lembro agora so: I know him in this (.) in this lunch but I'm very very shy in thi...in this in that uhm in that place but he: (.) to talk with me very very much (.) so I: but I I think that he: doesn't want nothing do...don...doe...didn't to talk with me so many beautiful girls in there and I (.) and and I...he never wants to: date or something (laughs) with me but I interest with him (.) so I was in the a...in the after I was interest about other guys but I I always think eh think if with him and one day he's: coming to Blumenau he lives in Curitiba (.) and he he call with me he was in Balneário Camboriu with friends and he call with me but we we have: already talked only one day we we never be friends or something but he call he call me (.) and I and I talk with him (--) a long time he he is very very nice boy funny and and he wan...wanted in that in that time he wanted to go with Blumenau with his his friends that's my friend too (.) but I I invited him invited both their friend too his friend too but and but they didn't (.) didn't go he...here in Blumenau so in the other week they they came to Blumenau an:d to to go to... and went to my house (.) I I my mother like liked him to like very much my father eh liked (--) very much and but in that time I don't know if he wanted something (.) my sister was was your friend my three sister I have three sisters eh two sisters were (.) friends of him and they are talking about (--) with me (laughs) (.) so: we we go to the beach in the end of the last year in October I think or November and he: talk with me seriously oh (.) something about girlfriend boyfriend (laughs) I don't know but I'm not nervous it's

strange because I'm not nervous I am very calm so he he talk to me very much and now we are (.) we are dating dating.

Total time: 4:49

Number of words: 421

Participant 31

Uhm I was: eh I was at home an:d in the internet and I am: I'm: want to: find a dog an:d and the: dog that I: that I liked it was at in in: Rio Grande do Sul (.) but is: so much (.) longer and I don't know (laughs) and and then that that night I was in the home page of (inaudible) channel club né o...of Brazil an:d and then I found a: a breeder of LhazaApsu né and eh at Floripa and then: s...eh in the other day eh eh in the: morning I: call: call him an:d in that day I will to ai I will I went to: Floripa (.) to: take my dog an:d at Floripa I: saw that little dog né with eh your your hair eh in in her eyes and I love her an:d and then I I said eh she's mine she's mine she's mine my little girl (.) and: we: we have problems because eh: at that moment he: he: didn't have a: (.) a: (.) a document of of dog né because she's she is a: a dog of breed an:d and I don't know if he: w... he: was a good person or not but the dog was so beautiful that that I think ah (.) vo...ah I will take is her an:d and then I came to: come to to Blumenau an:d at home eh: my mother: my father: m...my brother every family eh: loves loves loves love loved loved it an:d and now she: has eh six months an:d today she: she: went to: to a shower her shower an:d and the: (.) the doctor put eh two: two: two: I don't know laços né (?) in h...her hair an:d she was very beautiful and she was my dog (laughs) and eh and every: every: every day I: I penteio her hair an:d she is very clean because she doesn't like eh: every your necessities in: (.) todos os lugares and what more let me see.

Total time: 4:52

Number of words: 329

Participant 32

Ok in in special moments of my life I remember was when I I pass in my my exam for the university (.) when I pass to medicine (.) is a very special moment because I was trying too much I tried for one year and the first time when I try to I I did the exam I didn't pass because a little points of the grade I didn't pass so I need to to wait one year to do again the exam né so I: I live in Blumenau I was born here you know (?) (.) that ah: I didn't pass in the first t...first time I try the exam so I move to Balneário Camboriu because I need to be alone to relax and to study more and more so I: I did a: one semester one semester of a (.) a course for preparation for the exam for the university and so then I I did this (.) and I try exam for dentist so I pass so I decide to to do dentist why not? I do I start to do so I start to do dentist but I eh I want to try again to do medicine so I decide to do dentist and the: the curse the course of preparation of the exam and I do all all all the dentist and the the course so né well then (--) the end of the year I try the exam for medicine again it's difficult very difficult but I: I try and I: I win I win I pass for (.) medicine so I stop the dentist and I start medicine so here I'm here in university in the half of curse of the course (.) the course is about six years I did three years now and I like too much eh I'm liking the class the hospital all all the people né is (.) have a relation of medicine I like t...too much (.) that ah it's a difficult course but it's good it's very good it's good for me for... (.) it's good for me eh thinking that I will be (.) eh good for other all people né another people (.) I'm going to: perhaps save lives (.) it's very good for me to think about it né sometimes there are life it's depend of my situation I can I can eh solve no I can help anyone that she was in need of help né something like that so it's good né eh well I'm doing to eh English também eh I'm doing my English course I start in the second year of my university né I'm doing English eh one year and a half one year and a half I'm liking the course of FURB it's good it's... you going I'm going I'm going to improve I think that I'm going to improve in my English I think that's eh your English is going to improve growing growing up and you: eu quero dizer assim eh understand not eh (.) see the: evolution the of your English né you (.) are going to speak speak more and more is going to be good is doing is doing better and better so it's happy to to can speak in another language né is very good in my university I need the English to to read some papers some articles in internet (.) né very (.) (inaudible) eh news about medicine from another country like United States Europe Germany né all these articles in English and you need to read to understand to discuss in class to: to improve my my medicine my course my knowledge about medicine I need to English to to to improve it.

Total time: 4:44

Number of words: 607

Session II

Participant 22

// Ah I'll tell you about a: a fi...a film that I liked it was Independence Day it's about an invasion of ETs (.) eh it starts (.) ah when (.) eh: when the ETs are eh: are doing an invasion to the Earth (.) so it happens in: July the forth that it is the Inden...the Independence Day of United States so it's a: (.) a film than American loves (.) love too much (laughs) an:d (.) and the the alien the ETs ah destroy the main cities of United States and the world like Nova York New York Washington (.) ah Paris in France a lot of cities in the world the main cities are were destroyed (.) an:d nothing nothing can: can stop the: the ETs ah because they are very (.) strong they are very intelligent they have ah good equipments and it's too difficult to: (.) to destroy to destroy them ah: so a scientist ah decide to introduce a: a virus in the: (.) in the: ship of the: aliens so uh: they go with a: a ship from the aliens aliens to the big ship the mother ship ah and they they introduced the virus in the in the ship so for few moments for few moments they: des...they destroy the: the equipment of security of the the ships so they can they could attack the: the ships all all of the ships (.) so the president w...w...was: was the leader of the team who the team that ah will attack the: would attack the the ships so they: in the end they attack they they destroyed all of the the aliens because they are like like bugs they go to the planet and they use the: nature they use the planet and then they goes to: to a better place so they: they killed all of the people on the Earth (.) uh I liked I liked this film because uh I like eh science fiction I like history about alien I don't know why (laughs) and is very very nice I like all films about alien like ET eh I like Alien (.) an:d Alien – The Rescue an:d // (.) the first time I I: watched the film was: in the cinema (.) I think (.) it was with my sister (.) a long time ago I think (.) an:d is this.

Total time: 4:21:30

Number of words: 351

Participant 23

// Eh I I talk about the: the fi...the movie eh that I s...I saw yesterday eh Signs Si...Signs yes it's a: about exter... eh eh ETs (laughs) ETs eh I don't like too much because I think it's it's so boring it's not very important or impressious eh it's about a a small family with a: a father eh his two children an:d his his brother eh they live in a: farmer a small farmer and there appe.... eh eh start uh a...ppearing si... signals in the: the plants acho que é trigo né (?) an:d it's very afraid for for them and eh: other thing strange... the: (.) the the s... the the children are very cute I I like very much the the boy an:d and the girl the girl is very very cute is very very sm...small an:d an:d eh eh they they work very well in in in the film eh: an:d they eh they (.) try to: to go out eh the ETs an:d eh como é que é trancaram (?) their their home eh for (.) for (.) eh the ETs don't (.) eh don't eh could couldn't to go: eh in in the the house an:d it's very impression because the story eh: is is only about th...this family eh the city and the country (.) country eh only we we we knows what happen eh in TV (.) an:d uhm uhm (.) only only this four per...person person people four people I see very frequently in the movie an:d (.) in the film one one ET uhm one ET can eh to: to get a: a boy bu:t the father eh eh could eh to save him and the (.) eh eh eh the they dis...discovered eh the water is a was a a good arm for to: to die the ET eh eh this is very interesting I I think (.) eh // (.) and (.) I don't like it too much eh: as the the the image I I think it's it's poor eh only the house and only only the fa...the farm eh: I think eh it eh (.) the the the images can: can: can do mo:re places an:d (.) deu (?)

Total time: 4:42

Number of words: 307

Participant 24

I'll talk about the: last movie I saw (.) in the: cinema was Signs (.) with Mel Gibson I: when I saw the: trailer I saw that would be a different movie and when I saw I (.) don't really like it it's a story of a: man (--) was a (.) priest an:d he lived in a farm with his (.) eh brother a son and a (.) daughter (.) 'cause his wife was dead (.) she died in a: car car eh car crash (.) then (.) they: they: saw strange things some night and one night and then: they: go out to find out what was happen an:d (.) they kind of saw something in the: roof but they don't know they don't don...didn't know what eh what (.) what was if was a pet if was a (.) person and then they: start to: (.) be concerned with that then: (--) the next day circles (.) show showed down (.) appear in the in his farm an:d every night he and his brother go out to try to find out what was happen (.) in the TV they saw that might be ETs (.) then the kids was (.) were already thinking too the his son bought a book about it and he start to be very concerned because even his brother was

believing (.) and the film continuous with this (.) and (.) and in the end it was really extraterrestres (laughs) ETs eh he kill the the last one 'cause he was almost killing his son and that was it.

Total time: 2:56:70

Number of words: 241

Participant 25

Well (laughs) I talk about the the the most famous movie and the eh Titanic I: I: (.) I like this film I think that that the the principal actor Leonardo DiCaprio is (--) very stupid person (laughs) and the: the the the the girl ah Rose is very good act...actra but eh (.) but the: the fi...the fi...the movie this movie i...is: very... I think that is very interesting because eh this describe a a a: a old story eh it passed in 1912 and this: this history move (.) every...every... (.) every... change this mov...this history change everything in the world in this this date with happened (.) uh I think that's that's that's film is is fine because eh he: he he (.) sometimes (.) in in the: in this in that date uh: this this movie like eh watch (.) mostra I don't know to say in English but (.) in this eh in this movie I think very very things interesting like a: like a: devices and I don't know in English but eh mechanic devices I don't know and like a motors like a: like a: a radio a telegraph que he:... well (.) sometimes ah in this movie sometimes ah appears ah the discrimination with the the with the persons who has money and the persons (.) with... ha...have... poo...the persons poor persons poor persons well (.) I like I like I like this this film because this took a:... she (.) is a romantic story a romantic story and (.) and (laughs) Well (.) I don't know what I say more

Total time: 2:56:70

Number of words: 241

Participant 26

// Ok eh I will talk about eh the the second movie I've eh m...my second favorite movie in:... that I've already seen that's was called Philadelphia is a movie eh from 1993 I guess eh with:... the the princ... the mainly actors the principal actors the lead actors are Tom Hanks and Denzel Washington and the movie was: a: drama and is a story about a: a a a guy eh Tom Hanks who was: eh recently eh formed in the university with eh with a law he's a lawyer and eh he went eh he was was one of the best students of the the university and he got he get a great job and but he was homosexual and what's not a problem is a common thing in in our days bu:t when: eh he has ah had a problem and in a... (.) I don't know the the term is a blood transfusion eh tranfusão de sangue in Portuguese he got aids and fe... eh: some years after that three or four years eh: eh he began to: to to I don't know to say in English he began eh to desenvolver the virus and he has (.) very: (.) hurts eh alguma eh in Portuguese algumas feridas no corpo and stuff like that and all the the the people who who work with them eh: are (.) eh eh ah: (.) are desconfiando that they are that that they have a disease so they: (.) they conc... the conclusion that the partners and the all the work eh workmates that they have a disease a terrible disease like aids and the the way eh (.) to: to... they they don't try to tell with him don't try to: eh to to... they (--) not concerned about they the only thing that the the he partners his his partners his his bosses try to do is eh in Portuguese afastar ele afastar ele da: from the company and they they fired him for a: ridiculous reason and he after that he look for a...another lawyer to s... to sue... to to processar in Portuguese the (inaudible) former (.) company so the after looking for very for several months and (.) eh the ninth the ninth eh (.) o nono lawyer that that he founded is Denzel Washington who was a person who doesn't like homosexuals and has eh doesn't like this kind of person but he was eh: eh in Portuguese sensibilizado with the the guy's drama and helped him to (.) to process his own his former company (.) and the movie eh was... I don't know eh I don't like very much drama I don't like very much the genre this kind of movie but this is... this movie in specially was eh (.) was from a a a very (.) very del...eh eh delicate eh very delicado in Portuguese a very complicated theme and is eh (.) eh th... (.) eh the preconceito I don't know how to say in English and the the the disease the the all the kinds of aids can cause of you and can can you lose your job you lose your friends you lose eh your... you can do not eh do any other things your sports // you you have you don't have anymore a normal life you are a is a very you have two (.) two: two deads in in in Aids you have the physical dead and you have the social dead is a very is a very (.) is a very (.) poor thing and (.) a very bad thing but the movie was really good and eh in the end of the movie (.) unfortunately the the (.) the the character of Tom Hanks (.) die but they: before they di...he dies they: went to the court and they (.) win the cause and they sued... they process...processam in Portuguese his old partners his former partners and the message: of the movie very good a very optimistic message.

Total time: 5:00

Number of words: 530

Participant 27

// I'll talk about Truman Show (.) it's a: ...like a life story ah is not a real story but ah the movie Truman is a man which when he was in her mom's (.) he: they they asked her to give her son to make a show in television and the movie the the life of the man was a lie because he was part of a novel and he he didn't know that and his wife and everything which happen in his job and other persons in the (.) this city was (.) a lie was personagens was (.) actors and uhm (.) when he was young they created a: (.) a a situation which he didn't like ah the sea so he couldn't get out of the sea the city (.) ah and eh: when he was young he fall in love with a (.) an actress and he fall in love for him too and he tr...she trie to tell him that he was a kind of a novel but he couldn't tell because they stopped her (.) when he get a: (--) and he was older with thirty years he he has a son and a wife (.) and he: was still in love with that girl (.) an:d sh... he: started to (.) to see that (.) his life was a lie (.) eh ah that they have the same things so she try to get out of the city and they stop the film (.) create very situations to he couldn't get out and so h...she: (.) ah: go to the sea (.) and try to get out of the city out of the sea (.) theys: they create very a lot of situations to stop him and the director of the novel talked with him and he decided (.) he decided to get out of the (.) the place the place the city and ah everybody which was around the world was watching him and ah: (.) and (.) hope that (.) be happy and he decide to get out and me:t (.) that that the girl which he was in love with her (.) I I liked I loved this movie I saw some times (.) a lot of times (.) the the the scene which is very great (--) when he de...he try to get out of the city and he go to: to a cross and the other cars came and get on he front so he go back and when he go again other cars come again and it happens all the time he try to do this all the time and he started to get sure that (.) that it was a lie and in the: in the: (.) in his life his wife made prop... ah: some uh: (.) propagandas to: to... (.) because the novel he shows eh some fruits to him and ask him if you want to eat because is very good and this kind of things (.) I think I don't think he has a son (.) no he doesn't have a son (.) there is another scene which is very nice too when he is in front of the mirror and started to make some funny things (.) and the persons in the: real life which was watching the novel (.) smile a lot and real like the scenes // and in all the place the the eh everydoby is

Total time: 4:10

Number of words: 530

Participant 28

// I will talk abou:t the movie called (inaudible) an:d it was eh first a: Brodway show then in the: seventies that make a lot of success and then (.) eh: the movie studios do: a: a great and historical film about this called (inaudible) two uhm the story is about a man who: have to go to Vietnam war and he lives in the the country an:d the beginning of the film is when he: is coming to the: city I can remember I saw this in São in São Francisco an:d he finds a: a little group of hippies (.) an:d (.) the hippies come to this man and asked her for and asked him for ah money an:d the man don't don't want to talk to him to to them and they they they have a little conversation and the... and in this moment start a: friendship with the man and the little group of hippies an:d what it's very interesting is to: the hippies try all the:...specially the leaders of them Buerger if I (.) remember well try eh during all the film to: remove to take (--) the the mind of the man that idea to go to the war an:d put in your mind uh ideas of the: hi...the hippy movement eh peace and love an:d (.) and and the: man is in love about a (.) very rich girl than the family don't permit that the both (.) dating and the: hippy help him to: to: meet the girl an:d and is very friendly (.) and the: special: (.) thing that uh: make this film somethin:g eh historical ah ah uhm is not the story but the music the: music sound track that is absolutely: in eh (.) conhecida (laughs) eh: and a famo...the most famous song is A...Aquarius and is the first music that is played an:d the the the end of the mo:vie is very very sad because the: (.) the man who are in the army is in the: the base and: the friends of her him go goes to there to:...with the girlfriend to: to they see with the last time and: happens a lot of things (.) that results in the: change of the soldiers uhm for eh for example the men who who have to go to the Vietnam stay with the girl and the man who was a leader hippies' leader go eh get into the plane to go to: Vietnam and he dies // and the end of the movie is all of them eh: around the: sepulture o:f Buerger and he: he don't know that this day that day the soldiers will go to: this that that company will go to: war and it's very sad because he's singing he eh: (.) into the (.) fila né he is singing whi...while he is walking to to get into the plane (.) eh it's very strong scene and the: during all the movie along the movie the all musics are very (.) interesting they show how the hippies eh uh live.

Total time: 5:00

Number of words: 401

Participant 29

I remember the film that I saw in the (.) home of my boy...boyfriend the first (.) time I (.) went there so I saw this film with all the family and my family too the film (--) about a a guy that go: to know the: the: (.) your father-in-law (.) the father of the eh (.) girlfriend so he: he is (.) very very funny things he is to ask father father-in-law to married with this girlfriend and the father-in-law doe...doe...don't didn't like him because he is a nu...nu...nu...nurse nurse and is a very rich family traditional family and (.) the girl his sister is married (--) a doctor and (.) and the the boyfriend is not like that (.) is a (.) not poor but simple guy (.) so: when this guy went to the home (.) the...they he stay with that home for a week I think and he do: everything is wrong (.) break the: break the (.) the vase uh (.) he's (.) to (.) to fire the hou:se many situations funny situations (.) but when I li...when I saw this I I remember that thing it's funny because the father-in-law is the Jack and my my father-in-law is Jack too and he's: so (.) nervous and (.) angry angry and my my father-in-law is uhm angry too and I I'm feel I'm feel like that guy (.) it's a lost very lost in this house in that house I feel like him (.) but is not the same thing because is mother-in-law is eh (--) very: very (.) nice person but in that film (.) ah I don't remember ve...very much but the s...history is the (.) is like is like that.

Total time: 3:01:40

Number of words: 260

Participant 31

Eh the movie that that I'll talk (--) is The Lord of Rings and I like so much this movie because is a: (.) tri...trilogia trilogy I don't know an:d in the end of the movie I will hate it because I want a:... I want to know the: the end of the movie (laughs) and don't have né because have mo...more endings and (.) and the the history of this this film is that: eh it's all a...about a ring that... this ring eh was (.) was maked eh was made for: for I don't know a kind of a witch an:d (.) an:d eh: many years (.) many years (.) passaram an:d and then eh: the lord of rings eh: he wants he he ring aga...eh: (.) again an:d and the: I don't know her na... his name (.) I think is Grodo an:d Grodo: eh have (.) the ring an:d eh he need eh: break the ring in the: vulcan that eh the ring was maked (.) and I don't know (.) and: is a story of mistery of eh: a kind of eh elfos an:d magic an:d (.) and is very nice eh: and I think that this this history is: antecessor that eh Harry Potter ah other other film (.) and: this film I think then I think what more can I say (?)

Total time: 2:37:65

Number of words: 213

Participant 32

// Ok my: favorite movie that I I have seen lately I think is ah Panic Room (.) I like the Panic Room is (--) film with with eh Judie Foster I think is a excellent actress she's very smart she's beautiful too about this age I think she's near forty I think but she's (--) very good actress (.) I think she's so smart she's ah:... she's have a very long career (.) né about your job in movies and ci...cinema series né well th...this movie I think is very good because she's about the (.) the woman with her son (.) né eh she's eh (.) separated of her husband né her husband is not living with her and with her son so she she bought a new house a new home she's buying a a new house a new home buy a new house to: (.) to make or t...to do a new home né a new life for: for hi...for her and she's bought a old so and very beautiful house (.) and so so she's too in the film she's about the: the fear of her about the: the violence in our life (.) oh she's so preoccupied to the security of her and her son né her son is eh: oh eh (.) she's not very good with your health she's... I think she's had eh: (.) diabetes no I don't (.) know of in English this disease but she's not very health during the the film so she needs a very a careful eh care about her mom her mom is always with her taking care né looking after (.) he her so she... the: the movie is about the: the situation with the Judie Foster the mom and her son and one day one night the: (.) they have stolen (.) the: the house né and this house have for the the old eh (.) owner né so that she: sold to her the ol...old owner have a: panic room sh...she calls né is a: room in the center of the house she's blind...blindated she's have all protection about violence she has eh walls with eh: with the walls with eh: steel that protect of eh shotguns an:d explodes I think she's have eh all cameras in all rooms of the house to: that you can eh see what's happening in all house just only for one room you can see all the house if there is so...so...someone in a:...another (.) room you can see you can eh record when she's in room she's in: in the in there né into the home she: she... in the in this panic room there is eh: communication né with outside né so during the the film (.) she the: ladrões eh she en...she entered to the room (.) and she eh: Judie Foster and her son eh run to the panic room close the panic room so she think that she's: protect (.) in there né so during the film is uhm the hours passing passing about three or four hours the: they with a:

outside né // they eh cut the communication (.) she she (.) she could eh: cut the communication and eh Judie Foster and her son there is no communication with the outside she's (.) eh (.) in the: panic room she's can get out because there is the: (.) anybody there she can see in the mo... in the monitor than there is anybody outside so she's be be waiting and waiting and her son need medications so she's not eh there is no medications into the panic room so she needs eh: to a: to to get a way to communicate to outside she can't she can't so she's watching where there is the: the stolen boys né (.) then daí o: she needs to go to outside an take your cellular so:

Total time: 5:00

Number of words: 504

Session III

Participant 22

// This story is about (.) a boy named Chico Bento (.) he lives in a farm and he likes a girl name named (.) Joana (.) he wanted to: to d... to give a gift to Joana and he saw flowers in: another farm so (.) they: they jump they jumped the the wall to the new farm to take the flowers (.) but suddenly a: a cow (.) a cow uh (.) appeared (.) an:d (.) they were very afraid very afraid of of it (.) so the: this cow eh (.) beat Chico Bento eh for out of the farm (.) so Chico Bento wanted to give another another gift for for Joana (.) he went to:... he saw a tree and he: he went to this tree and so there were (.) bees in this in this tree so they Chico Bento and Joana go (.) eh go fast to:... (.) because the bee the bees (.) were: running behind them (.) so they they go they went to the: to the lake (.) there were some fishes there but (.) these fishes were very: violent so they: they went went to the: the earth again (.) Chico Bento wanted to: to give some some gift or a surprise to Joana but he decided to de... to say that he loves he loves her so she was she was very happy and they started to: (.) to kiss // but her father came and take Joana to her house.

Total time: 3:16:76

Number of words: 218

Participant 23

// Eh Chico Chico Bento wa...wa...eh was talking with eh Ro...Rosinha in a garden in front the their house eh near the school an:d they talk they talk eh her eh about his his love eh with with her and he want to: to to have him eh she her with eh his eh girlfriend and eh he: dreamed eh about them their future eh together an:d they take he take eh him her an:d eh go to to a neighbor garden and take flowers but there has a: there h...had a a big eh br...br...bro...braves cow an:d eh it eh find him eh and attack eh and and (.) Chico Bento eh stay very nervous he is very nervous with the animal and an:d he: não sei se machucou (.) with the animal uh Rosinha eh stay very preo...preocupad and talk (--) him but they but he eh talk talk (--) her eh he is fi...he is fine and he has an idea for taking fruits in a: tree an:d and he he he talk and he don't he didn't eh saw he didn't see the bees in the tree and (.) eh the bees eh a...attack eh them an:d eh and Chico Bento take Rosinha in into the: esqueci como é que é rio (.) take the water eh near the the tree but in the water has a a bravous eh fish an:d they: (--) afraid (--) the animal an:d eh and fugiram// (.) eh the water Rosinha finds if eh was very very brave an:d a...about the: the day né about the day que that eh Chico Bento (.) do did in this this day but they have an ide...they had an an idea and they remember the the his his plans about their future together an:d an:d eh she she like she like and forgot uh the (.) boring day and she love him and their to... eh (.) they are talk about eh love love words and when they're ah happy and her father come to to to take eh Rosinha eh to the house.

Total time: 4:29:14

Number of words: 238

Participant 24

I'm telling a story about Cascão and Maria (.) they: eh (.) went out to spend some time together they were sitting (.) under a tree then Cascão saw a beautiful garden an:d he: want to take a flower to give to Maria when he was (.) picking the flowers he saw a bull and he got scared and the bull went after him and hurt him so: Maria: take care of him and later he saw a tree with fruits and wanted to give one to her (.) but when he: was in the tree he saw: many bees tha:t went after him (.) then: he go out running took her (.) to a lake to escape from the bees but in the lake there were (.) fishes (.) dangerous fishes then they (.) go out from the lake and Maria was very angry with him (.) so he: have an idea (.) to: make up for her (.) you know (?) and when she: (.) hug she was very happy but when they (.) will spend more time together her daddy showed up and took her home.

Total time: 2:19:62
Number of words: 173

Participant 25

// Eh here we we are (laughs) uhm in this picture uh have eh two peoples uhm waiting for something well Chico Chico (.) Chico and fulana (laughs) eh will make some something Chico uhm will take ah some flowers to give for fulana (.) and eh então uh então well Chico see the the bull (laughs) see the bull bull (inaudible) bull and fulana she is (.) she is terrify (?) she is terrify with the bull (laughs) the bull I don't know in English the bull... (.) (laughs) the Chico start flying because the bull (laughs) and and and fall in the in the floor (.) ok the next the next picture the Chico Chico the Chico up Chico up (.) up to the: up to the tree and and take some some (.) some fruits to to give to give for fulana (.) well (laughs) in the top of the the tree (laughs) she's she's know she know she met with the the I don't know abelhas I don't know in English and she start she start to run and and and th... and I don't know and fall in the water (.) ok in the water (laughs) he: he see the some some some fishes dangerous dangerous and and falling falling nada and take off (.) and I don't know and come and he come swim a lot and (.) ok bem well in this moment the the the the girl are very very (.) very very very very very... I don't know well in the next picture the the Chico had a new idea but I don't know why how what eh your idea (-- the next picture the the the the girl the girl fall in love with with the Chico and in the next picture he he father (.) não her father her father// uh invite to to the girl for you home and finish the the end.

Total time: 3:11:59
Number of words: 285

Participant 26

// Uh (.) this is a short story about eh the character Chico Bento and his girlfriend I guess his name is Rosinha and they are trying to: to find a place to to stay and to talk to eh: to date each other eh trying to find a place to to stay each other alone but the: the first the first place that they they are looking for is a: the florest the the... and they jump the... I don't know how to say in English I forgot the the the the word they jump of a cer... a cerca but in the inside of the this farm have a a a bull eh (.) eh I guess in Portuguese is touro and they are very afraid and the (.) the I don't know the expression in English the the bull chifrou Chico Bento and they they they... it hurts a lot but he he will try to find other place to to stay with his girlfriend eh: the second choice is to: to eh (.) to in Portuguese escalar eh subir (.) na árvore a tree jump on a tree but there are bees eh on the tree and they immediately eh (.) eh (.) I don't know eh (.) in Portuguese is descartou the idea so they they they keep trying to find another place and to: to escape from the bees they jump on the river but when they are swimming they they they see eh: very dangerous fishes and the the river is definitely the a: a bad place to stay and they jump off the river and (.) at this time of the story eh Rosinha eh Chico Bento's girlfriend is very upset and very eh nervous with the situation because they: they don't find a place to stay and talk and everything but in the in this: this part of the story Chico Bento have a nice idea (.) they dec... they he decides to don't eh to eh don't look for another place he decides to: to stay right there onde where where they are eh it's it is the place // likes a: a very calm and no dangerous there are no dangerous uh uhm other things that can eh in Portuguese atrapalhá-los and Rosinha eh eh agrees with him but when th... they are eh try they are start they are trying to start the the the conversation the his in Portuguese namoro the father of Rosinha comes and takes their from the house and the: the afternoon of them are completely (.) eh: I forgot the word in English the: foi por água abaixo.

Total time: 3:47:81
Number of words: 350

Participant 27

Chico Bento is in love with Rosinha he wants to show her (.) ah how much he loves her so she she told her: "I will ah show you my love" he try to fight with a buffalo but he couldn't so (.) he decide to (.) to (.) get up in a tree and take some (.) fruits to her but when he get her when he get there he saw he saw (.) some bees so so (.) uh sh... uh he get her and run away from there when he th... ah when he get in the sea (.) to (.) to forget the bees (.) he saw some big fishes (.) so he run away from there too (.) bu... then he have an idea he decide to tell her "I love you" and she she stay very happy but when they finally are together (.) her father appears and take her away.

Total time: 1:24:90
Number of words: 144

Participant 28

// Eh Chico Bento and Rosinha your girlfriend his girlfriend ah are in the garden and they are talking about: life and their love uh: at a moment Chico Bento stand up an:d look at the: flowers that there are in front of them he he goes to: (.) to the flowers an:d try to: to take one of them to to give to: Rosinha but eh: in the exact...exactly moment that he: goes to the: (.) flowers a: a big and terrible bull ah: simply appear in front of them and in he... and this bull have a: terrible and angry face an:d (.) Ch...eh: Chico Bento and Rosinha (.) are very very afraid eh: (.) they start to run but the bull (.) uh: can: (.) ai alcançar but they fell down and they give up he doesn't want to take anoth...to take a flower to Rosinha anymore he see a tree and he he decide to: to take a: fruit to: to her but he finds a a: (.) a lot of beens bees bees eh and when he cau...caught the: the fruit all the bees that are in the tree go eh to: run (.) they start run to: (.) both and they (.) fast they run fast an:d go into the the: river (.) and find eh: assassin fishes eh and they go: get out the the the river uh very fast Rosinha start to be angry with with him but they: suddenly have a a a idea how to show her uh how (.) big is uh: her lo...his love to her // eh: (.) and he: goes to: to give a long hug hug (?) Can be abraço (?) in her in his but then Rosinha's daddy eh came eh: take her away lefting Chiqui...eh Chico Bento alone and sad.

Total time: 3:34:60
Number of words: 257

Participant 29

Uh this is a story about a (.) a girlfriend and a boyfriend uhm Zézinho e Rosinha (.) one day (.) they are (.) to walk in a (.) in a... bem ai I forget (.) walk to: to date an:d Zézinho to jump a: (--) and to take flowers to her but a bull they met they: (.) they saw a bull and Zézinho hurts (.) and and (.) ai (.) and hurts so Rosinha to help him (.) an:d Zézinho eh to stole a fruit (.) ah but they saw a: (.) bee I don't remember too a bee they run faster and faster and to: to: (.) to go in a river I think and saw the fishes (.) eh they they are swimming and saw fishes (.) it's a: dangerous fishes so they they run too and Rosinha (.) eh (.) is eh angry with him because nothing nothing is right and Zézinho had a: an idea and Rosinha is happy (.) for this and I think he is (.) he is saying "oh ok eh we ha...we: can kiss" (laughs) but when they are they was (.) do this she has to: go away because his father (.) to: to meet her and to take her to home so they are very sad in the end of the story.

Total time: 2:56:94
Number of words: 201

Participant 31

Ok eh in a (.) shining day (laughs) ah Chico Bento was walking with uh her girlfriend uh and then when (.) eh he he he take eh ah flowers to her have a taurus eh and and eh it eh: (.) suffer him (.) and he: (.) he was very afraid and (.) eh (.) subiu in the tree an:d and in the tree eh: had a: a bee an:d and then they: they run run run an:d (.) and go to the: (.) lago (.) lake an:d have ah piranhas (.) an:d again they run run run an:d (.) when: when they find a good place to: to love eh her father come an:d an:d take hi...take take eh her to to house.

Total time: 1:55:40
Number of words: 114

Participant 32

Ok the the the history eh... there is eh Cascão and his friend eh Magali is under a tree she's looking at the (.) the: the nature the the flowers the the garden né near them so eh she's walking around this tree looking at the (.) the the nature the flowers and eh (.) and there is a: a big animal like a cattle a: a big cattle I think so she is very hungry with with them and Magali is very hurry about the the animal she is hungry she is going to attack them so (laughs) she run into their direction and crash Cascão (laughs) so Cascão (laughs) is running of it and she... (inaudible) in the in the tree to: to escape from the animal so (laughs) she: the animal goes out and Cascão eh gets out from the tree and she went to the: (.) to the lago to: to the water I don't think what is this but there is a: dangerous fish in this water she is going to attack them again (laughs) so she is running out (--) the water and and to running out (--) the water to escape from them so

Magali is very hungry with Cascão because their their day are very dangerous she is not very good for for her because the: they are in very dangerous situations I think so Cascão it's eh apologize to to Magali and they're friends again so she's goes out with eh her father.

Total time: 2:09:15

Number of words: 241

Advanced II:

Session I

Participant 7

Ok I'll tell you about uhm an event in my life that made me (.) feel happy it was ah four years ago an:d I was (.) dating (.) a boyfriend uhm I have to say but I was dating an:d uh the date wasn't good wasn't eh doing well and I: I had problems and was very: (.) uh sad an:d we: ... the the boy finished uh not finished uh ask me to give a time and then I: I said ok and what happened (--) that I stay a long time waiting for his ah (.) answer (?) an:d because of this I was very sad and then I: cried a lot in that that time and my father uhm that is a good person and I like him uh decided to give me a present (.) an:d not because of this only but uh maybe probably because sh...he li... he likes me and he decided give me a present an:d but he: (.) he: how can I say (?) he: (.) didn't tell me exactly what eh: he was thinking eh he: told me that uh want to buy a car (.) to my mother and asked me to help him (.) to bought to buy and then I went with him with a lot of in a lot of a lot of uhm: (.) uhm s...car store car store I don't know exactly the name an:d we: we we loo... we loo...we: (.) looked a lot of them and he asked me "Andreia, what do you if you you would like to: receive one what do you prefer (?)" and I told: "Ah I like this here" it was the name it was Gemini and then I I would prefer this and then I: have to: ... that moment I I told him that I would prefer that and he: (--) "it's ok then I'll see what I will do" an:d suddenly in the end of the year my: father uh it was uh December 23 an:d he asked me to go until the: (.) until the store (laughs) and I went with him and I arrived there it wa...he gave me a: the key (.) uh with uh eh inside a: uhm uhm (inaudible) inside a: (.) may I speak Portuguese no (?) (laughs) inside a: (.) inside a paper and then I: ... when I opened it was a key and I looked at him and he: tell me: "It's you...it's yours" and I: become to cry again and all of the: the employers (--) this this company uhm began to come and gave me a: a: f...ga...gave me: (.) flowers an:d the car it was (.) to me and then they become happy it was a beautiful day I didn't expect (.) an:d it was (laughs) beautiful how many time I speak (?)

Total time: 4:10

Number of words: 450

Participant 8

The (.) one situation that (.) eh that came in mind ab... to tell about this:... a good thing that happened in my life was the the born of my niece (.) it was uh (.) it was six years ago was on February and she born in Curitiba and I remember even the clothes that I was wearing in that o...that occasion it was very a very good situ...eh very good feeling for me I I can't describe how (.) how I was feeling but I I remember that I I cried when I saw my (.) my sister in the bed with my niece when my niece came very very little and (laughs) eh she I was hugging her and my mother I remember she was very happy too (.) my father my my cousin was there and now my (.) my my niece live with with us in our house with my mother and my sister and all these six years she's growing up and well (laughs) I still remember how when I looked at her I remember Jesus Christ she was so so little so... (.) and now she's she's so big she's (.) she she my sis... my niece will be very tall eh eh (.) was good memories that I have I still remember was certainly was the: one of the best days of my life (.) and be...because before was a: a sad situation too my my father used to live with us but because of the situation she started to: to argue with my sister and my mother eh said to: my father leave our house and now my father lives on the beach but it's ok I think is something that has had to happen because the... if my father stayed (.) eh (.) uh stay in home I I think it will it would be a: a tough situation for us but now she she he lives in the beach but ok we we use to see each other eh very often and we only live in separated houses not in... my my father and my mother they (.) are not divorced only separate houses is ok (.) eh I remember about that occasion my:... (.) one day my father hugged me and she: and he started to cry and I never saw my father cry before (.) eh he cry about the situation about my niece (.) (laughs) so for all these these moments I... (.) when my niece born (.) was a (.) very nice (.) feeling a very nice situation because she: she represents a lot for us she's our treasure I think if can we s:ay like that and now she's six years now (.) and very she's a very clever (.) kid very

smart we we use to lau... laugh a lo... a lot together (laughs) I'm very proud to be her uncle (laughs) what can I say more (?) (..) that's it

Total time: 4:19

Number of words: 465

Participant 9

When was a little my brother and I and my sister lived together (.) so we: we studied in at the same (.) school and after some time my brother and my sister went to: to Santo Antônio school and I stayed at the other: the other school that I was before (.) than I: (.) I grew up and I went to the same school that they were and I'm: I'm in that school now but my brother and my sister are: out of there my sister is in college here at FURB and my brother is in: in Florianópolis doin:g (.) a course (.) sh...he is doing the: (.) the last year of high school again because he: couldn't pass in the: the test to get to the college then (.) I: me I asked to my mother if I could study out of Blumenau because I want to: to do medicine I want to pass in the vestibular for medicine then (.) my mother said that I could go to Curitiba to do: the last year of high school there (.) bu:t and I went to Curitiba but I didn't like very much the place I was going to live I didn't like very much the school I was going to study an:d I went to see the places and the school I watched the class and I didn't like it very much so my brother: (.) go went to: to Florianópolis (.) to live with my: cousin (.) and (.) they're two in an apartment there and that apartment was from my: grandpa so we can use it and we don't have to to worry about find another (.) apartment or another place (.) so I (.) I never: (.) saw the apartment till next till last week I went there to visit my brother and entered in the apartment and I liked it very much I wanted to stay there I go (laughs) I went to Florianópolis and didn't want to come back to Blumenau I wanted to stay there and live there at that time but I had to come back so I think last year I'm going to: live there I talked to my mother and she accept the fact that I wanted to (.) go (.) away from home and she's a little bit (.) angry she's upset because two of her (.) kids are going out two of her child are going to be out of home bu:t (.) I think we are going to: to be happy there we are going to study for our (.) colleges and that's it (.) to me

Total time: 3:53

Number of words: 417

Participant 10

I will tell you the trip that I make when I go went to: Machu Pitchu in Peru an:d I ah I was a scout girl and we went there with (.) eh ten it was in ten people ten persons and the: the trip uhm I think that that was the: most beautiful eh trip that I have made (.) until now an:d (.) I learned very much and the people there are very I think they were very ugly an:d strange but that that (--) because the cul...culture is is different from here an:d (.) the:... we went there with bus I think that we: catch (.) more or less uhm fifty or for... fifty-five bus different bus just in the: in the beginning (--) the trip an:d we stay in home of (.) our friends that friends scouts that live there an:d the the city that we visit was eh Cuzco La Paz (.) an:d Urus that was the most interesting people that I have ever seen they live in the water (.) you don't have idea of how much (laughs) is good is beautiful the place that they live and (.) we we learned about the history of tho...those places that we: visit and (.) we visit just not only the: the churches and but we see we saw the the ruins and everything that that have there we: vi...we: made a trip by train too and (.) we slept in (--) hotel that was two: two reais for nigh:t and just for be:d and everything I lo... (laughs) I forget at home my: my: (.) the judge make for you a: (.) a notification you that can can because I was ah: just seven...seven...no fifteen and I was little of age and eh was a very (.) trouble (laughs) and uhm (.) I think is it (laughs)

Total time: 3:15

Number of words: 291

Participant 11

I will speak about my: my house I made my house in the year two (.) thousand two thousand (.) eh uh I I had a land (.) for two years an:d I want to: to build a house (.) and I decide to do it I I decide to do it in uh thirteen January two thousand and I begun this day and was difficult a little difficult uh because the time and money but it was very very (.) eh good because it was my house my parents eh help me a lot they give me all assistence (.) eh things to do I don't have time to do they did to me an:d (.) it's it's not a big house it's comfortable to me eh there are two rooms (.) good rooms an:d (.) well I I: it was a a funny situation when I: I decide to: the color of my house my parents are very traditional and they want that I I paint my house white because they say white is better to the conservation of the house and (.) uh: it's

more common and I want to: paint my house yellow and they are very very shocked when I say when I say that my my house I want to paint yellow (.) I made a prove a prove (.) with this color and I when I when they saw the the the the color of my house they are very shocked but I I my house is yellow now and I'm very happy: with my my house ah and the contrast of the: green (.) grama I don't know the name yet now (.) it's very beautiful and the flowers are ve...eh the color of the flowers with the yellow house and the green of the grama I don't know the name it's a a beautiful (.) contrast so (.) uh I I had uh in the time I had many eh some pre...problems with my neighbors (.) they were (.) they were very (.) uh stupid uh with me and my family because we did some things that they uh didn't like (.) and h...he said some very stupid things uh for us in the time bu:t now it's very ok they're very nice now uh (.) specially because I'm: (.) never at home (laughs) so they don't have to: to see me or to speak with me so they are very too and: (.) and: (.) uh another uh thing that was interesting but it was a little difficult too when we are making the house eh it's to mark the points where go light on in TV: and elec...electricities it was very strange because the man said said yet eh you have to mark who you will want to put the telephone you want to put the: eh the TV where you have to: put the lights and I said to the man but I don't know I I don't know where I put the (.) móveis (.) of the house I don't know what where go every point of light etcetera it was very difficult to do: imagine uh one year before you put the the the things into the house is difficult to imagine where go every every thing.

Total time: 5:00

Number of words: 525

Participant 18

Well I'm gonna start to talk about when I was preparing to my: exchange program (.) uh first of all I I I didn't know if I would like to go and which is uh (inaudible) my God the the words came out of my mind the: advise of my mother and she say that: Oh man you just do the test and if you want to go you go you can choose if you pass because if you wanna go after the time (.) eh to do the test is finished you cannot go so: I did that and I I passed (.) and: the: I decided to go and I was like in a good time to go if I would go now I don't know if I would like too much as I did (.) because I wasn't concerned about anything was a time of my life that I could do that (.) and: I remember that it was like (.) one week before I go I I wouldn't have even my my baggage (.) my packet so and my mother was like almost going crazy and: I started to pack like (.) two or three days before I jus:t travel and: the the funny thing is that my sister had to eh she did the the exchange program too two years before me and she went to same area that that that I did and when she graduated there ah I was there and: I met the family that I would stay with so it was it was really nice and (.) so: uh (.) I I knew where I would go (.) and I I start to pack and: (.) my mother (.) give me one bag of just presents to my family and to the family of my sister so (.) I had a big bag with all my clothes a a handbag with some (.) uh things from to (.) the bathroom you know and small things and: another bag with my guitar that I I used to play that at that time I don't have time to play now it's very bad but and: so I had like four bags (.) and: it was really hard to to to travel with four bags and just one person that was me and: so (.) I (.) pick up the (.) the the plane in Florianópolis and travel to: flo...flo...flew to: São Paulo then take another plane and we went with other group exchange students about (.) fifty or eighty people so was was cool when when we arrived in in New York (.) uh we I don't remember what what airport was but we have like to travel around the airport (.) in buses and: stop in in parts of the airport (.) that the parts would go to all the places in in the United States that the students would stay so (.) ah I pick up one that one of that (laughs) ah my my parade my stop was (.) the last one and so people were leaving and stopping and leaving the bus and: so we we arrived at my my stop (.) we had my baggages there and the people that were still in the bus so: I just pick up the baggages and go to the check in uh and we have (.) uh we were like in a group of four five people and we have one instructor (.) to: (.) to: if we had some problems he would resolve

Total time: 4:58

Number of words: 562

Participant 19

Eh long time ago (.) happened a fact to me that made me very happy it was the: marriage of my sister it was in May in eighteen May and: everybody was nervous eh one month early the (.) the marriage and I was one of them because everything eh was res...responsible of my: my mother and my father and all the things that we have to do is (.) a lot of things to too many people (.) and eh was a lot of people involved to to the party and eh (.) to the to go to the church (.) and we: I was the: (.) involved to to part...participate

in the church to really with my parents (.) and was very nice everybody liked (.) eh and eh (.) eh: everybody came to the party was: I think that two hundred people with my all my family and the family of (.) my: and the husband of my sister (.) the the: ceremony of the church was very short but really (.) really good and everybody compareced (.) after eh after the ceremony at the church we: move to the (.) to the party (.) it was in: AB...ABB and: after that was: very nice eh everybody was: not anymore nervous and: we just start dancing and after to to talk to to people that we: didn't see a a long time ago it was very very funny everybody enjoy eh the the people that were singing the the food was very tasteful too (.) and after that eh at my part I I got out I went out the of the party with my some of my friends and I went to the (.) to another extra party of of my friends that I studied at the college (.) and was: very very cool 'cause I (.) I didn't see them I think that one year was the last time that I I saw them and was everyone there (.) so we: we could (.) participate of a: a meeting of (.) all of my of the all of the friends (.) and talk to what happened in this year that everybody (.) got a a different way and: went to different cities to to study so was very funny (.) and after that we: (.) everybody was: I think I come back to the party of my of the: marriage of my sister and I think it was four o'clock (.) and there were some (.) friends of my father that was that were not very well because they drink and eh (.) after that we: (.) we helped them to to arrived in the hotel and it was five o'clock me and my parents (.) we came home and my sister and her husband went to the to a hotel and after next day they went to São Paulo and then they went to: Cancun (.) to (.) to pass I think eh seven or eight days after the marria...the party eh: when they come back they told me that in the the time that they spend there was (.) really really nice (.) just the: the weather was not very well but they enjoyed a lot (.) and the and they: took a lot of pictures and show to to all of my parents to (.) all of my cousins and (.) and.

Total time: 5:00

Number of words: 532

Participant 20

Eh I'll tell about my (.) travel (.) to Porto Seguro Bahia (.) it was when I (.) was in the (.) college or sei lá eh it was in the end of the year and we were planning this (.) since the the middle of the year and we we study in a college in Santa Catarina who is far from Bahia (.) then the: travel arrives so we I made (.) ah (.) made my: uh (.) baggage (.) and put some things but eh some (.) summer clothes and (.) sandálias (.) and when you when we are we are on the plane (.) it was a in São Paulo when eh have a (.) a stop we couldn't stop there because there was a (.) the (.) time was closed some (.) clouds on the on the s...sky then we had to go to another city President Prudente when when (.) we stop (.) it it give three or four hours late to to become to (.) Porto Seguro (.) then we: we have a seven days of pure party yes (.) only (.) only parties every night and the day we spent (.) sleeping (.) we go to: two shows of Axé Music who was the at the auge (.) in the top of the (.) was É o Tchan e (.) Terra Samba it was so funny (.) and the other days we spend eh (.) visiting (.) places (.) like the place where the (.) Brazil was discovered (.) and some (.) Indians' (.) places (..) and: in Porto Seguro there is a place who: is called (.) Avenida do Álcool Alcohols Avenue (.) every day we: before we go to a party we go there to to drink some (.) some kind of exotic drinks (.) and then we go to the to the night to see peoples meet peoples and have fun (.) in the: Saturday the (.) the last day we we was there is the only day that is rain (.) so we stay at the hotel and start drinking (.) there (.) we drink much (.) specially me (laughs) and: there's another (.) there's other peoples who is coming and then they are drinking too and we (.) all drink together and after began drunk we the rain stops and we walk to to the city (.) and (.) we had made many stupid things

Total time: 4:53

Number of words: 354

Participant 21

// Ah Ok (.) eh it's a little hard to speak alone but I'm: going to speak about something that happened a few days ago (.) I had this lunch with my: brother-in-law and we were discussing about things about people in our family and (.) we were talking about exactly about my girlfriend her name is Barbara (.) and: he started to ask about things what was going on and stuff like that and we stopped with this subject that (.) is concerning us all in our family because we have this project of life working (.) which it's called (inaudible) is a project which's: been developed by me (.) and him and my my sister yes (.) the three of us and: it's: kind of weird because it's passing through a hard time now we have to (.) to develop another step and it's kind (.) difficult right now but when w...we were talking about it he suddenly gave me some ideas which (.) is just good because now I have new horizons and I have new ideas to to do and to develop so this: this kind of (.) one one last th...thing that I have to concern (.) well (.) the the point is (.) it's: this is what I'm doing for life and when you have to make so difficult choices and: is is related to to

so important people in your life in your family (.) is it gets hard so (.) well (.) from that day (.) long (.) I I started to work on this piece of paper and this project and I'm developing this ideas these new concepts and I hope I can make it happen and (.) the good thing is because is it inv...eh (.) it involves eh many persons who are concerned who a... appreciate (.) eh their friendship and this people is related directly to me and my family so as I was saying it's kind of a (.) a life work and (.) it's good for that reason well what can I say (.) more // uhm it oh yeah it's connected to my childhood when I was a boy scout and my: college studies are connected to because I'm I'm graduating in next year the end of this year in Tourism and Leisure and as I said I was a boy scout I like to camp to go camping (.) with friends an:d my (inaudible) this project this program it's kind of a continuation of that life style which is good (.) for me because (.) I consider myself (.) happy because I can work with what I I like and even more I receive money for that so (.) I'm I'm happy and that one of the things that makes me happy about (.) being here at this university I'm: I'm one of the few students in my class who already work in the area (.) and this is quite a privilege an:d uhm I can use all my knowledge a little bit a bit in: my work and I can connect my studies in the English language and spoken language so I can make it better.

Total time: 3:15:63

Number of words: 321

Participant 30

Five years ago I went to a trip to: Europe with a choir that I participate (.) and it was very nice we: look for this trip eh (.) exciting because it was a: trip for one month eh almost and: it was a group of fifty persons and: (.) eh we visited many places eh South of Germany North and we went also too Wien and eh Italy and we visited many churches an:d museums and sing a lot and made many friends (.) an:d eh once we were in a: nazi camp and I got lost there and it was very funny because I was very scared (laughs) I: was eh looking for pictures and when I turned o...turn I: couldn't see anybody of my group so (.) they were in oth...in another place an:d I look for them (.) and after I: met them in a: the station at a the: station no at the: parking place (.) and: (.) eh: it was a nice experience because I never went (.) eh such as a a (.) a long trip (.) an:d (.) we: (.) the: the place that we stay longer was a: a small city called called a: (.) (inaudible) I s...we stayed there for: five days and we took eh part of a: party that was very (.) interesting because of in the end of the party they: they simulated a: (.) how can I say a: (.) a: (.) eh when people die they they made all this (.) I can't remember the word and: (.) after we went to: a s...a and we stay there and from there we visited many other ci...cities nearby (.) ah: famous cities li:ke Neu...Neurnberg and: (.) eh eh city that has a (.) a: (.) Christmas store you can buy many souvenirs (.) is very beautiful (.) eh (.) eh Hottenburg is the name of the city (.) and we went after to: to bigger cities like ah Berlin (.) eh but we stay there only for two days (.) an:d we visited only Berlinadon there is a very famous place but we couldn't see much because he was too fast there we stay only for one night and two days (.) and: we visited also Hamburg (.) eh it has a: a ship port there a ma...a big (.) with big shippers and (.) there we stayed for three days (.) and: (.) and other uh we went to (.) eh München and there we went to the Oktoberfest because it's a: it happen in September on September and it's a very big a: chop fest.

Total time: 5:00

Number of words: 404

Session II

Participant 7

Uhm two weeks ago I went to see a a movie uh it was a movie uhm it was a movie about action uhm the name was Triple Triple X and it was a film that uhm (.) uhm (.) a lot of people working in that uh film uhm the music is very interesting uhm (..) what I will tell you (..) it's a terrible day to me

What's the movie about?

I can't remember (.) the movie it was about a man that uh work uh worked on uh live doing radic...radic sports radical sports and he: he was (.) uh hired to: to work to the police Los Angeles' police I can't remember exactly where an:d to help them to: (.) to discover (.) a: a crime or who people uhm were doing an:d (.) uh he use his (.) he use his (.) abilities of uh radical sports to help uh the police an:d it was uh funny too because he: a lot of times he was in trouble uh funny troubles and then sh... and then he he fall in love uh with the the woman (.) the woman that uh particip...participate of the (.) people in the crime and (.) what I liked it was the the action and the music and (.) and the places where they filmed uh

beautiful beautiful places and what I dislike it was (.) uh (.) how can I say there wasn't a (.) a good history only that the man helped her helped the police to find people where were doing crime or things like this like this but uh it was (.) eh entertainment film an:d (.) ah his clothes were (.) funny he wore a (.) a (.) sweater with a I can't remember the name the (.) (laughs) pele and a lot of tattoos in his arms uh (inaudible) and very strong it was funny the man and (..) and in the end wa...wa...uh what happens what happens is the same in all the film he helps and everything uh becomes ok and and and (laughs)

Total time: 4:27

Number of words: 322

Participant 8

Well one movie that I liked very much and sometimes I eh I watch again is The Last of the Morricans is a epic movie eh was in the the movie is set in the United States but in the time that eh the the Uni...United States it didn't exist eh eh didn't exist eh a before (.) the the indians there ar...the movies ah talks about a the relation between the the colonies the English colonies and the Indians and some the most of them eh who who could eh couldn't pay for a a place in the city they moved to the the how can I say the edge of the city there is a place there's no no security no eh and a lot of Indians lived there and this the story talk about the eh the relation of the colonies that they they get angry because they don't have the the protection and there's eh the main cha...characters of the movie were is the (inaudible) is a a man he is not a indian but he he was raised eh by an indian family his brother eh step-brother eh I think (.) Ancas Ancas his name and the the father of them but I don't remember the name these three they traveled together in the the the woods to the the lands of the Indians and the English and I think in one part of the story the (inaudible) meets uh Cora Cora is a a daughter of a general English general uh imagine how can a relationship like that can can happen is not possible but the Indians (.) attacks the (.) the group that was eh uh was with Cora and (inaudible) his brother and his father they saved they saved her and his sister her sister and oh the the story go on and the there is the French the French army too and the the battle between the English and the French and the French win the war and the English has to to leave and the the the general the Cora's father has to leave from the the the fort and again the Indians attack the the group and (inaudible) his son his brother and his father saves Cora again (.) is is a very interesting movie because the the: pho...photography of the movie is very beautiful the I think the the film was shot in South Carolina because I I made a research about the movie because I liked it very much and the: the falls and the woods and the nature and the songs of the mo...the the movie are very beautiful eh you can you can enter in the movie like as you was living with them too doing the things that they was doing too is very beautiful and they talk with the (.) that eh Indian language they talk with that language and is very beautiful but also the movie is very has a lot of a lot of violence and too many English soldiers died in that movie the Indians too the the movie is very: has a lot of violence also but but on the other hand is a very beautiful you can (.) you feel angry against the Indians you feel angry against the the English you feel you you like you want to know what will happen with the characters and the I think the I think this is the main the main parts of the movie is one of the movies that I liked very much "The Last of the Morricans" and sometimes I when I can see when I has can can when I have the chance to see I to watch I watch again and again and again.

Total time: 4:56:79

Number of words: 623

Participant 9

It is a movie that we saw in the English class at the laboratory (.) an:d the name of the movie is "Shrek" it's a drawing I think I don't know how to speak (laughs) and it's about an ogre that is Shrek and he: he lives in a swamp and he: and his swamp is (.) come a lot of uhm eh people come to: his swamp and they take his swamp and he wants to take it back but and one of the: the the animals because there are animals that comes and then they come and they: they start living there without permission and nothing and they are all animals of of (.) some drawing that we had last uh few years ago and (.) they start living there and Shrek doesn't doesn't want them to live there so he: goes to the to the king (.) to speak to the king and the king says to him that if he: rescues the prin...we...the princess from the his princess in the case that he wants to marry hi...her if he: if he rescues her he can have his swamp again (.) all all for him again without without any: any: animals living there so he accept the deal and he goes with one of the one of the animals that is the dunkey he goes to this to the castle of the the princess and he rescues her but he doesn't know that she's she's when: gets dark she turns into an ogre too it's a female ogre then he: he rescues her he and the duck and she: and he: falls in love with her (.) and she falls in love with him too but he doesn't know that she's an ogre that she turns into an ogre an:d for her to be: human or ogre

forever she has to kiss uhm true love so he: when he rescues her they fall in love but she has to marry the king so he and the dunkey they prepare a lot of things to: to get her back not to allow her to to marry the king but the king he doesn't like the ogre and then he he does doesn't want to (.) he doesn't want the ogre to get her his (.) his woman in the case but he he saves her in the end of the movie and I I she turns into an ogre and they live together

Total time: 3:21

Number of words: 408

Participant 10

Ok I'll tell about the story of Cinderella eh it's a cartoon an:d (.) the in the I'll tell you about this film because I like it because (.) I guess that eh every children like likes cartoon so when I saw this film I was a child and I still like because I saw: I guess two two months ago I saw Cinderella number two and I liked very much so I'll tell you the first one because I remember better than the second (laughs) so eh the f...the film begins eh with with Cinderella (.) was a child and her father dies and she keeps with her: (.) step-mother and two sister an:d the three of them starts to make her a: home homecare and she has to: to clean up all the house and make breakfast dinner lunch and everything and the the (.) the king and his son (.) the son of the king needs to: to marriage so he makes a: (.) he needs to to marry (.) so he makes a: uh uh a publish in the city and invite all the the girls that are are rich and had something to o...offer to him to goes into a: a party in the: in the castle so she invites all the: the girls and but the: Cinderella was: in the house she would go but her step-mother doesn't wants that she goes because she knows that Cinderella is more beautiful than her her sisters so (.) she knows uhm deeply that (.) that Cinderella probably will: get the the this chance of marriage the prince the prince so (.) uh she: she locked Cinderella in in a room an:d the the prince goes at the house and give her the the invite and she: she doesn't know but in the middle of the history she she knows that will have the: this party and she: wants to: to go and make many things to to get the the the confiance and (.) of her step-mother and but she but the step-mother don't give her the dress and all the things that she needs to go so she and before and before that she said to Cinderella that (.) she she has to clean almost almost everything in the house and it won't get time to (.) to: get dressed and all the things and she doesn't have have the dress so she give ups to go (.) to the party and (.) just that uhm and so the her sisters and her step-mother goes to the party and she she starts to cry and then appears her her: fada-madrinha (laughs) and that person eh in a magical touch she: (.) she gives gives her a dress and a carriage and horses everything she need but she just she he she just has to she just have one condition to go to the party that she has to (.) has she has to get at home at midnight so she goes very happy to the party and gets there and everyone saw sees her because she's very pretty and the dress is is very (.) beautiful and everything.

Total time: 5:00

Number of words: 513

Participant 11

The film that I: I (.) will (.) s...uh tell it's about a (.) story about a a submarine that I saw : this eh last weekend it was a good film I liked I liked it very much an:d it was about uh uhm: a Russian submarine that the : (inaudible) an:d they have to make uh some: test about this new submarine it's a very new kind on and a very uh the mo...the most uh: important submarine that that they they have now and they have to test if it's all ok and eh the the coman...the comands are ok (.) and when they start the: the exercise to test the submarine there are some problems with the: soldiers that eh: that eh (.) work in the submarine they are not prepared to: (.) to: to to have a a when they have a problem and ou have to: (.) a a war then then they are not prepared to to do this they make some exercise uh in the water and they: they are very confuse they can't do it very well then: make a lot of (.) wrong uh: exercise they they really don't know what to do and the: the the captain they are very very: (.) s...strong not the right word but they are (.) uh they have the they alw...always have to do more and more exercises to prepare the the: the people the soldiers and they have a they had a problem with the: submarine that a a a thing is gonna eh eh went wrong and had a: radiations rad...radi... (.) radiação radiation I think is that (.) that effect the submarine and they have they had to: to to: recupare this this part of the submarine uh under the: the water and it's very bad because the soldiers were (.) dying with the this radiations (.) but they they couldn't do it uh : a lot of soldiers died after the the (.) the the repair they they did an:d involve to: uh Americ...eh the the submarine were Russian and involved a American peoples too they have to part...participate for a from a: American (.) war an:d uh with all these problems they couldn't do it on and they were no...were not prepare to (.) ehm because the people who work in this repaired were dying because the radiation they couldn't go continue with the: with the: the test an:d they asked for help (.) they asked for help uh: uhm:

for an American (.) ship that was near them (.) and they they were saved after some some days they were under the water it's a good film because they: uh that I I most I like most was the: uh the the uh (.) the people who work in the in the submarine was were very uh (.) they helped each other very much and it was a: (.) a good thing that show how they they helped each other it was a (.) it's very: (.) very (.) yes it's about this.

Total time: 4:47:41

Number of words: 494

Participant 18

Eh I'm gonna tell about the movie called ah "The Sixth..." ah (.) I forgot the word (.) is is a a fiction movie that has a little guy that had the power to: to see dead people and (laughs) and to do things like that and actually I don't like (.) fiction movies but that one I really liked because u... usually you can you can see what's gonna happen in the end or what's the story about is going to finish or something like that and that movie was really it was a good a really good uh the way that they put it on the on the the images and how they they search on stuff to tell the people you won't you couldn't couldn't imagine how how it would end so I liked it very much I liked I wouldn't wouldn't expect what happen in the end and you just know what what's the film about really what's really happened just in the end in the end you start to understand all the things that happen has been uh has has been happening so that movie was is a good movie I liked and eh (laughs) uh (laughs) well (.) another movie that I see that I liked very much was (.) "Pearl Harbor" it was a long a long movie and the the the facts were very very good you cannot tell almost cann... could not tell if it was real or not (inaudible) and a different thing that uh they did was to give the people who watched a little a little (.) like a journal they would give to people in the in the beginning of the section so it likes it likes makes you go to the the time that the movie was happening (.) and (laughs) uh: well another movie I liked was uhm (.) (inaudible) I don't I don't remember the name they run it in 1888 was with Sharon Stone I I can't remember the name (inaudible) I don't know I I saw in Portuguese (.) when I was I was young I got really impressed to the film and sure with with Sharon (laughs) she she (inaudible) and: (laughs) ok (?)

Total time: 3:33:61

Number of words: 352

Participant 19

Eh the movie that I'm gonna tell about it is: ah kind of a fiction or not (.) I don't think this is a fiction is Signals and this: a suspense film there is the the actor the most famous is the Mel Gibson and the films starts (.) with eh: some kind of pictures eh: in a farm that's is: eh starting (.) to: to show like a in a lot of (.) cities you: it a...uh (.) eh like you are in a: I wanna tell with an example you are in Monday and Tuesday and Thursday sorry and Thursday in your farm there is a lot of pictures like eh (.) like a circles and a lot of things that you can't imagine what is what is it and: (.) and this: a... eh: happens in a lot of different countries and cities so the: scientists and the the: people try to (.) what is it so: (.) and different eh: (.) things that really strange start happening with the farm of Mel Gibson that is eh his house is is: (.) eh is like somebody eh: get in the house of (.) Mel Gibson and and take a look around and after disappear and the anybody knows how to explain this fact (.) so: eh after some days eh: eh in the: in the TV they are talking about these facts that is: nobody knows what is it and the (.) and they are trying to explain by the TV so: his family that is two chi...children and his: brother (.) they are: they are eh alone in his house and they try to understand what is (.) the thing but they: they think that is some eh some eh kind of man that is just for disturbing than the his family and eh a long time ago eh his wife dead with a: car crash she was walking in the street and and: a guy which was driving slept in the in the car and killed her eh his wife so after that his was a father and he: after that he (.) he lose eh his faith and stop stop going to church and anything like this so and: (.) some some days after the the strange things that (.) happen in the his farm they discover that this some kind of eh: alien that are in... invading that the si...the signs that was in his farm is just eh for: navigation through: for: for example we can see that that circles and a lot of signals for eh: for a sky so they can navigate and about...eh above the Earth and they are coming for Earth because his plan...eh their planets eh: they they use everything that they can they could and so they are moving to to get example food and something like this and: and one of the farms that happen was the Mel Gibson farms and (.) so: and they discover that the aliens eh don't like water eh they don't know why but this just a (.) they they know that they don't like water so (.) so the the guy that killed her eh his wife he goes he went to a lake (.) and said to Mel Gibson that eh they don't like water and one of the aliens was in in his house the house of the guy that kill her wife so he goes there and see the alien.

Total time: 5:00
Number of words: 565

Participant 20

The fi...eh the movie that I will tell is: the one that I s:aw last week (.) is about (.) eh ETs extraterrestres and it starts with (.) a (.) father that (.) lose his religion when her wife dies in a strange accident (.) automobile accident (.) and one day he was sleeping and (.) he wake up with some noise (.) in his: plantation (.) and he go to the her (.) brother house and both goes around the (.) the field and see strange (.) strange things like uh the field has some (.) eh the format of (.) signs on the (.) on the field itself (.) in the other day they call the police and s:oon eh he see at the television that in other par...eh parts of the world has the same (.) same thing happen (.) it was in other (.) side of the world in India he lives in United States (.) then it become to (.) the world become (.) frightened and the it has a total history and people going crazy like that and then finally the ETs ha...eh goes there (.) and in the television it shows some (.) invasions around the world that have see the ETs (.) and it (.) becomes more (.) assustado (.) and (.) and then the father (.) he go to get eh but is losing her religion more and more and when the (.) then he finds the the guy who was driving the (.) the car who killed her (.) her wife and the guy said the it has to help happen because his driving in a in a road without other cars and with (.) many spaces to crash and he crashed right eh and he: crash in in her (.) and then (.) he goes to her house his house and the ETs eh going to (.) attack her he (.) and they (.) close her windows and doors with (..) with (.) with eh pieces of (.) madeira.

Total time: 4:38:38
Number of words: 300

Participant 21

Ah (.) I'll start talking about this movie which I I already said is "Finding Forester" which (.) as far as I can say is one of the best movies I have ever seen because (.) it's about two pe...two (.) people lives story which is pretty (.) well (.) shot and (.) have some (.) pretty nice participations of good actors one of them is Sean Conery which I I like it so (.) in this movie (.) I: can tell (.) what what bring me in my memory to be a good movie is the story and the characters' lives (.) Sean Conery it's is a (.) a writer (.) who had had a great (.) how can I say it's a (.) top-seller movie eh book with a one of the best ever written books and he gets (.) inside his apartment and that's for like fifteen years and never comes back come come comes out of his apartment and with this student from a college nearby he starts to: get a life again and (.) I think (.) talking about this is more difficult than seeing the movie because it's (.) very very (.) personal what I felt about (.) it has some thin...some things to do with my life like most of movies but this particular movie had more (.) it's about a person who had (.) difficulties and it's getting over with a friendship and in the end both of them gets (.) what they mean to which is confidence for starting a new life and the other one (.) gets respect of his friends which are new for him and also started a new life (.) it has to do (.) so also with basketball and friendship and relationships (.) which is very well written and shoot by the director and of course Sean Conery is also a great (.) a great actor and as far as I can tell (.) I I suppose this is one of his best movies (.) well (.) it's five minutes talking about the movie I guess I talk a lot (laughs) and what can I oh yeah it's about a university life yeah already (.) and eh it it shows us good professors and bad professors good teachers and bad teachers and in the end the bad professor has what he needed to have a student showing him (.) his: way of seeing and spoken by Sean Conery and that's wha...what (.) picked my attention I don't know how to say (.) well (.) I guess that's it.

Total time: 4:43
Number of words: 395

Participant 30

Eh some days ago I watched the film a: it's a history about a: a girl that live in the: in a in a small city eh here in Brazil it's a a: Brazilian film and: the girl eh she had problems she: she fell down in a faint sometimes and she (.) eh: she stayed inconscient for a long period and: when she was teenager she also was a strange girl (.) and: she: she: continue with this faint and: when a: a friend of her married she was crying because she loved the guy who was marrying who was going married and: after uh her mother thought she would be alone because she was a little strange an:d after a time she met a: (.) a man that try to help her and he fell in love with her and they married and sh...an:d one day she: she was unconscient again and when she w...when she woke up woke up she: she c...she begin to act like she was (.) Jesus Christ (.) and: she had a vision that:t tells her that she had to: to continue the: what the bible says she had

to to: explain it to the people to (.) uh: to let them know that was eh to explain the the word of God and so on (.) and: she begin to uh she began to do that an:d after a time there was many adapts to her that stay in her house and: she was very religious (.) eh: she helped people and they said that she: she had done a miracle to someone but eh: it was not prove and she began to act like like Jesus Christ so: it goes on and: it began like a a war between eh: eh: catholic eh people and people who who: follow her who follow her and they: killed some people there eh: (.) but I like the story very much because he tell us he it it tells her eh he tells us about a a the history of that people they were eh German (.) immigrants (.) and: eh it tells the story about that colony there from German people and they: culture (.) and their culture and: it's I like this kind of film and I I liked it mainly because it was a national film that tells something because our films were a bit uh ah only talk about bad things and: I like this improvement in national films and the history (.) and: and at the end the the girl she was a: she get a little uh: she was a kind of crazy I I think because she: she was so: (.) how can I say (.) she trusts it so much that uh: (.) I think she got crazy and she went to: to nuns to a catholic a: church that to be cared by nuns and: but she returned to her city after.

Total time: 4:36

Number of words: 482

Session III

Participant 7

Ok what I can see is a comic story about Chico Bento and her (.) girlfriend I think I can't remember her name I'll call her eh (.) Anita and Chico Bento and Anita they were uhm (.) uhm a trave...uh p...(.) how can I say they were doing a travel and suddenly they they decide to: (.) to pull in a fence a fence and suddenly they find a cow I don't know the name (laughs) the name of the cow (laughs) and the cow look at him uh: and try to: to hit them and suddenly uh ki... uh: hit Chico Bento and he went (.) he he: he throw he throw it uh to another (.) place he took his teeth on the: floor on the ground an:d (.) uh: he's ok uh: after this he decided to: (.) to: (.) to: (.) to climb a tree I don't know and pick a: little fruit a fruit it seems but a lot of bees come and they had to: uh: to run out an:d to survive not to be: not to be: uhm (.) not to be: (.) to not to not the bees didn't attack him they uh jump in the: water with a lot of (.) fishes (laughs) and the fishes uh seem seem (.) seem very: angry hu...angry and hungry and suddenly they try to to: to bite him I don't know (laughs) and then they they had to escape again they: began to: to discuss to a...to argue and uhm (.) they in the end they they be...they stay ok an:d seems like this but suddenly the friend the the father of uh Anita appears an:d uhm went with her out I think this is the story a funny story but only when it when some: some: animal or some fish try to: to catch them or hit bite but not in the end I don't know but it's a funny story.

Total time: 2:56:91

Number of words: 314

Participant 8

// Ok then: eh I don't remember the name so Chico Bento and Rosinha they were (.) dating and (.) Chico Bento took her for a walk for a: and they they jumped the fence to I I think to catch some flowers but in that in that place there eh was a a bull there and the bull was very angry so (laughs) Chico Bento eh: receive a: (.) a (laughs) eh (.) receive a xa...I don't know how to describe that she he get hurt because the bull hit he hit him and (.) and after that I think Chi...Chico Bento and (.) decide to: (.) to (.) to go eh in a tree I don't know I think to catch some fruits there and but there in the in that tree eh he found a: a: I don't know the name uma colméia full of bees (laughs) unfortunately for Chico Bento she: she: (laughs) she aren't eh having lucky and the bees start to: to fly (laughs) in his direc...his direction and he takes Rosinha and together and he: jump in a lake (.) to: to so the the bees can couldn't eh find him they but in in that lake un...again the there are a lot of piranhas and they (laughs) and the the piranhas was very angry too (.) and Chico Bento: sh (laughs) she almost eh: fly again to: to: get out from the the lake to to protect the he...himself against the piranhas and Rosinha at this time she she was very angry: Oh, no what we gonna do? we went to a we jump a fence and find a bull we went to a tree and we find a lot of bees and we jump the lake and we find a lot of piranhas now what we're gonna do (?) so I think this time Chico Bento have a idea I think: Oh, ok Rosinha let's stay ju...just here and let's date here ok (?) the best the best idea I think so let's stay here to is more safe and Rosinha loved the idea: oh, Chico Bento oh my boyfriend (laughs) unfortunately when they: they start to hug the: Rosinha's father came and took her to her house and Chico Bento became very (.) eh (.) sad // Oh, I'm sorry so that was the story.

Total time: 3:13:07

Number of words: 367

Participant 9

// Eh once (.) Chico Bento was with his girlfriend and her name is Rosinha and he wanted to: to have some (.) to have a moment (.) different with her he wanted to do something different with her but he didn't know what so he: (.) he said to her that maybe they could (.) have a walk to see if they could find something to do different than what they always do so they went to the walk and he saw: (.) he saw: some flowers inside (.) I don't know the name (laughs) inside inside a place where where were (.) what is this (?) (laughs) a buffalo (laughs) so he went inside that place to to pick the flowers (.) to Rosinha but when: when they entered the place the: the animal started to: to attack them so they jumped off the place because they were scared they: they thought they were going to die (.) and Chico Bento fall down on the floor and then they didn't know what what to do as a different thing so they talked and Chico Bento (.) he: he decided to: (.) go up in a: in a tree to get some: some fruits for them to eat when he: jumped on the tree there was: a lot of bees there and they start the bees started to atta...attack them (.) and they started to run but then they fell on a on a river (.) and to to escape from the bees they they had to jump on the river so when they jumped (.) there were: fishes bad fishes (laughs) on the river and they attacked them too so they got up the river very fast and Rosinha was not very happy because she thought that Chico Bento was going to take her to a nice walk but (.) only: they only did bad things they only had to run from (.) animals from the animals that attacked them them so he had an idea and he: invited her to: go to his ho...to his house they were they could be safe // (.) and she liked the id...the idea but then and they: decided to go her father: (.) her father arrived and take took her home (.) mad because she was with eh her boyfriend

Total time: 3:16

Number of words: 333

Participant 10

// É o: Chico Bento and I will: (.) tell a name for her uh: Antonieta was they were eh boyfriend and girlfriend and they were in a mee...in a meeting (.) and then: Chico Bento eh: uh: decided to: give her a present uh it was a: some flowers that she: that he (.) started to keep in the: in the middle of one camp and when he was picking the flowers happen that uh show a (.) cow a cow I guess no the: (.) husband of the cow appeared (laughs) and Chico Bento eh was scared as eh: Antonieta (.) then the: (.) husband of the cow eh: sh...she quicked in the ass of Chico Bento (laughs) and he falls in the ground then Antonieta go go and uh talk to him uhm nanã and the he decided to pick a: apple to her but when he: jump in the: in the tree has a: (.) amount of bees that start to: to fly after after him and then he jump with Antonieta in the river and shows amount of (.) piranhas and then Chico Bento (laughs) get out of the water and (.) gets a with with Antonieta and then she: she: be mad with with him because he doesn't do anything (.) right and then she has and then he has an idea and talk and say something to her I guess something like I love you or anything like that and then she: stay hap...stay happy again with him and when they are (.) in love and (.) having a kiss and nanã the the Antonieta's father appear and he's very mad because she: went she goes when out of her house and didn't say nothing to them and they and then he: he takes her and go home and then Chico Bento stay: stay very sad // and he: goes to home and (.) in the middle of the way he: (.) he gets happy again.

Total time: 3:15

Number of words: 299

Participant 11

// Well the picture shows uh: (.) two guys Rosinha and Chico Bento (.) they: are having a funny time in a beautiful place with trees uh Rosinha Rosinha is sitting in (.) a: bench it's not like that but they are loo...eh she is looking: she is looking Chico Bento talking about the beautiful (.) of the view they are looking then they decide to have a a walk around the this beautiful place (.) and (.) uh suddenly they jumped a (.) I don't know what's this but Chico Bento: are (.) are (.) catching (?) (.) some flowers to Ros...to Rosinha and suddenly: a big (.) uh animal came and they are very scared (.) because the animal look very furious to they (.) uh so Rosinha can jump out this place where they they were but Chico Bento was not so: so happy so this animal eh: (.) ai (.) this animal hits him and they fall at the a: como é que é (.) floor so Rosinha was a: running to see if Chico Bento was ok but it was fine then they decide to: he decide to: to: (.) climb a tree to: to get some fruit I think it's orange (.) and the: (.) and when when he was at the tree he: find a: a lot of bees (.) then they have to run fast because the bees are attac...a...ttack a: (.) attacking (?) attacking they and they have to run very very fast and they jump in the into a river to:

escape from the bees (.) uh when they jump to into the river they find (.) a lot of fish (.) dangerous fish fish that (.) bite them bi...eh bite bite them (.) so they have to eh go out // to the river too (.) and they couldn't couldn't escape eh they could escape but Rosinha: s...eh became very angry with Chico Bento (.) and they eh she was talking: (.) furious with him (.) so uh: Chico Bento have a:nother idea uh: what they: can do about what they can do and was telling to: Rosinha an:d maybe she: liked (.) what he: tell (.) uh: what he told (.) then (.) finally when when they decide what they can they they could do together (.) her father came and (.) picked (.) picked picked up não (laughs) I think is that pick she up and the: beautiful a: walk was eh that they planned ended with her father when her father (.) picked she up is that.

Total time: 4:34:67

Number of words: 275

Participant 18

// This is a story of Cascão and uh: Silvia uhm they were in a in a outside in the garden and he was: telling a lot of things to her and she was like really impressed of him and then they decided to take a walk so he took her frien...her hand and (.) go to take some flowers to her because he was like kind of: liking her an:d then suddenly they they (.) they saw a cow a really a really uh angry cow they got really scared and she was like (.) sha:king her hand when she saw that and he was like really really afraid of the: the cow too because sh...the cow was really big (laughs) and then the cow just (.) s:nack him in her bloo...in his blood and he he was like (laughs) uhm flying she just (.) she just watched he's he's going through her (.) hand and then he: finally got to the ground and then they started to talk again and everything got calm again and then he decided to (.) get a fruit to her and then he got up in a in a (.) fruit tree (.) and then suddenly he saw uh: a bunch of bees and then (.) before the bees start to get him and get her he got her uh: by her hand again an:d start to run and then they run right through a: (laughs) right through a: like like a place with water an:d so they stay inside of the water until the the bees go away an:d suddenly (laughs) now they saw some (.) some piranhas that I don't know the translation and then again they have to go away and run through the water run outside the water when the the the fishes were like almost getting (.) them and (.) after that all finished she got really mad with him because she almost have trouble with it and then (.) suddenly he has he had idea // an:d he (.) uh: declares his love to her and then she got almost in love in him with him an:d (.) when she was like giving a kiss: (.) to him uh her dad appears and then get her through her hand and Cascão stayed alone.

Total time: 3:31:50

Number of words: 322

Participant 19

// In the beginning of the day there are two children in the: in the forests having fun with the (.) a little little guy that (.) his name is Chico and a (.) a friend of him that is Luluzinha so they're having fun in a beautiful day with (.) eh the weather clean and everything was all right (.) so after they: they they thought about a thing if they they could pass a wall so to bring some some flowers (.) and they they thought it was ok no problem but after that they (.) they step the the wall and after that came a (.) like a a mad cow that is very very angry (.) like (.) liked so (.) there the:re there were the the two children alones and just the cow going through them (.) so: after after some I think like eh thirty seconds the the cow kicked the the Chico and throw him away the the wall and Luluzinha went with he with him (.) so after that they (.) they talk a little bit and he: he thought to: to take some fruits in the in the tree I think that is Chico wants some eh: (.) I don't know (.) some apples maybe but he: when he was on the top of the tree (.) he look after to a of (.) a lot of o...a lot of bees on his had so he took Luluzinha and (.) run away from the from the tree and jump in a in the water in the lake so to: to: get the bees away from from them (.) so in the the water they: I think eh one méter one meter below they they saw some fishes (.) and so...some mad fish I think and: they run away from the water too so Luluzinha got very angry with with Chico and he he thought about another idea (.) an:d (.) I think they they talk a little bit and res...solve the the problem but when they was when they were in a good having a good fun so the: the dad's Luluzinha came to bring her out from from from her from her home and Chico stayed alone // (.) and with nothing to do.

Total time: 3:04:50

Number of words: 352

Participant 20

Well this is a story about Chico Bento and her girlfriend (.) his girlfriend eh: (.) one day he is: with his girlfriend Rosinha and he eh thinks to give some flowers to her so he: (.) pulou the fence and when he get in (.) a bull a hang angry no (?) furious bull become and (.) touch him in his (.) ass (.) he and his girlfriend then he had another grateful idea great idea he tried to pick some (.) fruits (.) for her so he (.) jump into the tree and when he's picking the (.) fruit he saw some bees much bees (.) so he had to run out with her girlfriend and he an:d he decides to: jump in a (.) in a river and (.) in the river there there are some (.) fishes that (.) don't like he (.) so again he had to (.) run out (.) the water (.) and his girlfriend become angry with he (.) and he had another idea this time he just talk with her talk romantic things and (.) and then she (.) she become more (.) passionate with he but when we when he will (.) kiss her (.) her father appears and she left she had to left.

Total time: 2:37

Number of words: 188

Participant 21

So this story is about (inaudible) called Cascão in Portuguese an:d he is trying to seem tough to his new girlfriend walking around showing her beati...ful flowers and getting (.) eh trouble with this bull (.) whatever it is so (laughs) he got a horn and a and a: and a he's asking and she is by him always seeing this trouble created most of the times by him an:d he h...he has these few ideas one after another (.) that one was the first one the second (.) was getting up on a tree to get her some kind of fruit and after all he gets only a few bees (.) stucking his way so his choice is only (.) to fi...swim an:d to get those bees (.) away and (laughs) when he's on the river in the river he he find he finds out that he has the company of a few bad fish and those fish I guess (.) piranhas (.) get him and her get them out of water just as quick as he can an:d (laughs) she's not getting very excited about the situation so he: gets a like a: (.) how can I say the other word? so (.) they discussed they get an argue yeah an:d after all he has a fine idea an:d when he's just about to tell her how much he loves her (.) she's fathers (.) comes and take her away from him an:d I guess it's a: one of those (.) sentimental stories about kids and stuff all the trouble to get (.) their happiness so is that five minutes (?)

Total time: 2:29

Number of words: 255

Participant 30

Eh : the story begin first with a : Chico Bento was telling histories to Rosinha and they were a kind of dating in the: (.) in a park in a park I guess after: they he went to: (.) to a: yard to a neighborhood yard to: pick some flowers to her bu:t he was stop by a bull a he was very angry and attacked him so after: they deci...he decided to: pick up some fruits to her bu:t there were a bees on the tree in the tree an:d (laughs) they also attacked him (.) then (.) he he was very scared and he: he threw himself on the river with her (.) and there were fishes there many fishes an:d the: they were: they eat people so they try to beat them and he run away from it (.) an:d Rosinha get very angry with him because all we: want to do all we: all he wanted to do was wrong he: he always keep them in a: such a trouble (.) an:d he had a great idea after (.) an:d told her that (.) there was a solution for this problem that they coul:d date eh: there an:d that he liked her very much and: (.) she: hug him and they were: and her father su...surprise them there an:d they get very frustrated after (.) and: (.) he try everything to: to get that day: (.) interesting but everything get wrong and: I don't know what to say anymore (laughs).

Total time: 2:20

Number of words: 239

APPENDIX B

Classroom observation

1st class

Date: September 19th, 2002 - from 2:00 to 3:25 p.m.

Level: Pre-intermediate I

Teacher: 1

The teacher started the class asking the students about a film they had seen last class. She asked: “Did you like the movie? What was the most interesting part in your opinion? Could you understand the story? Why do you think the second part of the film was more difficult? Why was it easier to understand the man’s speech than the woman’s? Did you notice any mistakes in his speech?” The teacher, then, compared the man’s Greek accent with her British pronunciation.

During this conversational interaction, only two students contributed with answers – participant 6 and 2. However, participant 2 answered everything in Portuguese. Participant 6 answered in English, but using short and simple language structures such as “Yes”, “No”, “The second”, etc.

After that, the teacher went around the classroom to check students’ homework, in which learners were supposed to describe their past experiences using the Present Perfect. She went to the board and explained the verbal tense using some statements from the exercise as examples. Then, she asked learners about those statements. The teacher did it individually so that each student could answer the questions applying the correct verb forms.

Then, learners were asked to work in two groups (Participants 1 and 2 – the first group; participants 6, 5 and 4 – the second group) in order to complete a table with their classmates' names. Students should ask: "Have you ever..." to one another and mark the correct answers on their sheet of paper. Since the first group finished talking quickly, the teacher got close to them and tried to motivate them to talk more and give more details about each question; however learners seemed not to be willing to speak more in English. Participant 2 asked: "Mas nós temos que falar em Inglês?". The teacher said: "Yes, of course"; and tried to make learners talk in English, by motivating them with issues related to movies and books. However, students answered the majority of the questions in Portuguese, and when they spoke in English, they used to switch to Portuguese constantly, especially when they had difficulties with lexical items.

Conversely, the second group (participants 4, 5 and 6) tried to answer all questions with extra details. Therefore, they took longer to complete the task. Participant 5 seemed to be a little shy and did not talk very much. Participant 6 was the most active learner during the accomplishment of the task. He tried to talk everything in English, even when he was not sure about the pronunciation or the correct grammar rules.

As the second group still had not finished the activity, the teacher invited participants 1 and 2 to join the second group and participate in the conversation. In order to help learners to improve their speaking ability, the teacher used to interact with them. She asked to participant 5: "Have you ever eaten anything very unusual?" The student attempted to describe the dish in English, but he quickly switched to Portuguese due to lack of vocabulary. Then, the teacher asked again: "Who has had a frightening experience?". Participant 6 was the first one to tell the group his experience. Participant 5 took a small part in the conversation and the other learners kept in silence. The teacher

said: “So, let’s talk about dangerous sports”. Participant 1 was asked to make a question to the group about this topic. Participant 6 started answering, followed by participants 5 and 4. Participant 1 was supposed to explain what was “tracking”, but he could not do that in English. A similar situation occurred with participant 2 when she was asked to explain what she meant by “cross a river on the stones”. She also was not able to explain it in the L2. This oral activity lasted 25 minutes.

After that, students took part in a listening activity in their course books. First, they should take a look in the picture and answer some questions made by the teacher. Participant 6 and 2 contributed with answers. Learners were asked to listen to a man telling about his experiences in life. At the end, the teacher asked them to mention something they had understood. Participants 4, 5 and 6 gave some responses. Then, learners listened to the text again and were expected to complete a table with some adjectives they had heard during the listening. Instead of correcting the exercise by herself, the teacher asked the students to compare their answers. While checking their answers, students came up with a doubt about the adjective “marvelous”. Participant 2 asked: “É com dois l(s)?”. Participant 4 look at the text, in the book, and spelled the word in Portuguese.

The teacher went to board and wrote some sentences in order for the students to complete using the Present Perfect, but reinforcing its function when talking about life experiences. The teacher used the examples to teach why it is correct to say ‘I’ve been to China’ instead of ‘I’ve gone to China’. In group, learners completed all the statements on the board. Participants 2, 5 and 6 were very participative during the explanation and the accomplishment of the task.

Finally, students were asked to perform a written activity in their books, related to the use of ‘been’ and ‘gone’. The class finished at 3:30 p.m.

2nd class

Date: September, 24th, 2002 - from 2:00 to 3:25 p.m.

Level: Pre-intermediate I

Teacher: 1

The teacher started the class talking about irregular verbs. Students were asked to take a look at their list of irregular verbs and select the ten most used verbs in their opinion. They should draw a table with nine squares and choose nine verbs to write into these squares. The verbs should be written in the basic form. Then, the teacher invited the students to play a bingo in which she would spell the past participle of each verb and the students should tick its counterpart in their card.

At the second time that the game was played, students should write in another table the past participle of the verbs they remembered and listen to the basic form called out by the teacher in order to complete their card. During the instructions to construct this card, Participant 1 came up with some doubts and decided to ask them using his L1. Participant 2 was very quiet during this activity.

After the bingo, students were asked to guess the best verb to complete questions using the Present Perfect Tense and fill in the gaps. After the written task, students were to perform a speaking task called “FIND SOMEONE WHO...”. They were supposed to stand up and ask a colleague about what activities they had already performed. They should ask: “Have you ever ...?” All participants were able to accomplish the task in English. At the end of the speaking task, the learners were asked to go to the laboratory in order to watch a clip.

Teacher's Report

- ✓ She has been a teacher for ten years in language and public schools. Most of the time the method applied by the teacher was the communicative teaching.
- ✓ According to the teacher, Participants 1, 2, 5 and 6 have been their students for two semesters;
- ✓ Participant 1 does not like to speak very much. The teacher has to insist all the all in order for him to talk;
- ✓ Participant 6 is a very participative student. Sometimes he talks too much. He is fluent, but not accurate;
- ✓ Participant 5 is very shy and because of that he prefers to keep in silence;
- ✓ Participant 2 does not like to expose himself very much. He prefers to talk in Portuguese;
- ✓ Participant 4 is a participative student. He appears to have more structural knowledge about the language, since he is more accurate than fluent.

3rd class

Date: September, 19th, 2002 - from 6:05 to 7:30 p.m.

Level: Pre-intermediate I

Teacher: 2

The teacher started the class asking the students to take a look at the activity they should have done at home. The homework was an exercise with questions and answers. The teacher went to the blackboard and reminded students of the use of the Present Perfect – continuation and experience.

After that, he asked students to read their answers alternating questions among them. As students were reading, the teacher used to correct their pronunciation and teach the right intonation of the sentences, by asking them to repeat the utterances. The activity included Present Perfect structures such as *I've*, *you've*, *we've*, and *they've*.

The next activity emphasized the use of *has* and the third person singular of the Present Perfect Tense. It was a written task, in which students were supposed to fill in the gaps. The procedure to check students' answers was the same used in the correction of the homework. However, the teacher used the topics that appeared in the questions to ask the students some extra questions in order for them to practice Present Perfect answers. During the correction of the exercises, Participants 17 and 33 were more active and tried to answer all questions the teacher asked them, even though they were not sure about its correctness.

Then, the learners opened their books to check an exercise about Past, Present and Future Tenses. Students were asked to read their answers aloud. At the end, the teacher selected each sentence of the exercise to teach learners its correct pronunciation and appropriate intonation. Then, learners were asked to read the sentences again, by

changing them into their negative forms. The teacher showed to be very concerned with students' English pronunciation, by constantly providing them with new vocabulary items to practice English sounds.

Using some questions of the students' book, the teacher asked them to perform an oral activity in which they should ask one of those questions to the classmate in their left. This classmate should answer it and ask another question to the next student. Among participants 12, 13, 17 and 33, only Participants 33 and 17 were able to produce more accurate and complex utterances. However, Participant 33 used to switch to Portuguese whenever she had a problem with vocabulary choice or didn't understand what was asked by the teacher or another classmate. Based on the topics mentioned in the exercises they had corrected, the students were supposed to select something they thought interesting to talk about for one minute next class.

After that, the teacher asked the students to perform a listening activity, in which they were expected to listen to a song and fill in the gaps with the missing words. After listening to the song, learners were asked to complete a table of pronunciation, in which they had to put together the words with the same sound. The last exercise in the book was also a listening task for the students to repeat the pronunciation of some words.

Finally, the teacher gave the students a sequence of exercises that they should complete after watching a video at the laboratory. He instructed them about what to do and solved some vocabulary doubts.

4th class

Date: September, 24th, 2002 - from 6:05 to 7:30 p.m.

Level: Pre-intermediate I

Teacher: 2

The teacher started the class asking students to describe his/her weekend. Participant 16 described her activities on Saturday and Sunday, by providing as many details as she could; although the structures were simple and not so accurate.

After that, the teacher asked the students to listen to the pronunciation of some questions and decide on the stressed word. While students were listening to the CD, the teacher used to ask the questions to one of them and then ask this student to do the same question to another classmate. As the teacher seemed to be very concerned with intonation and pronunciation, he selected a set of sentences in the students' book in order for them to practice orally.

After that, the teacher started the review of a chapter in the students' book. Learners were asked to complete some written exercises related to the use of prepositions of time, adverbs of frequency and adjectives. Students were selected randomly to say their answers. Students were asked to perform two listening tasks. They should listen to two different songs and try to write down their lyrics. The songs were played twice. At the second time, the teacher used to interrupt and check students' comprehension. The activity aimed to raise students' awareness of native-like intonation.

Teacher's Report

- ✓ He has been a teacher for six years at FURB. He is a native speaker;
- ✓ The teacher argued that he does not usually have working-pairs in the classroom to perform speaking tasks, because he believes it is difficult to control and check what students are doing and talking. Therefore, he prefers to have direct questions to each one and then check their answers individually;
- ✓ According to the teacher, this is not a very interactive group;
- ✓ Participants 12 and 13 are teenagers; therefore, they do not like to expose themselves very much. They usually reject speaking;
- ✓ Participant 17 is a little bit older than the others; therefore she is not afraid of speaking. She tries to talk, even though she has to take risks;
- ✓ Participant 33 is more interested in learning. She usually makes questions in order to clarify her doubts. She is very active in class.
- ✓ Participant 14 feels a little uncomfortable because she is an adult among the youngs. So, she does not like to participate very much. She usually misses the classes.

5th class

Date: September, 20th, 2002 - from 3:00 to 6:00 p.m.

Level: Advanced II

Teacher: 3

The class started with a discussion about *human behavior*. She asked the students about how they behave in embarrassing or funny situations. She also asked if they had passed through a similar situation. Although she had insisted a lot, participants 10, 19 and 20 were not willing to tell anything, just saying they could not remember. Participant 21 was the only learner willing to talk.

After introducing the topic, the teacher asked the students to read a text on it, in which they were expected to rate the paragraphs from one to six, circle the words they could not understand and fit an extra paragraph to the text. After fifteen minutes, the teacher started to solve their doubts about vocabulary, by interacting with the students, making questions and discussing the issues pointed out in the text. While the discussion was free, only participant 21 contributed with comments and answers. Noticing students were not very much willing to participate, the teacher decided to ask each one to perform a part of the exercise, by giving the ratings and reading a paragraph. During this activity, participant 19 used to ask for instructions in Portuguese.

After checking the students' answers, the teacher selected a point in the text and asked them to give their opinions on what they considered right or wrong. All participants contributed with comments; however, participants 21, 19 and 10 provided more continuous stretches of speech, by exploring more the language at their disposal. Participant 10 had difficulties with two lexical items and then decided to use a word similar in meaning to the one she would like to say. Participant 19 started his comment

in English but could not finish it because he lacked vocabulary. Then, he switched to Portuguese.

Afterwards, the teacher introduced a new topic concerning good and bad luck, superstitions and zodiac. Learners were asked their opinions about each issue. During the interaction, all participants contributed with many comments, especially participants 10, 19 and 21. Participant 20 used to answer with short and simple sentences such as “I don’t know”; “Maybe”, and so on. Participant 19 decided to give an example about a movie, however he started talking in Portuguese, then switched to English, but when he lacked any lexical item, he resorted to his L1 again. The same occurred twice through out the conversation. Most of the time, during the conversation, participants 19 and 21 were the most talkative. Participant 10 also took part in the conversation but not so constantly as the others. In addition, participant 20 contributed very few times, with less elaborated speech, that is, simple structures and short comments.

Finally, the teacher asked them to go over an exercise in their work books in which they were supposed to complete some statements with phrasal verbs with *get*. She helped them by explaining the words they had problems with and said the activity would be corrected next class.

Teacher's Report

- ✓ She has been a foreign language teacher for four years;
- ✓ She does not like to have students working in pairs, because they are a small group;
- ✓ She prefers to interact with them; because she believes this way she is forcing them to speak;
- ✓ She argues that when students are left to speak by themselves, they fail to complete the task;
- ✓ Participant 10 likes to participate and tries to express herself in English, even though she experiences some problems in communication;
- ✓ Participant 19 only participates in oral activities when he feels it is necessary. He is not very talkative during the classes. He always switches to Portuguese when he has problems in English.
- ✓ Participant 20 is very shy and because of that he does not like to expose himself very much.
- ✓ Participant 21 is the most talkative student of all. He likes speaking and participating with comments whenever he can. He shows fluency and accuracy most of the time.

6th class

Date: September, 21st, 2002 - from 8:00 to 11:35 a.m.

Level: Intermediate I

Teacher: 4

The class started with a discussion about kinds and preferences of music. All students commented on the topic. Then, the teacher proposed a listening task, in which the students should listen to a song and write down the lyric. While they were listening, the teacher would ask them what they had understood and would write the sentences on the blackboard. As the central theme of the song was *love*, the teacher fostered the students to talk about the issue. They were expected to comment about love in their lives. The discussion was open to the big group so that any student who felt comfortable to speak could do it. The teacher used to interact with them, trying to motivate students to talk. During the conversation, participants 26, 28, 31 and 32 were the most talkative.

After that, learners went over a written activity in which they had to create questions using *how long*, based on statements of two dialogs. During this exercise, participant 27 came up with a doubt about the grammar; however she used Portuguese to ask the teacher about it. Through out the correction, the teacher asked each participant to read his or her answers. Then, she played the CD with the two dialogs in order for the students to complete it with the missing words and sentences. When the dialogs were complete, learners were asked to read them aloud. Participants 27 and 28 volunteered for the task. At the end of the reading, the teacher asked some comprehension questions to the group, in order to check if they could go beyond the information explicitly stated. Participants 26, 27, 28 and 33 contributed with answers, while the others were completely quiet.

Then, the teacher used some sentences from the dialogs in order to teach learners their intonation and weak and stressed words. Using a set of sentences in their books, students were supposed to indicate the stressed words in each one. As participants 22, 29 and 31 were more silent than the others, the teacher started the correction with them. Participant 31 decided to connect advertisements on TV and the reason why people choose to give special intonation or stress to certain words, but he could not carry the entire message in English because of lack of vocabulary, therefore, switching to Portuguese.

Afterwards, the teacher showed learners a set of pictures that should be described. Students were expected to create some statements orally, by using the Present Perfect Tense. Participants 26, 27, 28 and 32 were more active during the activity. Participant 29 only participated because the teacher directed a question to her. A good participation of the same participants also occurred in an activity concerning collocations.

Finally, in a discussion about the topic *money*, participants 22 and 31 were fostered by the teacher to talk. Participant 31 tended to use Portuguese whenever he was not sure about how to say a word in English. Both participants (22 and 31) contributed with more elaborated speech samples as opposed to Participants 25, 27 and 29. Participant 26 seemed very comfortable to speak. He could elaborate his thoughts very well, by constructing big and fluent sequences of speech. Participant 28 could also communicate her message, however she used more simple structures and vocabulary if compared to Participant 26. Participant 32 seemed very talkative as well, by exposing his thoughts easily.

Teacher's Report

- ✓ She has been a teacher of English for 20 years, in language and regular schools;
- ✓ According to her, participant 22 is very quiet due to his shyness;
- ✓ Participant 25 avoids talking too much. The teacher has always to force him to speak;
- ✓ Participants 32 and 26 are very talkative. They are not afraid of making mistakes. They are also very creative and have good ideas, what makes it easier for them to express themselves.
- ✓ Participant 29 insecure sometimes and prefers to talk only what is necessary;
- ✓ Participant 27 likes to participate and speak, but she uses much Portuguese when she starts to hesitate;
- ✓ Participant 31 is new in the group. He is not totally integrated yet and because of this he is not participating as he could.
- ✓ Participant 28 likes to study English very much and she is a very talkative person.

7th class

Date: September, 23rd, 2002 - from 8:00 to 9:25 p.m.

Level: Advanced II

Teacher: 5

The class started with a talk about what students had done during the weekend. Each one described his/her activities and also answered the teacher's questions about it.

After that, the teacher raised students' opinions about the topic *Secrets and Lies*. All learners could participate talking about what they would do in problematic situations – keep a secret or tell a lie. Then, students were asked to complete some quotations of famous people, by using vocabulary items related to the topic being discussed. Still talking about *lies*, the teacher asked the students if they would lie in situations in which *love* is concerned. Learners would say *yes* or *no* and justify their answers.

Finally, learners received a set of pictures with different situations to decide on which of them they would tell the truth or lie. The teacher used to do questions for each picture and the students had to give some opinion about all of them.

Learners are all the time fostered to participate and practice their speaking skill. Every interesting point in an exercise is usually used by the teacher in order to foster students' speech production. All participants were able to communicate their messages in English. When a student switched to Portuguese the teacher always tried to help him or her to say the same utterances using the L2.

8th class

Date: September, 25th, 2002 - from 8:00 to 9:25 p.m.

Level: Advanced II

Teacher: 5

The whole class comprised a free topic conversation between the teacher and the students. The issues raised during the interaction were related to a trip the group was planning to do.

Participants 7, 8, 11, 18 and 30 were more active in the discussion. The other remained more silent.

Teacher's Report

- ✓ He has been a teacher for about five years;
- ✓ He believes that in order to develop students speech production in a native-like level it is necessary to have small groups of students in the classroom (three being the maximum);
- ✓ He believes his group is very homogeneous;
- ✓ Participant 18 is very talkative, more fluent and accurate than the others because he has lived abroad for almost two years;
- ✓ Participant 9 is the youngest of the group, therefore she does not have many experience and knowledge about the world to talk;
- ✓ Participants 11 and 30 are very diligent students. They have some problems with vocabulary and grammar rules, but are fluent in the teacher's opinion.
- ✓ Participant 8 is fluent and tries to participate with good comments when he is asked to speak. But he is a bit shy.

APPENDIX C**Questionnaire Sample**

Participant: _____

Sex: female () male () Age: _____ years old

1- How long have you been studying English? _____

2- Rate the following abilities from the most important to the least important in your opinion:

() reading () writing () speaking () listening

3- How often do you speak English out of class?

() never () rarely () sometimes () frequently

4- Do you consider yourself a participative student during speaking activities in your English classes?

() Yes () A little () No

5- What is your biggest difficulty when you are asked to speak in class?

A () I lack vocabulary;

B () I am shy;

C () I have problems with grammar rules;

D () I am afraid of making mistakes;

E () I lack knowledge about the topic;

F () I have problems in the pronunciation.

- 6- How do you behave when the teacher asks you to perform a speaking task?
- A** () I feel excited to perform the task;
 - B** () I do not like it very much, but I try anyway;
 - C** () I feel bored and do it as fast as possible;
 - D** () I start the task in English, but quickly switch to Portuguese, because I do not like to speak English.
- 7- What are the most frequent resources you use when you have to overcome problems in communication?
- A** () I speak in English, but sometimes use words in Portuguese;
 - B** () I ask the teacher or the person who is talking to me for help;
 - C** () I create the word I do not know or its pronunciation based on Portuguese rules;
 - D** () I give up the message and start again;
 - E** () I correct the part of the message that is problematic and go on;
 - F** () I change the topic or the subject I am talking about;
 - G** () I translate literally the word or expression I do not know from Portuguese to English;
 - H** () I simply leave the message unfinished because I do not know how to finish it;
 - I** () I use a word that is similar in meaning or sound to the one I would like to say;
 - J** () I give an example or describe the characteristics of the object (concept/word) I do not know.

APPENDIX D

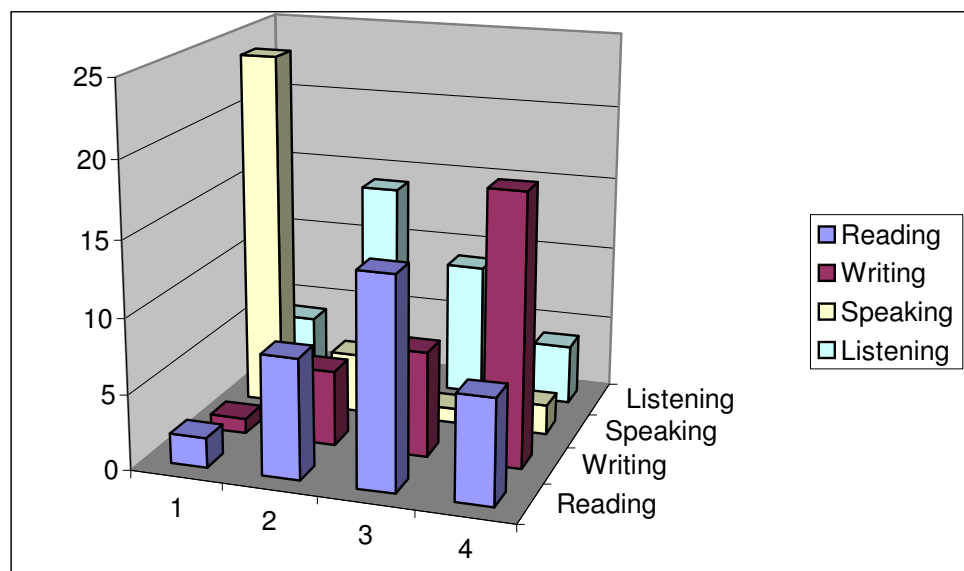
Questionnaire – Results

1- How long have you been studying English?

Participant	Years of study	Participant	Years of study
1	2	19	9
2	1,5	20	4
4	2	21	5
5	1,5	22	3
6	4	23	5
7	22	24	1,5
8	5	25	3
9	6 months	26	4
10	3	27	3
11	4	28	3
12	2	29	3
13	3	30	5
14	1,5	31	3
16	3	32	2
17	2,5	33	2
18	2		

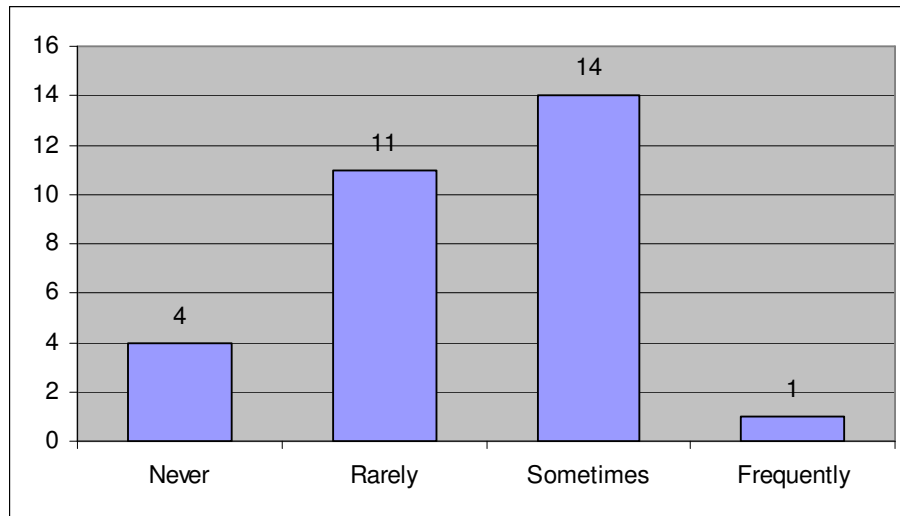
2- Rate the following abilities from the most important to the least important in your opinion:

() reading () writing () speaking () listening



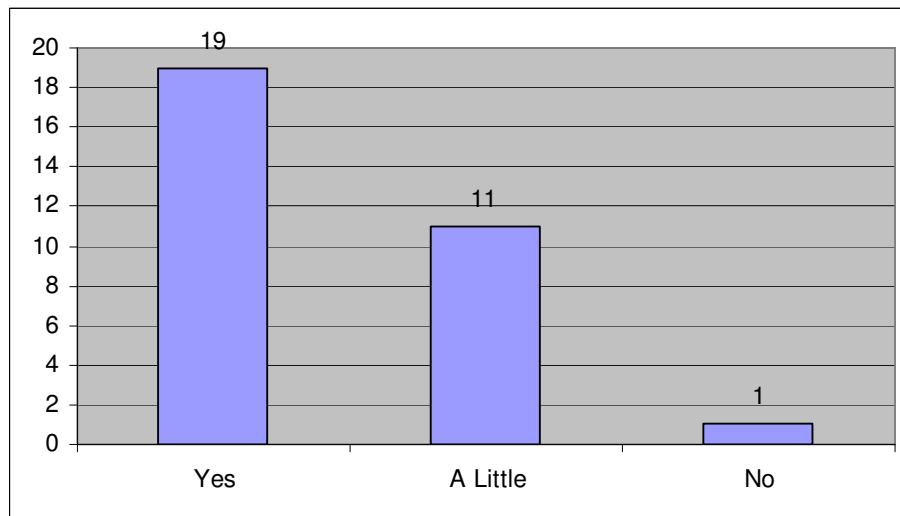
3- How often do you speak English out of class?

never rarely sometimes frequently



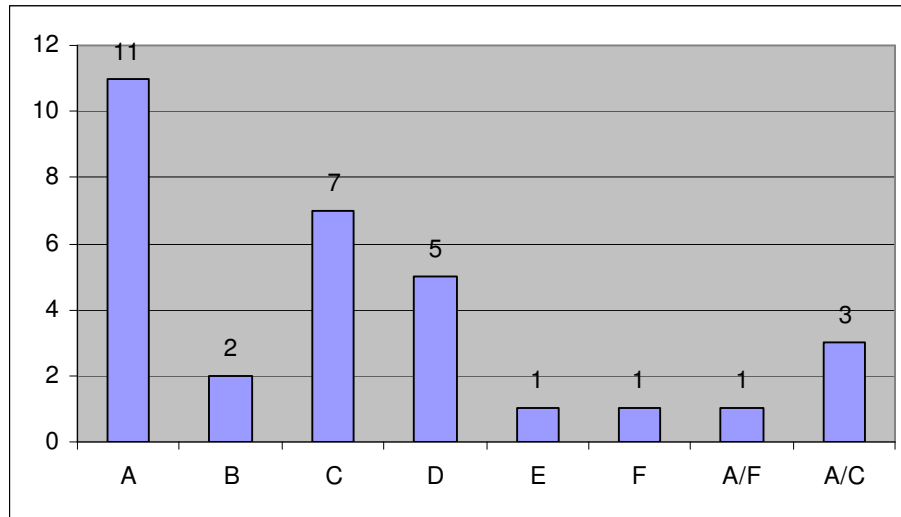
4- Do you consider yourself a participative student during speaking activities in your English classes?

Yes A little No



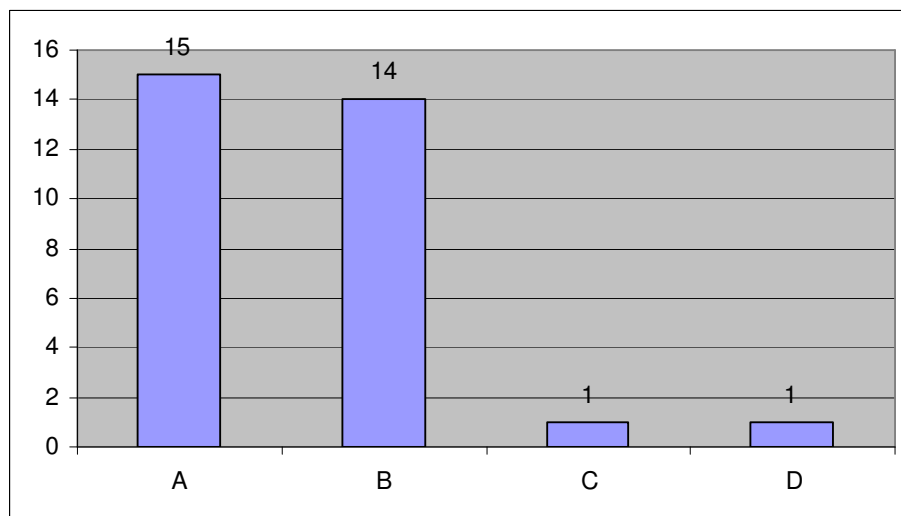
5- What is your biggest difficulty when you are asked to speak in class?

- A** () I lack vocabulary;
B () I am shy;
C () I have problems with grammar rules;
D () I am afraid of making mistakes;
E () I lack knowledge about the topic;
F () I have problems in the pronunciation.

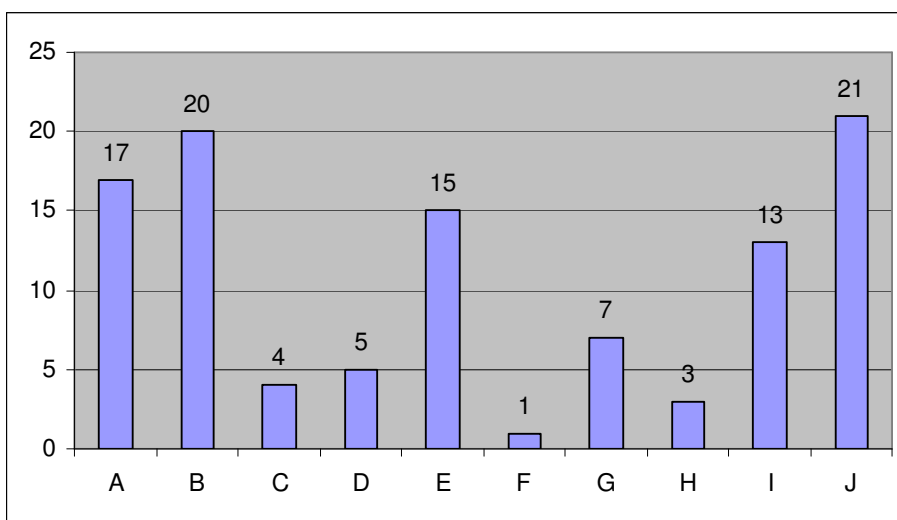


6- How do you behave when the teacher asks you to perform a speaking task?

- A** () I feel excited to perform the task;
B () I do not like it very much, but I try anyway;
C () I feel bored and do it as fast as possible;
D () I start the task in English, but quickly switch to Portuguese, because I do not like to speak English.



- 7- What are the most frequent resources you use when you have to overcome problems in communication?
- A** () I speak in English, but sometimes use words in Portuguese;
 - B** () I ask the teacher or the person who is talking to me for help;
 - C** () I create the word I do not know or its pronunciation based on Portuguese rules;
 - D** () I give up the message and start again;
 - E** () I correct the part of the message that is problematic and go on;
 - F** () I change the topic or the subject I am talking about;
 - G** () I translate literally the word or expression I do not know from Portuguese to English;
 - H** () I simply leave the message unfinished because I do not know how to finish it;
 - I** () I use a word that is similar in meaning or sound to the one I would like to say;
 - J** () I give an example or describe the characteristics of the object (concept/word) I do not know.



APPENDIX E

Qualitative analysis: Pre-intermediate group - sessions 1, 2 and 3

Communication Strategies employed by Pre-Intermediate speakers in Session I

PARTICIPANT 1	
Communication Strategy	Excerpts from the dialog
<i>Overgeneralization</i>	→ with the other peoples
<i>Transfer</i>	→ was a sunny day
<i>Grammatical Reduction</i>	→ and my friends (.) an:d with the Wizard → and was a sunny day → in the end of the day (.) rain very much → with the other peoples of São Paulo → is everything (.) that I remember
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.)
<i>Umiming and erring</i>	→ Ah two moths ago → ah I went to Hopi Harry São Paulo
<i>Lengthening a sound</i>	→ an:d with the Wizard → an:d there was → (.) an:d → was a sunny day (.) an:d → an:d (.) an:d in the end of the day → went home (.) we:
<i>Self-repetitions</i>	→ there are there are → many (.) many (.) many things → there is there is
<i>Error repair</i>	→ there was there were many people

PARTICIPANT 2	
Communication Strategy	Excerpts from the dialog
<i>Message abandonment</i>	→ and there is in my house (.) this little house is is (.)
<i>Restructuring</i>	→ when I was a child was my (.) was was (.) ah (.) I: I liked it very much → this little house is is (.) it eh it exist eh yet → it was the best Christmas I I I... the best Christmas of my life
<i>Transfer</i>	→ is a little (.) house → when I was a child was my
<i>Grammatical Reduction</i>	→ so I: I: I (.) I receive that from my parents → is a little (.) house I still have this → I: I play a lot all → and I play a lot with with this little house → but it exist yet → and I: I play a lot with this → an:d when: a child go → eh the child eh play
<i>Phonological Retrieval (tip-of-the-tongue phenomenon)</i>	→ I g...got it
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.)
<i>Umiming and erring</i>	→ I was eh four years old → eh it was my dream → to receive that eh in the Christmas → eh (.) eh it was eh (.) white → ah (.) I: I liked it very much → eh with my friends → when: a child go eh in my house eh the child eh play

	<ul style="list-style-type: none"> → I will never forget eh all all the times → eh because it was a a dream that I I got → and (.) uhm (.) it was uh it was the dream → but uh some friends
<i>Lengthening a sound</i>	<ul style="list-style-type: none"> → I: I want to: to receive → and (.) I: I play a lot all → an:d but it it very old → and I: I play a lot with this → an:d when: a child go
<i>Self-repetitions</i>	<ul style="list-style-type: none"> → I: I want to: to receive a a little house → so I I wanted a lot to → to give to to receive → so I: I: I (.) I receive that → and (.) and I feel I feel happy when I I g...got it → and (.) I: I play a lot all → when I was a child was my (.) was was → I play a lot with with this little house → this little house is is → but it it very old it's very old → and I: I play a lot with this → and (.) and I will never forget → I will never forget eh all all the times → eh because it was a a dream that I I got → it was the best Christmas I I I → they (.) they feel → but they they (.) they came to my house
<i>Error repair</i>	<ul style="list-style-type: none"> → but it it very old it's very old → some friends didn't got didn't get → they feel little a little sad

PARTICIPANT 5	
Communication Strategy	Excerpts from the dialog
<i>Message abandonment</i>	→ we: we: (.) we go to eh (.) then: when I
<i>Message reduction</i>	→ then: when I... we: (.) we: (.) we are in the the top of mountain
<i>Approximation</i>	→ after we: eh take the many many photographs many photographs
<i>Foreignizing</i>	→ in the: the <u><i>terminal</i></u> → with with eh with <u><i>textos</i></u>
<i>Restructuring</i>	→ then I then eh we are (.) we go to to the mountain then eh
<i>Transfer</i>	→ to home of eh Fábio → I stay in the house of F... Fábio
<i>Grammatical Reduction</i>	<ul style="list-style-type: none"> → an:d I: I I I take a bus → and three bus → and I: meet with my friends → but my friend eh Fábio (.) don't → when I... we: (.) we: (.) we are in the the top of mountain → we make eh (.) we make → after we: eh take the many many photographs many photographs → we go to: (.) to to the the base of mountain → then we: buy many many eh t-shirts → we: we go after to to to home of eh Fábio → then we: we have a shower → after we play we play games in the computer → and some friends (.) go to your home → but I I stay in the house of F... Fábio → eh another day I: I have a (.) a breakfast → then I: after I go to my home
<i>Phonological Retrieval (tip-of-the-tongue phenomenon)</i>	→ I went to: Spitzkoff moun... mountain → but I I stay in the house of F... Fábio
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.)

<i>Umming and erring</i>	<ul style="list-style-type: none"> → Well eh last year → then I then eh we are → then I then eh we are (.) we go to to the mountain then eh → we make eh (.) we make a: → but my friend eh Fábio → then we: buy many many eh t-shirts → with with eh with textos → to home of eh Fábio → and eh another day → and eh the next
<i>Lengthening a sound</i>	<ul style="list-style-type: none"> → I: I went to: Spitzkoff → an:d I get up at (.) five o'clock → an:d I: I I I take a bus → three bus to to: to go there → and I: meet with my friends → in the: the terminal → we: we: (.) we go to eh → then: when I... we: (.) we: (.) we are in the the top of mountain → we make eh (.) we make a: → then we we: → after we: → and we: we: → after (.) we: we go to: → then we: buy many many eh t-shirts → we: we go after to to to home of eh Fábio → then we: we have a shower → then I: after I go to my home
<i>Lexicalized pauses (fillers)</i>	<ul style="list-style-type: none"> → Well eh last year → text of Spitzkoff and tananá
<i>Self-repetitions</i>	<ul style="list-style-type: none"> → I: I went to: Spitzkoff → an:d I: I I I take a bus → three bus to to: to go there → in the: the terminal → we go to to the mountain then eh → we: we: (.) we go to eh → we: (.) we: (.) we are in the the top of mountain → we make eh (.) we make a: (.) a meal → then we we: → after we: eh take the many many photographs many photographs → we go to: (.) to to the the base of mountain → then we: buy many many eh t-shirts → with with eh with textos → we: we go after to to to home of eh Fábio → then we: we have a shower → and and after we play we play games in the computer → but I I stay in the house of F... Fábio → eh another day I: I have a (.) a breakfast
<i>Error repair</i>	<ul style="list-style-type: none"> → go to your home to (.) to their home → I stay in the house of F... Fábio Fábio's house

PARTICIPANT 6	
Communication Strategy	Excerpts from the dialog
<i>Code-switching</i>	→ the: captain não né is eh
<i>Complete omission</i>	→ is difficult for come money (--) my my my family né → between né the people: (.) no no good no good time né
<i>Foreignizing</i>	→ eh Poliness France Poliness né eh → Calápagos perto Taiti
<i>Overgeneralization</i>	→ the distance is very long né for Brazil → is difficult for come money
<i>Transfer</i>	→ is good time for me né is good time for me → is difficult for come money → is big new né → is good good (.) good boat né → well I go talk about
<i>Grammatical Reduction</i>	→ five years ago né I travel → eh working with eh eh more five peoples and eh working eh: (.) anything in the boat né → I cooking I washing I sleeping I I: date → I work in the sailor in the sailor né → we travel for for one month and a half → is good time for me né is good time for me → this travel eh begin in the the: Calápagos → this time don't I I don't have money → working a lot in the boat eh because I need money né → people inside the boat is is (inaudible) about anything → I don't don't good eh eh looking → no good time né in the (.) the boat for a long time together → I forget the name the captain
<i>Phonological Retrieval</i>	→ good i...i (.) good eh (.) island → i...i...is very: very: eh
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.)
<i>Umming and erring</i>	→ Eh (.) well I go talk about eh maybe five years ago → eh Poliness France Poliness né eh the boat eh had a: → eh working with eh eh more five peoples → and eh working eh : → I I: date eh uh I work → uh eh we travel → and eh good sound eh → good eh (.) island né eh → this travel eh begin in the the → and eh (.) arrive → but eh very expensive né place expensive place uh → working a lot in the boat eh because I need money → eh (.) the distance is very long → eh and and I needed I needed eh working → and eh uh one month in the Taiti → eh very nervous → I don't don't good eh eh looking (.) eh → and uh (.) eh I went go I went eh → the name eh : → is big new né eh → the: captain não né is eh (.) uh → the captain uh Miguel Miguel
<i>Lengthening a sound</i>	→ the boat eh had a : → eh working eh : → I I: date → in the : Pacific Ocean né → island né eh : this this → in the the : Calápagos

	<ul style="list-style-type: none"> → an:d and eh (.) arrive → and and: working a lot → is very very: eh → an:d eh uh one month in the Taiti → the people: between né the people: → the: after → working the: the: the: → the name eh: → the captain the: captain não né
<i>Self-repetitions</i>	<ul style="list-style-type: none"> → I I: date eh uh → I work in the sailor in the sailor né → we travel for for one month and half → is good time for me né is good time for me I I → this this this travel eh begin in the the: → and and eh (.) arrive → very expensive né place expensive place → this time don't I I don't → is very: very eh → my my my family → and and I needed I needed → inside the boat is is → I don't don't eh eh looking → No no good no good time né → I changed the boat (.) I changed the boat né → eh working the: the: the: Catamarã → is good good (.) good boat né → and the captain and the captain the: captain → the captain uh Miguel Miguel
<i>Error repair</i>	→ I went go I went
<i>Appropriacy repair</i>	→ (.) fifty no eighty eighty-six

PARTICIPANT 12	
Communication Strategy	Excerpts from the dialog
<i>Code-switching</i>	<ul style="list-style-type: none"> → t...takin:g very: brincadeiras → I don't eu não lembro → ah me deu um branco → como é que é bêbado? → não tem mais o que falar
<i>Foreignizing</i>	→ and he's uh going to the alojament
<i>Restructuring</i>	→ we: going no we going
<i>Transfer</i>	→ eh in the travel ah
<i>Grammatical Reduction</i>	<ul style="list-style-type: none"> → I'm going to (.) Rio de Janeiro in last year → me and my friends going to Rio playing físsball → we: going → and here in Rio → in Rio we play: físsball → Here in Rio in the night → uh we going to sleep → and the the player goin:g to the party → and he's uh going to the alojament → and the other day I'm: play físsball
<i>Phonological Retrieval</i>	<ul style="list-style-type: none"> → t...takin:g very: brincadeiras → Yes m...much games
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.)
<i>Umming and erring</i>	<ul style="list-style-type: none"> → Uhm I'm going to → eh in the travel ah → we going ah → I don't eu não lembro uhm → ah me deu um branco

	<ul style="list-style-type: none"> → we play: físsball very much uh yeah → uh we going to sleep → eh and the the player → and he's uh going to the alojament → ehm bêbado uhm eh → Ehm and I'm:
<i>Lengthening a sound</i>	<ul style="list-style-type: none"> → we: going → t...takin:g very: brincadeiras → in Rio we play: físsball → Ehm and I'm: → and the other day I'm: play físsball
<i>Self-repetitions</i>	<ul style="list-style-type: none"> → ah ah I don't → eh and the the player → goin:g to the party going to the party
<i>Error repair</i>	<ul style="list-style-type: none"> → here in Rio no in Rio → I and my frien... me and my friends

PARTICIPANT 13	
Communication Strategy	Excerpts from the dialog
<i>Code-switching</i>	<ul style="list-style-type: none"> → the ball goes go out the: (.) quadra → and I: I cair eh → my cousin eh stay rindo → eu não sei
<i>Restructuring</i>	<ul style="list-style-type: none"> → the ball goes go out
<i>Transfer</i>	<ul style="list-style-type: none"> → he stay hungry → my cousin eh stay rindo → my father eh stay (.) ai (..) ahm hungry
<i>Grammatical Reduction</i>	<ul style="list-style-type: none"> → Eh (.) when I: go to the beach → we are playing volleyball and eh I the ball goes go out → and I go to: (.) take the ball → he stay hungry → and I have to take excuse me for him → my cousin eh stay rindo for (.) for me eh → then I go to: house
<i>Unfilled pauses</i>	<ul style="list-style-type: none"> → All utterances in the transcriptions marked with (.)
<i>Umiming and erring</i>	<ul style="list-style-type: none"> → Eh (.) when I: go to the beach → and I: I cair eh → eh (.) on: a man and he: → my cousin eh → for (.) for me eh → my father eh stay (.) ai (..) ahm hungry with me
<i>Lengthening a sound</i>	<ul style="list-style-type: none"> → I and my cousin we: → the ball goes go out the: (.) quadra → and I go to: → and I: I cair eh → eh (.) on: a man and he: → then I go to: house
<i>Self-repetitions</i>	<ul style="list-style-type: none"> → and I: I cair eh
<i>Error repair</i>	<ul style="list-style-type: none"> → we are playing volleyball and eh I the ball goes go out

PARTICIPANT 14	
Communication Strategy	Excerpts from the dialog
<i>Code-switching</i>	<ul style="list-style-type: none"> → Bem uh well eh
<i>Direct appeal</i>	<ul style="list-style-type: none"> → how can I say (?)
<i>Overgeneralization</i>	<ul style="list-style-type: none"> → I have two childrens → and: (.) my childrens is my life → my childrens study at

	→ she is very (.) sad (.) too because your space
<i>Transfer</i>	→ but is more difficult ah Franciele understand → ah: your space eh is is: (.) smaller → your name is Eraldo
<i>Grammatical Reduction</i>	→ and: (.) my childrens is my life → I want study English very much but I like it → and: she (.) she is a problem I: I come to English → my husband (.) and your name is Eraldo is help me → but is more difficult ah Franciele understand → but I intend continue
<i>Phonological Retrieval</i>	→ she is uh fo...four years old
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.)
<i>Umiming and erring</i>	→ Uh my name is Ana → my first uh daughter eh she is uh fo...four years old → my: my son uh he is eh five months → my childrens study at (.) school for (.) for uh → how can I say (?) for (.) Bem uh well eh → my children eh study in Tereza Cristina school → but uh she is very (.) sad (.) too → ah: your space eh is is: (.) smaller → but is more difficult ah Franciele understand → ah in my life ah in my life
<i>Lengthening a sound</i>	→ I: I am thirty-four years old → my: my son uh he is eh five months → and: (.) my childrens is my life → I: have many difficulties about this → and my chil... my: daughter → ah: your space eh is is: (.) smaller → and: she (.) she is a problem I: I come to English → but I: I: I have to come → I (.) uh I: (.) I understand
<i>Lexicalized pauses</i>	→ Bem uh well eh
<i>Self-repetitions</i>	→ I: I am thirty-four years old → my: my son uh he is eh five months → I (.) I want uh I want study English → and I I stopped for six months → and I started I started again → ah: your space eh is is: (.) smaller → and: she (.) she is a problem I: I come to English → but I: I: I have to come → I (.) uh I: (.) I understand
<i>Appropriacy repair</i>	→ and my chil... my: daughter

PARTICIPANT 16	
Communication Strategy	Excerpts from the dialog
<i>Message abandonment</i>	→ when I: I get when I (.) when I (.) when I... ai is difficult oh my God
<i>Code-switching</i>	→ and (.) uhm and (..) eh continuamos friends eh → ai is difficult oh my God
<i>Restructuring</i>	→ My name is Vivian my: I am (.) twenty years
<i>Direct appeal</i>	→
<i>Indirect Appeal</i>	→ ai is difficult oh my God → I live here I don't know what I say
<i>Transfer</i>	→ My name is Vivian my: I am (.) twenty years → ai is difficult oh my God
<i>Grammatical Reduction</i>	→ in 1992 I: (.) I lived for Blumenau → my father was transfer where was transfer → and and I and my family went here

	→ I started the: class and I know Carol → Carol is my friend since 1993
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.)
<i>Umming and erring</i>	→ and (.) uhm and (..) eh continuamos friends eh
<i>Lengthening a sound</i>	→ My name is Vivian my : → in 1992 I : (.) I lived for Blumenau → I started the : class → when I : I get when
<i>Lexicalized pauses</i>	→ ai is difficult oh my God
<i>Self-repetitions</i>	→ in 1992 I : (.) I lived for Blumenau → and and I and my family went here → I know Carol Carol my friend Carol is my friend since 1993 → when I : I get when I (.) when I (.) when I
<i>Error repair</i>	→ Carol my friend Carol is my friend since 1993

PARTICIPANT 17	
Communication Strategy	Excerpts from the dialog
<i>Message abandonment</i>	→ it was very good because I didn't : ... ah I went to <i>Curitiba</i> → I see many things that I didn't see when I I went... ah
<i>Message replacement</i>	→ I went to <i>Curitiba</i> Curitiba on: (.) fifty no or five years ago
<i>Code-switching</i>	→ I don't have uhm ah ou I can't now
<i>Foreignizing</i>	→ I: I went to Curitiba → the city uhm espetacular → he writeded the book that I used the: other semestri
<i>Restructuring</i>	→ we did a: a little a little not ah we went to: to walking for the city → I don't have uhm ah ou I can't now
<i>Overgeneralization</i>	→ my uncle said that the peoples → the Curitiba peoples → he writeded the book
<i>Transfer</i>	→ the city I didn't remember a lot → ah the congress I didn't go → Well the congress I went on Friday morning and: Saturday afternoon → I: I liked much your: your palestra → and: he is very beautiful → I: I liked much your: your palestra
<i>Grammatical Reduction</i>	→ we went to: to walking for the city → the Curitiba peoples don't know very receptive → and: (.) she is working and: the people help (.) her → there is persons that said me → he writeded the book that I used the: other semestri → I don't know how I will go to talk → I saw my: my cousin that: I didn't see I didn't will see a lot of time
<i>Phonological Retrieval</i>	→ because it was mo...more interesting the city than: the congress → well uh I I s...I saw
<i>Phonological Substitution</i>	→ I: have to finish my: my universe → I can't to: translate for there
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.)
<i>Umming and erring</i>	→ ah the congress I didn't go → ah we went to: to walking for the city → and ah : I would like to live there → I don't have uhm ah → and: the city uhm → eh : she (.) she went she she she was wall well → Uh : What (?) → well uh I I s...I saw → I would like to go to see the play eh

<i>Lengthening a sound</i>	<ul style="list-style-type: none"> → Well on the: last weekend → I: I went to <i>Curitiba</i> → and: it was very good → I went to <i>Curitiba</i> Curitiba on: → and the: the city → and: I went there → and I: I see many things → so: I stayed in a hotel with my friends → and: we did a: a little a little → we went to: to walking for the city → and ah: I would like to live there → I: have to finish my: my univers → and: the city uhm → and: there is a lot of (.) flowers trees → my: my uncle said → but she: said that: → eh: she (.) she went she she she was wall well → and: (.) she is working and: the people help (.) her → and: what more I see there (?) → Uh: What (?) → Well the congress I went on Friday morning and: Saturday afternoon → I knew a: a teacher and writer that: → I used the: other semestri → and: he is: very good → I: I liked much your: your palestra → I saw my: my cousin that: → and: he is very beautiful → and: → I would like to go to see the play eh
<i>Lexicalized pauses</i>	<ul style="list-style-type: none"> → Well on the: last weekend → Well the congress I went on Friday morning and: Saturday afternoon → well uh I I s...I saw
<i>Self-repetitions</i>	<ul style="list-style-type: none"> → I: I went to <i>Curitiba</i> → and I: I see many things → and: we did a: a little a little → I: have to finish my: my universe → because 'cause 'cause I don't want know → it's very very clean → it's very very good → my: my uncle said → she (.) she went she she she was wall well → the persons of Curitiba are are not very good → I: I liked much your: your palestra → well uh I I s...I saw → and very very good
<i>Error repair</i>	<ul style="list-style-type: none"> → to a congress of medicine a medicine congress → I went to <i>Curitiba</i> Curitiba → my uncle said that the peoples of... the Curitiba peoples → when he went to there when she went to there → she was wall well
<i>Appropriacy repair</i>	<ul style="list-style-type: none"> → I went to <i>Curitiba</i> Curitiba on: (.) fifty no or five years ago

PARTICIPANT 33	
Communication Strategy	Excerpts from the dialog
<i>Code-switching</i>	→ I stayed ai acostumada
<i>Restructuring</i>	<ul style="list-style-type: none"> → Ah a situation wa... it was happy → eh my friends are (.) eh they: they tell me → I'll be eh... (.) I stayed ai acostumada
<i>Overgeneralization</i>	→ in the school

	<ul style="list-style-type: none"> → in: in the: (.) uh (.) in the in the school → in in the school → I learn in the school
<i>Transfer</i>	<ul style="list-style-type: none"> → what's very better
<i>Grammatical Reduction</i>	<ul style="list-style-type: none"> → eh was when my mom teach me: → it was very funny because I don't know how (.) eh call her → in the classes I don't know what ca... how call her → I don't know if I call her of mom or teacher → eh in the first class I call her of mom → then then I eh I call her of teacher → you you going well in the tests → I I don't I don't: will very very well in the tests → an:d in in long of years I I: → to: to to to eh has my mom and teacher → I come in the ho...in my house → how call her
<i>Phonological Retrieval</i>	<ul style="list-style-type: none"> → i...it was so so
<i>Phonological Reduction</i>	<ul style="list-style-type: none"> → and because of this he s... you
<i>Unfilled pauses</i>	<ul style="list-style-type: none"> → All utterances in the transcriptions marked with (.)
<i>Umming and erring</i>	<ul style="list-style-type: none"> → Ah a situation wa...it was happy → eh was when my mom teach me: → uh (.) in the in the school → then then I eh I call her of teacher → eh my friends are (.) eh they: they tell me → oh you see the the tests → she: she doesn't eh let me see → uh she she teaches me uh for a long time → I'll be eh... (.) → eh has my mom and teacher → my mother was eh there to: to learn me too → uh so now
<i>Lengthening a sound</i>	<ul style="list-style-type: none"> → eh was when my mom teach me: → an:d it was very funny → in: in the: (.) uh (.) in the in the school → eh they: they tell me → she: she doesn't eh let me see → I I don't I don't: will very very well in the tests → an:d in in long of years I I: → to: to to to eh has my mom and teacher → I: I learn → my mother was eh there to: to learn me too → she doesn't: teaches me anymore → I: I miss her a lot → she was a: a very good teacher → an:d because I learn in the school → an:d my doubts I: I (.) I → and: and that's for her too → an:d (.) I think is this
<i>Self-repetitions</i>	<ul style="list-style-type: none"> → in: in the: (.) uh (.) in the in the school → I I in the classes → then then I eh I call her of teacher → eh my friends are (.) eh they: they tell me → oh you see the the tests in in your house → you you going well in the tests → she: she doesn't eh let me see → I I don't I don't: will very very well in the tests → she she teaches me uh for a long time → an:d in in long of years I I: → to: to to to eh has my mom and teacher → in in the school in in a place that I: I learn

	<ul style="list-style-type: none"> → my mother was eh there to: to learn me too → I: I miss her a lot → she was a: a very good teacher → an:d my doubts I: I (.) I → and: and that's for her too → I I learn much more
<i>Error repair</i>	<ul style="list-style-type: none"> → he was she was my teacher → I don't know what ca...how call her → and because of this he s... you → now he she doesn't: teaches me anymore → because h... she was → I come in the ho...in my house

Communication Strategies employed by Pre-Intermediate speakers in Session II

PARTICIPANT 1	
Communication Strategy	Excerpts from the dialog
<i>Overgeneralization</i>	→ the film says about
<i>Transfer</i>	<ul style="list-style-type: none"> → and was a very good film → the film says about → that: that have much powers → the: cinema was (.) very full → uhm in the Sunday
<i>Grammatical Reduction</i>	<ul style="list-style-type: none"> → The movie that I watch was Spider Man → a: a man (.) that: that have much powers → many people was watching the film
<i>Phonological Retrieval</i>	→ an:d (.) uhm and the f... the film
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.)
<i>Umming and erring</i>	<ul style="list-style-type: none"> → uhm in the Sunday → an:d (.) uhm and the f...the film → an:d (.) uhm (..) ah the film was very good
<i>Lengthening a sound</i>	<ul style="list-style-type: none"> → the film says about a: a man → that: that have much powers → an:d he wants to save the world → an:d when I → the: cinemas was → an:d (.) uhm and the f...the film → an:d (.) uhm (..) ah the film was very good → an:d I: see this this movie two times → an:d (.) is this
<i>Self-repetitions</i>	<ul style="list-style-type: none"> → the film says about a: a man → that: that have much powers → an:d I: see this this movie two times
<i>Error repair</i>	<ul style="list-style-type: none"> → I want to see the fi... watch the film → when I s... when I watch the film
<i>Different repair</i>	→ I liked the fi...I liked so much the film

PARTICIPANT 2	
Communication Strategy	Excerpts from the dialog
<i>Message abandonment</i>	→ eh (.) so he:... his parents died
<i>Overgeneralization</i>	→ Harry Potter the boy who wined
<i>Transfer</i>	→ the Sorcerer's Stone or Philosopher stone in British is the same thing
<i>Grammatical Reduction</i>	<ul style="list-style-type: none"> → there is more de...details than the film → who discovered he is not like the other boys → he is a wizard and he will go to study → he he wants to buy a lot of different things → he buy it buys uh those things

	→ the: spell returns to return to: to him
<i>Phonological Retrieval</i>	→ there is more de... details than the film
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.)
<i>Umiming and erring</i>	→ uh the film eh is the story eh of the book → uh well in in the book → uh uh let's talk about the story → uh the story is about a boy → eh at Hogwarts a wizard school → he received a letter from this school eh saying → eh so he he wants to buy a lot of different things → he buy it buys uh those things → eh (.) so he:... → ah all the the wizards in the world don't say his name → eh all the wizards in the world knows know him → when Voldemort eh tried to kill him → eh Harry is famous → eh (.) well he his life changes completely → eh there he learns potions → eh he learns to make spells → he learns to he learns eh → eh that you play with brooms and magic balls
<i>Lengthening a sound</i>	→ eh (.) so he :... → the : spell returns to return to : to him
<i>Lexicalized pauses</i>	→ Well I will talk about Harry Potter → uh well in in the book → well he his life changes completely
<i>Self-repetitions</i>	→ uh well in in the book → the film is (.) is (.) is full of magic → he he wants to buy a lot of different things
<i>Error repair</i>	→ he buy it buys uh those things → eh all the wizards in the world knows know him → well he his life changes completely → he learns to he learns eh quidditch

PARTICIPANT 5	
Communication Strategy	Excerpts from the dialog
<i>Message abandonment</i>	→ eh called... (.) the young man and your friends
<i>Complete omission</i>	→ he don't take the (--) to dominate → the spirit of this man eh (--) back
<i>Restructuring</i>	→ the the ring is the... (.) eh had a po...had power
<i>Transfer</i>	→ the young man and your friends
<i>Grammatical Reduction</i>	→ he don't he: he don't take → he live for many years → eh many years a...ago the: the man that make → the young man and your friends eh was designed eh designed
<i>Phonological Retrieval</i>	→ eh many years a...ago
<i>Phonological Substitution (use of similar-sounding words)</i>	→ the young man and your friends eh was designed eh designed
<i>Phonological Reduction (mumbling)</i>	→ this man that destroyed the other man t... eh took the the ring → he us... he: he: used → the the ring is the (.) eh had a po...had power
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.)
<i>Umiming and erring</i>	→ Eh the movie → and: this movie eh → eh in the in the past → a: a ring eh made by a (.) by a → eh destroyed eh the → eh the man (.) eh

	<ul style="list-style-type: none"> → eh and this this man → eh took the the ring → eh had a po...had power → eh many years a...ago → the spirit of this man eh (-- back → eh called... → the young man and your friends eh was designed eh designed
<i>Lengthening a sound</i>	<ul style="list-style-type: none"> → and: this movie eh → a: a ring eh made by a (.) by a → he: he made the ring to dominate → an:d and he: he → he us...he: he: used → he: he don't take → an:d an:d he: (.) he live for many years → the: the man that make → and an:d ah: → eh designed to: to protect the ring
<i>Self-repetitions</i>	<ul style="list-style-type: none"> → eh in the in the past → a: a ring eh made by a (.) by a (.) a man → a man a a (.) a bad man → he: he made the ring to dominate → to dominate the all the the world → a (.) a a good man → eh destroyed eh the not the ring but the the the the the the man → the man (.) eh that made the ring the ring and the ring → eh and this this man → eh took the the ring → an:d and he: he → he: he: used the the ring → he don't he: he don't take → an:d an:d he: (.) he live for many years → the the ring is → the: the man that make → that make the the ring → and an:d ah: → eh designed to: to protect the ring
<i>Error repair</i>	<ul style="list-style-type: none"> → eh had a po...had power → the a young man
<i>Appropriacy repair</i>	<ul style="list-style-type: none"> → eh destroyed eh the not the ring but the the the the the the man

PARTICIPANT 6	
Communication Strategy	Excerpts from the dialog
<i>Message abandonment</i>	→ talk about eh: eh... (.) the actor the actor is the
<i>Code-switching</i>	→ Velozes e Furiosos in in in Portuguese → Furious and Fast uma coisa assim
<i>Complete omission</i>	→ rob all the (-- rob rob eh trucks
<i>Restructuring</i>	→ this man this actor né eh the same the the Triple X is eh: rob
<i>Indirect Appeal</i>	→ and and I don't know (laughs) → I don't know eh talk about eh → I don't know (laughs)
<i>Transfer</i>	→ and have eh a lot of money → in your in your cars → but is the the good film → a lot of money for for invest
<i>Grammatical Reduction</i>	→ the actor is the same the the Triple X → the same the the Triple X → this man this actor né eh the same the the Triple X is eh: rob → is have eh: where is have eh: → eh th... eh what construction cars né

	<ul style="list-style-type: none"> → the name the desert → d... discovery this this → this man né the rob th...this part the the car né
<i>Phonological Retrieval</i>	<ul style="list-style-type: none"> → this par...th...th... this part → and th...the police → d... discovery this this → the rob th...this part the the car né
<i>Phonological Substitution (use of similar-sounding words)</i>	<ul style="list-style-type: none"> → eh and say this par...
<i>Unfilled pauses</i>	<ul style="list-style-type: none"> → All utterances in the transcriptions marked with (.)
<i>Umming and erring</i>	<ul style="list-style-type: none"> → Eh the movie that I saw → eh I liked is a eh: → and eh: talk about the: eh → uhm eh cars né eh: → I don't know eh talk about eh → eh for the the the ride né → uhm and the: this man → this actor né eh → the same the the Triple X is eh: → rob all the rob rob eh trucks → is have eh: where is have eh: → né and and uhm eh and say this par... → eh th... eh what construction cars né → and have eh a lot of money → and eh: one policeman eh né eh (.) eh → eh this man né
<i>Lengthening a sound</i>	<ul style="list-style-type: none"> → eh I liked is a eh: → in English is eh: → Fast and: Furious → talk about eh: eh → and eh: talk about the: eh → uhm eh cars né eh: → the beautiful cars an:d → uhm and the: this man → the same the the Triple X is eh: → is have eh: where is have eh: → (.) in the: Arizona maybe né → and eh: one policeman → and th...the police (.) men eh: → the trucks and:
<i>Lexicalized pauses (fillers)</i>	<ul style="list-style-type: none"> → eh for the the the ride né → this actor né eh → rob eh trucks (.) né → other other cars né → what construction cars né → for for rides né → in deserts (.) né → (.) in the: Arizona maybe né → and eh: one policeman eh né eh (.) eh → eh this man né → this part the the car né
<i>Self-repetitions</i>	<ul style="list-style-type: none"> → in in in Portuguese → and and I don't know → but is the the good film → talk about eh: eh → the actor the actor is the same the the Triple X → eh for the the the ride né → the same the the Triple X → rob all the rob rob eh trucks

	<ul style="list-style-type: none"> → parts of the other other cars → né and and uhm eh and say this par... → for for for other people → a lot of money for for invest → in your in your cars → for for rides né → d... discovery this this → this part the the car né
<i>Appropriacy repair</i>	→ uhm and the: this man

PARTICIPANT 12	
Communication Strategy	Excerpts from the dialog
<i>Message abandonment</i>	→ because he's future como I... eh (.) uhm ah the actor is good
<i>Message reduction</i>	<ul style="list-style-type: none"> → I: s:aw the film (.) in... eh Resident Evil → ah in the film I: (.) the... achei: interes...interesting → eh ma...but I: (.) th... uh tenta contar uhm
<i>Message replacement</i>	<ul style="list-style-type: none"> → it's very good because is: (.) the... because the film is → the the per... the... a group uh entering the in the:
<i>Code-switching</i>	<ul style="list-style-type: none"> → the film is (.) fu:turista → uhm I: eu achei → uhm deixa eu vê → I don't sei eu não sei → ah very muito bem → this group eh uh que was enter → ah deixa eu vê ah → they parecia uhm (.) terroristas né → que eu I: eu achei → uhm (.) uhm deixa eu vê → in the film I: (.) the... achei: interes...interesting → because he's future como I
<i>Complete omission</i>	→ eh the (--) uhm kill the other persons
<i>Overgeneralization</i>	<ul style="list-style-type: none"> → the film it's very good because is: → very much peoples die
<i>Transfer</i>	<ul style="list-style-type: none"> → the film it's very good because is: → install the bomb for kill the others → because he's future
<i>Grammatical Reduction</i>	<ul style="list-style-type: none"> → in: ah three months ago → the die of the person → a group uh entering → uhm kill the other persons → eh install the bomb → this group eh uh que was enter → very much peoples die → the group eh the of the base stay prepared → I like ah the film → because he's future → the: clothes of the persons is very interesting → because ah: is the all black → is he: eh eh they parecia uhm (.) terroristas né
<i>Phonological Retrieval</i>	<ul style="list-style-type: none"> → achei: interes...interesting → in the m:...middle
<i>Phonological Reduction (mumbling)</i>	→ m... very much peoples
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.)
<i>Umming and erring</i>	<ul style="list-style-type: none"> → ah three months ago → ah in the film I: → ah achei: interes...interesting → uh the: the film → ah it's: very good

	<ul style="list-style-type: none"> → uhm I: eu achei → uhm deixa eu vê → eh the story of the film → ah very muito bem → eh ma...but I: (.) th...uh tenta contar uhm → eh the (--) uhm kill the other persons → this group eh uh que was enter → an:d (.) eh → eh because the group eh → ah for the attack → ah deixa eu vê ah → I like ah the film → eh (.) uhm ah the actor is good → bu:t bu:t uhm (.) uhm (..) → because ah: is the all black → eh eh they parecia uhm (.) terroristas né → uhm (.) uhm deixa eu vê
<i>Lengthening a sound</i>	<ul style="list-style-type: none"> → I: s:aw the film → in: ah three months ago → ah in the film I: → ah achei: interes...interesting → the: the film → the film is (.) fu:turista → ah it's: very good → uhm I: eu achei → eh ma...but I: → entering the in the: → the other: group → an:d this group → an:d (.) eh → in the: in the → in the m:...middle → bu:t bu:t uhm (.) uhm (..) → the: clothes of the persons → because ah: is the all black → is he: eh eh they → que eu I: eu achei
<i>Self-repetitions</i>	<ul style="list-style-type: none"> → the the per...the a group → in the: in the → bu:t bu:t uhm (.) uhm (..)
<i>Error repair</i>	<ul style="list-style-type: none"> → eh ma...but I: → entering the in the: → because the group eh the of the base → is he: eh eh they → que eu I: eu achei
<i>Appropriacy repair</i>	<ul style="list-style-type: none"> → the per... the a group

PARTICIPANT 13	
Communication Strategy	Excerpts from the dialog
<i>Message abandonment</i>	<ul style="list-style-type: none"> → and he: ... (.) the instructor of navy → when he is... then a a nuclear bomb caiu
<i>Code-switching</i>	<ul style="list-style-type: none"> → ah: with racismo né → quarenta anos atrás eh: → eh ser ah mergulhador assim naval mas daí → in that época → eles não they don't → deixavam entrar negros → the instructor of navy eh trapasseava → daí but his eh (.)

	<ul style="list-style-type: none"> → stay doing the (.) o curso → ele conseguiu then when ele → then a nuclear bomb caiu → eh tipo carregou ele assim daí ele começou passar mau ele → and eh achou a: the bomb → eh a (.) não sei uma barra de ferro pegou e caiu e → eh: he had to amputar a perna
<i>Foreignizing</i>	→ he is go to: (.) recuper them
<i>Restructuring</i>	→ I watch eh I like to watch Homens de Honra
<i>Transfer</i>	<ul style="list-style-type: none"> → in that época eh: don't → the instructor of navy eh trapasseava with him → he stay in the... stay doing the
<i>Grammatical Reduction</i>	<ul style="list-style-type: none"> → I watch eh I like to watch Homens de Honra → it's a film eh: who: speak → ah: with racismo né → quarenta anos atrás eh: a man eh wants he wants to: → they don't want eh who eh go to the navy → but his eh (.) eh but his eh but he has → he (.) win → when he is... → he is go to: (.) <i>recuper</i> them → but when when he is eh walking eh on the: on the sea → a Russian submarine stay → he has very: idola...idolatrado → eh when he: go to the navy
<i>Phonological Retrieval</i>	→ he has very: idola ...idolatrado
<i>Phonological Reduction</i> (mumbling)	→ they don't wan ...they don't want
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.)
<i>Umming and erring</i>	<ul style="list-style-type: none"> → I watch eh → eh it's a film eh: → ah: with racismo né → eh fourteen years old eh quarenta anos atrás eh: → a man eh wants he wants to: → eh ser ah mergulhador assim naval mas daí → eh but (laughs) → in that época eh: don't → they don't eh → the instructor of navy eh trapasseava → eh: they don't → they don't want eh who eh go to the navy → daí but his eh (.) eh but his eh → but when when he is eh walking eh → eh tipo carregou ele → he: eh recupered → and eh achou a: → eh when he: go to the navy → eh a (.) → eh: he had to amputar a perna
<i>Lengthening a sound</i>	<ul style="list-style-type: none"> → it's a film eh: who: speak → ah: with racismo né → quarenta anos atrás eh: → he wants to: → in that época eh: don't → in the: navy → and he: ... (.) → eh: they don't → walking eh on the: on the sea → a: submarine a Russian submarine → ele começou passar mau ele he:

	<ul style="list-style-type: none"> → and eh achou a: → he has very: idola...idolatrado → eh when he: go to the navy → eh: he had to amputar a perna
<i>Lexicalized pauses (fillers)</i>	<ul style="list-style-type: none"> → Homens de Honra né → ah: with racismo né → he has honra né
<i>Self-repetitions</i>	<ul style="list-style-type: none"> → then a a nuclear bomb caiu → but when when he is eh walking → he broke he broke his leg
<i>Error repair</i>	<ul style="list-style-type: none"> → eles não they don't → but his eh (.) eh but his eh but he has → he stay in the... stay doing the → then when ele when he → <i>recuper</i> them eh them né (?) it → ele começou passar mau ele he: → and eh achou a: the bomb
<i>Own-accuracy checks</i>	→ <i>recuper</i> them eh them né (?)

PARTICIPANT 14	
Communication Strategy	Excerpts from the dialog
<i>Message replacement</i>	→ when uh others uh a...another family ah live... and the story is very interesting
<i>Code-switching</i>	→ a: (.) a pessoa
<i>All-purpose-words</i>	→ ah and: all eh all things ah happening
<i>Complete omission</i>	→ a family eh eh (--) suffers the tragedy
<i>Restructuring</i>	→ eh when uh others uh a...another family ah live
<i>Transfer</i>	<ul style="list-style-type: none"> → is a fiction movie → your daughter and your son → I: like your work in this film → uh including your husband
<i>Grammatical Reduction</i>	<ul style="list-style-type: none"> → the mother kill eh your childs → she don't believe → only the end of film → the people was eh that w...uh that uh (.) is watch uh ih eh ehm understand what is happening (.) uh only the end → Nicole Kidman is a: is a: (.) a a big actress in in this film → I: like your work in this film → employers employers in this house is a ghost too
<i>Phonological Retrieval</i>	→ a... another family ah live
<i>Phonological Reduction (mumbling)</i>	<ul style="list-style-type: none"> → that w...uh that uh (.) is watch uh (.) uhm eh
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.)
<i>Umiming and erring</i>	<ul style="list-style-type: none"> → Uh I: I will speak → the movie uh The Others → about eh a family eh eh suffers → she don't believe eh this and: → eh a ghost in → eh when uh others uh → a...another family ah live → becau:se eh only → uh the people was eh → that w...uh that uh (.) is watch uh (.) uhm eh → ih eh ehm understand what is happening (.) uh only the end → ah and: all eh all things ah happening → all all the time and: eh → ah and: (.) uh including your husband → so eh a a bizarre film → uh the kids

<i>Lengthening a sound</i>	<ul style="list-style-type: none"> → Uh I: I will speak → I will speak about: → becau:se ah: the mother → but: she don't believe eh this and: → becau:se eh only → a: (.) a pessoa → Nicole Kidman is a: is a: → I: like your work in this film → ah and: all eh all things ah happening → all all the time and: eh → ah and: (.) uh including your husband
<i>Lexicalized pauses (fillers)</i>	→ so eh a a bizarre film
<i>Self-repetitions</i>	<ul style="list-style-type: none"> → Uh I: I will speak → a ghost in (.) in this house → a: (.) a pessoa → Nicole Kidman is a: is a: → a a big actress in in this film → all all the time and: eh → employers employers in this house is a ghost too → is a ghost too (laughs) is a ghost too → a a bizarre film
<i>Error repair</i>	→ a pessoa...uh the people was eh

PARTICIPANT 16	
Communication Strategy	Excerpts from the dialog
<i>Message abandonment</i>	→ and very: hurt and he : ... when she (.) s:aw the:
<i>Message replacement</i>	<ul style="list-style-type: none"> → a big house is very: very: (.) eh dark → is: ... the house have (.) a lot of
<i>Code-switching</i>	<ul style="list-style-type: none"> → she start eh: escutar eh: noise → the mai...não como é que é marido → marid sei lá → is very (.) very: machucado hurt
<i>Complete omission</i>	→ <u>marid</u> sei lá (--): the: the woman
<i>Foreignizing</i>	<ul style="list-style-type: none"> → he: he apparis → the fantasm → du...during the: the film ap...appari...apparis → marid sei lá
<i>Restructuring</i>	→ and is (.) is whi...is (.) he is white
<i>Direct appeal</i>	→ como é que é marido (?)
<i>Overgeneralization</i>	→ she live (.) eh: with yours your (.) your sons
<i>Transfer</i>	<ul style="list-style-type: none"> → I think is very good → I: I stay stayed afraid → she live (.) eh: with yours your (.) your sons → the dau...daughter have about eh uh uhm five five years → the son have six
<i>Grammatical Reduction</i>	<ul style="list-style-type: none"> → I can talk for: → I watch the: the film in (.) in last year → and she live → she have one one daughter → the dau...daughter have about eh uh uhm five five years → the son have six → the house have (.) a lot of → she starts she start eh:
<i>Phonological Retrieval (tip-of-the-tongue phenomenon)</i>	<ul style="list-style-type: none"> → du...during the: the film ap...appari...apparis → the: the dau...daughter → but eh du...during the: the film
<i>Phonological Reduction (mumbling)</i>	→ the mai ...nãocomo é que é marido

<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.)
<i>Umming and erring</i>	→ uh but is very nice → I watched eh → and the: the: story eh (.) ah is about → the dau...daughter have about eh uh uhm five five years → a big house is very: very: (.) eh dark → she starts she start eh : → but eh du...during the: the film
<i>Lengthening a sound</i>	→ I can talk for : → I watch the : the film in (.) in last year → I : I went → I : I stay stayed afraid → and the : the : story eh → eh : with yours your (.) your sons → the : the dau...daughter → a big house is very : very : (.) eh dark → she start eh : escutar eh : noise → he : he apparis → the : the (.) → the : the woman → is very (.) very : machucado hurt → and very : hurt → when she (.) s:aw the :
<i>Self-repetitions</i>	→ I watch the : the film in (.) in last year → I : I went → I : I stay stayed afraid → the story is very interesting interesting → and (.) and the : the : story eh → she have one one daughter → the : the dau...daughter → the dau...daughter have about eh uh uhm five five years → and and they're live they lived → a big house is very : very : (.) eh dark → the the daughter → he : he apparis → but eh du...during the : the film → apparis_(laughs) the : the (.) ai the → the : the woman → is very (.) very : machucado hurt → and is (.) is whi...is
<i>Error repair</i>	→ I: I stay stayed afraid → and and they're live they lived → is very (.) very: machucado hurt

PARTICIPANT 17	
Communication Strategy	Excerpts from the dialog
<i>Message abandonment</i>	→ I liked the finish because... (.) this is the history
<i>Code-switching</i>	→ eh (.) ai cara e agora → eh desculpa
<i>Transfer</i>	→ Well I will go to talk → he can't to to marry with her → there is a (.) other man → to: to marry with her → she needs to talk with → if she don't marry with her → uh the cabaré goes to close → I: I liked the finish
<i>Grammatical Reduction</i>	→ he can't to to marry with her → if she don't marry with her

	→ she she stay with the the writer
<i>Phonological Retrieval</i>	→ the rich m... rich: man → ah (.) th... this movie
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.)
<i>Umming and erring</i>	→ ah I love music → ah (.) the musics of the movie → and: (.) eh (.) ai cara e agora → uh the clothes the: the actors → a girl that he: eh she → uh is liking her → because uh → uh because is uh → uh the cabaré goes to close → ah she she stay with the the writer → ah (.) th... this movie → I don't know eh (.) eh
<i>Lengthening a sound</i>	→ and: I loved this → I: I saw a lot of times → and: (.) eh (.) ai cara e agora → the: the actors → and: (.) the movie talks about → a girl that he: eh she → she works in a: cabaré → and: the writer → and: but he can't to to marry with her → there is a: → a: rich man → that wants to: → but: she needs to talk → the rich m... rich: man → and: (.) in the end → and: she dies → I: I liked the finish → and the: the:
<i>Lexicalized pauses (fillers)</i>	→ Well I will go to talk
<i>Self-repetitions</i>	→ I: I saw a lot of times → because I (.) I liked → I liked the the musics → uh the clothes the: the actors → the writer is is loving (.) uh is liking her → he can't to to marry with her → there is a: (.) there is a → to: to marry with her → ah she she stay with the the writer → I: I liked the finish → and the: the:
<i>Error repair</i>	→ I love music musical movie → a girl that he: eh she → the writer is is loving (.) uh is liking her → if she don't marry with her with him

PARTICIPANT 33	
Communication Strategy	Excerpts from the dialog
<i>Complete omission</i>	→ because it was (-) romance story
<i>Foreignizing</i>	→ and and very naturis
<i>Restructuring</i>	→ to mens that she liked or she wa... she think was beautiful
<i>Overgeneralization</i>	→ to: to: to mens
<i>Transfer</i>	→ a woman uh: do kidnaps → it have very trees

	→ very naturis
<i>Grammatical Reduction</i>	→ he film I'll talk about it is Sweet November → a woman uh: do kidnaps eh maybe (laughs) to: to: to mens → she think was beautiful → each month she: she kidnap → and at November → she she takes uh → bu:t eh but eh she wants → and he go live with her → he want to stay with her → he discovered that she was cancer → he: stay eh in her side and help her → he stay eh (.) very very sad → she didn't want he...he in in his side → then she he go away → uh it wa...it have very trees → an:d I want see again → to see again → she didn't want to: to he see her
<i>Phonological Retrieval</i>	→ ah: I w...atched
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.)
<i>Umiming and erring</i>	→ ah: I w...atched → uh three friends → I think uh: → uhm: the story: → eh maybe → uh an:d each month she: → she she takes uh → uhm an:d he didn't want to stay with her → she: didn't want to stay with eh with him → eh (.) she didn't want to: → to he see her eh ill → bu:t sh... eh he: → he stay eh (.) very very sad → uh: I liked very much the movie → uh: the place were was very beautiful → uh it wa...
<i>Lengthening a sound</i>	→ ah: I w...atched → I think uh: → uhm: the story: → a: a woman uh: → to: to: to mens → uh an:d each month she: → an:d he didn't want to stay with her → bu:t eh but eh she wants → an:d after she: → she: didn't want → but: but he want to stay with her → an:d she was very ill → eh (.) she didn't want to: → bu:t sh...eh he: → but: it was the this → uh: I liked very much the movie → and: it was a very beautiful film → uh: the place were was very beautiful → an:d I want see again → but: I: I dind't I didn't
<i>Self-repetitions</i>	→ a: a woman uh: → to: to: to mens → each month she: she kidnap

	<ul style="list-style-type: none"> → one one different man → she she takes uh → I don't I don't remember the name of the guy → bu:t eh but eh she wants → but: but he want to stay with her → very very sad → in in his side → and and very <i>naturis</i> → I: I dind't I didn't
<i>Error repair</i>	<ul style="list-style-type: none"> → bu:t sh...eh he: → but: it was the this → but he she didn't want he → then she he go away → the place were was very beautiful → uh it wa...it have very trees
<i>Appropriacy repair</i>	<ul style="list-style-type: none"> → an:d after she: ... when finish November → in the film in the end of the movie

Communication Strategies employed by Pre-Intermediate speakers in Session III

PARTICIPANT 1	
Communication Strategy	Excerpts from the dialog
<i>Transfer</i>	→ they stay uh talking
<i>Grammatical Reduction</i>	<ul style="list-style-type: none"> → Chico Bento falls in the f... in the floor (.) and: then: go up in the tree → he see the bees → Maria's father arrive → and (.) and go home
<i>Phonological Retrieval (tip of the tongue phenomenon)</i>	→ Chico Bento and Maria start to run again (.) and pull in the water
<i>Phonological Reduction (mumbling)</i>	→ Chico Bento falls in the f... in the floor
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.)
<i>Umming and erring</i>	→ they stay uh talking
<i>Lengthening a sound</i>	<ul style="list-style-type: none"> → Chico: Chico Bento and Maria → an:d (.) and: and they walk → when: they see a bull → and (.) an:d Chico Bento → and: then: → an:d (.) and then
<i>Self-repetitions</i>	<ul style="list-style-type: none"> → an:d (.) and: and they walk → and (.) an:d Chico Bento] → the bees bees → an:d (.) and then → and (.) and go home
<i>Error repair</i>	<ul style="list-style-type: none"> → they walk (.) th... (.) they are walking → they are they go swimming → the fa...eh Maria's father

PARTICIPANT 2	
Communication Strategy	Excerpts from the dialog
<i>Message replacement</i>	<ul style="list-style-type: none"> → fish wi... eh the the fish attack attacked them → he: (.) he likes to... (.) he made all this things
<i>Approximation</i>	<ul style="list-style-type: none"> → with a dangerous animal → there was eh a dangerous (.) eh fish
<i>Grammatical word coinage</i>	→ eh (.) eh her his (.) braveness
<i>Overgeneralization</i>	→ this animal eh shooted him
<i>Transfer</i>	→ he entered in a in a camp

<i>Grammatical Reduction</i>	<ul style="list-style-type: none"> → he wants to: → went to him → he (.) he: (.) he (.) go to a tree → they: go to the: the water → they: go out of the the water → eh and he: he has an idea → eh what happen eh in that day not happen all all the days → so: so his father → his father take takes her to go to home
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.)
<i>Umming and erring</i>	<ul style="list-style-type: none"> → eh he (.) he → eh (.) eh her his (.) braveness → eh (.) eh back to: → there was eh a dangerous (.) eh fish → eh and he: he has an idea → eh what happen eh in that day
<i>Lengthening a sound</i>	<ul style="list-style-type: none"> → an:d he was talking → he wants to: show hi... to show her → he: he entered in a in a camp → eh (.) eh back to: → he (.) he: (.) he (.) go to a tree → to: (.) to get some fruits → they: they: go to the: the water → they: go out of the the water → he: he has an idea → he: (.) he likes to... → so: so his father
<i>Self-repetitions</i>	<ul style="list-style-type: none"> → eh he (.) he → he: he entered in a in a camp → back to: (.) to Rosinha → he (.) he: (.) he (.) go to a tree → to: (.) to get some fruits → there was a (.) was a (.) was a lot of bees → they they run → they: they: go to the: the water → a river a river probably → they: go out of the the water → he: he has an idea → he he told he told her → he: (.) he likes to... → not happen all all the days → so: so his father
<i>Error repair</i>	<ul style="list-style-type: none"> → he wants to: show hi... to show her → eh (.) eh her his (.) braveness → Rosinha was (.) Ros...Rosinha w... eh (.) go to (.) went to → the fish attack attacked them → his father take takes her to go to home

PARTICIPANT 5	
Communication Strategy	Excerpts from the dialog
<i>Message replacement</i>	<ul style="list-style-type: none"> → Chico Bento and your your girlfriend are in the: in the:... (.) eh the the girlfriend is down → then the: the:... pick many (.) many flowers → and an:d an:d Chico Bento... and the: and the cow eh
<i>Approximation</i>	→ eh furious (.) fishes
<i>All-purpose-words</i>	→ eh he say to:... something
<i>Transfer</i>	<ul style="list-style-type: none"> → Chico Bento and your your girlfriend → and your girlfriend → and your girlfriend was not → the father of the eh his girlfriend

	→ the Chico Bento
<i>Grammatical Reduction</i>	→ a buffalo come → the cow: (.) eh run → the Chico Bento (.) flow (.) flow → after: (.) he: he: uhm eh uhm went to a tree → in the tree was a: a: bees → in the lake (.) eh: was eh → eh had a idea → they eh he say
<i>Phonological Reduction (mumbling)</i>	→ your girlfriend (.) is a... angry → your girlfriend was not a... angry
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.)
<i>Umming and erring</i>	→ the cow eh (.) the cow: (.) eh → uhm and (.) and eh → he: uhm eh uhm went to a tree → eh: was eh → eh furious (.) fishes → they jump eh of the the lake → eh had a idea → then eh: (.) they: (.) they eh → the father of the eh his girlfriend
<i>Lengthening a sound</i>	→ the: Chico Bento → in the: in the: → a: (.) a cow a buffalo → and an:d an:d Chico Bento → and the: and the cow eh (.) the cow: → after: (.) he: he: → in the tree was a: a: bees → then: then they run → then they run (.) an:d and jump → an:d but in the lake → eh: was eh → they: they jump → but but Chico Bento: → an:d (.) and then eh: (.) they: (.) they eh
<i>Lexicalized pauses (fillers)</i>	→ OK the: Chico Bento
<i>Self-repetitions</i>	→ in the: in the: → the the girlfriend is down → a: (.) a cow a buffalo → and an:d an:d Chico Bento → and the: and the cow eh (.) the cow: (.) eh → uhm and (.) and eh → after: (.) he: he → but (.) but in the tree → then: then they run → then they run (.) an:d and jump → they: they jump → they jump eh off the the lake → but but Chico Bento: → an:d (.) and then eh: (.) they: (.) they → and (.) and
<i>Error repair</i>	→ they eh he say → the father of the eh his girlfriend
<i>Rephrasing repair</i>	→ a: (.) a cow a buffalo → went to a tree in the tree → they run (.) an:d and jump in the water (.) in a lake

PARTICIPANT 6	
Communication Strategy	Excerpts from the dialog
<i>Message abandonment</i>	→ and the: ... (.) and (.) come down
<i>Message reduction</i>	→ Mariazinha is very... (.) talk talk
<i>Code-switching</i>	→ uh jogou eh eh uhm eh → eh: (.) see the big eh: the big colméia → for escape the abelhas né → the piranhas come
<i>Approximation</i>	→ one bi:g cow → eh strong cow → and tumm (laughs)
<i>Complete omission</i>	→ other side (--): the: the walk né → <i>eh other side the</i> (laughs) (--): <i>the walk</i> → aÍ (--): jump the walk → and (--): other side eh: → and (--): jump → eh (--): go to outside the lake
<i>Direct appeal</i>	→
<i>Indirect Appeal</i>	→ I don't know → I don't know abelhas abelhas
<i>Transfer</i>	→ Chico Bento take flowers for eh: Mariazinha → but have one bi:g cow → for escape the abelhas né → eh (--): go to outside the lake → and the (.) Chico Bento eh:
<i>Grammatical Reduction</i>	→ Eh: Chico Bento talk with → <i>Mariazinha come comes me</i> → Chico Bento take flowers → and: take eh take uh Chico Bento → take Chico Bento and: → and Mariazinha jump → the: the cow take a a Chico Bento → uhm come back other side the the walk → and the talk eh: Mariazinha → is no no good idea → <i>uh and: I go take one fruit for you</i> → Chico Bento eh: (.) go to → and the: ... (.) and (.) come down → and run (.) fast → no good idea too né → Mariazinha is very... (.) talk talk
<i>Phonological Retrieval</i>	→ Ma...Mariazinha → <i>eh Maria...eh Ma...ei Mariazinha</i>
<i>Phonological Substitution (use of similar-sounding words)</i>	→ the: the walk → <i>go over over there eh other side the</i> (laughs) (--): <i>the walk</i> → aÍ (--): jump the walk → uhm come back other side the the walk
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.)
<i>Umiming and erring</i>	→ Eh: Chico Bento talk with → eh Mariazinha about the: → <i>eh other side the</i> (laughs) <i>the walk</i> → eh Mariazinha → and eh (.) eh strong cow → and: take eh take uh Chico Bento → uh jogou eh eh uhm eh → and the (.) Chico Bento eh: → uhm come back other side the the walk → and the talk eh: Mariazinha → <i>eh Maria...eh Ma...ei Mariazinha</i> → <i>uh and: I go take one fruit for you</i>

	<ul style="list-style-type: none"> → eh <i>ok ok</i> → eh talk Mariazinha → (.) eh and: when → Chico Bento eh: → go to o... eh → eh: (.) see the big eh: the big colméia → eh (.) follow: follow: follow they follow they né → inside the lake eh: → and and eh and → eh (--) go to outside the lake
<i>Lengthening a sound</i>	<ul style="list-style-type: none"> → Eh: Chico Bento talk with → eh Mariazinha about the: → other side (--) the: the walk né → and (--) other side eh: → Chico Bento take flowers for eh: Mariazinha → but have one bi:g cow → and: take eh take uh Chico Bento → take Chico Bento and: → the: the cow take → and the (.) Chico Bento eh: → and the talk eh: Mariazinha → <i>uh and: I go take one fruit for you</i> → (.) eh and: when → Chico Bento eh: → eh: (.) see the big eh: the big colméia → because the: → follow: follow: follow they → inside the lake eh: → an:d Mariazinha is very
<i>Lexicalized pauses (fillers)</i>	<ul style="list-style-type: none"> → other side né other side (--) the: the walk né → ok (.) <i>go on</i> → aí (--) jump the walk → ok ok (.) <i>I like fruits</i> → come down né → follow they follow they né → for escape the abelhas né → no good idea too né
<i>Self-repetitions</i>	<ul style="list-style-type: none"> → <i>go over over there</i> → the: the cow take → a a Chico Bento → other side the the walk → I don't know abelhas abelhas → eh (.) follow: follow: follow they follow they né → jump in the the the lake → and and eh and → Mariazinha is very... (.) talk talk
<i>Error repair</i>	<ul style="list-style-type: none"> → Mariazinha jump come ba... to come back → take Maria...eh talk Mariazinha → go to o... eh upstairs → eh upstairs the a the tree

PARTICIPANT 12	
Communication Strategy	Excerpts from the dialog
<i>Code-switching</i>	<ul style="list-style-type: none"> → En:tão Chico Bento → né eh he is jumping a cerca → uhm on the fazenda → in this: fazenda → a: big and wrong uh and ugly (.) touro

	<ul style="list-style-type: none"> → uh the boi is uhm → caiu of cai com with → with your: cara: in the wall → he: (.) eh: sobe on the tree uh: → uhm ninho de abellha → he see the ninho and the a...abelhas → he is faminto eh eh
<i>Approximation</i>	<ul style="list-style-type: none"> → go uh ah for a place → kick the ass of Chico Bento → with your: cara: in the wall → eh: two wrong fishes
<i>Foreignizing</i>	→ he: was <i>recuperated</i>
<i>Direct appeal</i>	→ uhm como é que é cai (?)
<i>Transfer</i>	<ul style="list-style-type: none"> → eh your g...girlfriend → walking about the: ah about ah walking → and your girlfriend → and your girlfriend uh running → with your: cara: in the wall → for take the fruits → your: uh girlfriend → but in this tree have a: → in the water have a two fishes → uh the: Chico Bento → yes the Chico Bento
<i>Grammatical Reduction</i>	<ul style="list-style-type: none"> → touro uh (.) attack → the boi is uhm kick the ass of Chico Bento → and your girlfriend uh running → he: was recuperated → Chico Bento see a: a: tree → he see the: he see the → he and: she jumping on the uh on the water → for eh for don't don't attack for the abelhas → is eh eh eh he is faminto eh eh → when he see the fishes
<i>Phonological Retrieval</i>	<ul style="list-style-type: none"> → eh your g...girlfriend → the a...abelhas atta...attack him
<i>Phonological Substitution (use of similar sounding words)</i>	→ a: big and wrong uh and ugly (.) touro
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.)
<i>Umiming and erring</i>	<ul style="list-style-type: none"> → eh your g...girlfriend → eh eh uh ehm (.) uhm go uh ah → né eh he is jumping a cerca → ah about ah walking → uhm on the fazenda → uh uh: a: big → uh and ugly (.) touro → uh the: Chico Bento → uh the boi is uhm → and your girlfriend uh running → uhm como é que é cai (?) → uh né he (.) uh uhm → eh: sobe on the tree uh: → the fruits of for of your: uh girlfriend → uhm ninho de abellha → jumping on the uh on the water → eh: two wrong fishes → eh eh eh he is faminto eh eh
<i>Lengthening a sound</i>	<ul style="list-style-type: none"> → En:tão Chico Bento → walking about the: → walking on the:

	<ul style="list-style-type: none"> → in this: fazenda → uh uh: a: big → uh the: Chico Bento → with your: cara: in the wall → mas: but → he: was recuperated → Chico Bento see a: a: tree → with: with a with fruits → he: (.) eh: sobe on the tree uh: → your: uh girlfriend → but in this tree have a: → he see the: he see the → he and: she jumping → eh: two wrong fishes
<i>Lexicalized pauses (fillers)</i>	<ul style="list-style-type: none"> → né eh he is jumping a cerca → yes the Chico Bento → in the wall né → uh né he (.) uh uhm → ninho de abellha (.) né
<i>Self-repetitions</i>	<ul style="list-style-type: none"> → Chico Bento see a: a: tree → with: with a with fruits → he see the: he see the → don't don't attack for
<i>Error repair</i>	<ul style="list-style-type: none"> → walking about the: ah about ah walking on the: → caiu of cai com with → mas: but → with: with a with fruits → the fruits of for of your: uh girlfriend → in the water have a two fishes

PARTICIPANT 13	
Communication Strategy	Excerpts from the dialog
<i>Message abandonment</i>	→ Eh Cascão and Rosinha... and and he's (.) talking: he's talking eh:
<i>Code-switching</i>	<ul style="list-style-type: none"> → ah Chico Bento que dizê (laughs) → and (.) and caiu né → uh (.) exame de abelhas → the father of Rosinha chegou → eh (.) levou (.) ela for the home
<i>Approximation</i>	→ fishes uh uh run behind
<i>Restructuring</i>	<ul style="list-style-type: none"> → they go to the:... (.) flowers they go to see the flowers → they go to the: ... then then Chico Bento go to the tree
<i>Transfer</i>	<ul style="list-style-type: none"> → Rosinha eh stay hungry → Rosinha stay very happy → the father of Rosinha → eh (.) levou (.) ela for the home
<i>Grammatical Reduction</i>	<ul style="list-style-type: none"> → a bull (.) go and she throw Cascão → eh eh Chico Bento say fly → caiu né in the floor → then then Chico Bento go to the tree and it take → they come behind there → he: eh jump at the: water → swim behind behind that th...there → Chico Bento have an idea
<i>Phonological Retrieval</i>	→ behind that th... there
<i>Phonological Substitution use of similar-sounding words)</i>	→ Rosinha eh stay hungry
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.)
<i>Umiming and erring</i>	<ul style="list-style-type: none"> → Eh Cascão and Rosinha → eh: he they they go

	<ul style="list-style-type: none"> → ah Chico Bento que dizê (laughs) → eh eh Chico Bento say fly → eh: then they go to the: → uh (.) enxame de abelhas → he: eh jump at the: water → fishes uh uh run behind swim behind behind that th...there → Rosinha eh stay hungry → eh: Rosinha stay very happy → eh (.) levou (.) ela for the home
<i>Lengthening a sound</i>	<ul style="list-style-type: none"> → he's (.) talking: → eh: he they they go → they go to the: ... → a: a bull → eh: then they go to the: → he: eh jump at the: water → eh: Rosinha stay very happy
<i>Lexicalized pauses (fillers)</i>	<ul style="list-style-type: none"> → and (.) and caiu né
<i>Self-repetitions</i>	<ul style="list-style-type: none"> → and and he's → he's (.) talking: he's talking → they they go → a: a bull → and (.) and caiu né → swim behind behind that th...there
<i>Error repair</i>	<ul style="list-style-type: none"> → eh: he they they go → eh eh Chico Bento say fly → fishes uh uh run behind swim behind behind that th...there

PARTICIPANT 14	
Communication Strategy	Excerpts from the dialog
<i>Message abandonment</i>	→ Chico Bento will go take... (..) but eh bees but bees
<i>Code-switching</i>	<ul style="list-style-type: none"> → a bull eh: very big and (.) bravo → eh (--) não don't → there are uh very (.) fish piranhas fish
<i>Approximation</i>	→ there are uh very (.) fish piranhas fish
<i>Complete omission</i>	<ul style="list-style-type: none"> → Chico Bento (.) eh: (--) in love (--) Rosinha → eh (--) não don't → they (--) out the lake
<i>Overgeneralization</i>	→ he takes a (.) a pain for this
<i>Transfer</i>	<ul style="list-style-type: none"> → there are uh very (.) fish piranhas fish → but your father no → he: jump an:d give some flowers for him
<i>Grammatical Reduction</i>	<ul style="list-style-type: none"> → and he: jump an:d give some flowers for him → and he fall in (.) and he fall → Rosinha: (.) so uh talk about fruits → Chico Bento will go take → Rosinha fight with uh Chico Bento → Chico Bento have idea → Chico Bento says what uh uh
<i>Phonological Retrieval</i>	→ don... don't take
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.)
<i>Umiming and erring</i>	<ul style="list-style-type: none"> → Chico Bento (.) eh: → a bull eh: very big and (.) bravo → eh não don't → Rosinha: (.) so uh talk about fruits → but eh bees but bees → there are uh very (.) fish piranhas fish → Rosinha fight with uh Chico Bento → eh: Chico Bento says

	<ul style="list-style-type: none"> → Chico Bento says what uh uh → he eh he is enough for (.) for her → uhm Rosinha: agree
<i>Lengthening a sound</i>	<ul style="list-style-type: none"> → Chico Bento (.) eh: → and: he (.) he talks about flowers → and he: jump an:d give some flowers for him → a bull eh: very big and (.) bravo → and: he takes → Rosinha: (.) so uh talk about fruits → and: (.) and (.) after → and: they (.) they → eh: Chico Bento says → uhm Rosinha: agree
<i>Self-repetitions</i>	<ul style="list-style-type: none"> → and: he (.) he talks about flowers → but a (.) a bull (.) a bull → he takes a (.) a pain for this → and: (.) and (.) after → but eh bees but bees → and: they (.) they → he eh he is enough for (.) for her
<i>Error repair</i>	→ eh (--) não don't
<i>Appropriacy repair</i>	→ and he fall in (.) and he fall
<i>Rephrasing repair</i>	→ but bees (.) African bees

PARTICIPANT 16	
Communication Strategy	Excerpts from the dialog
<i>Message abandonment</i>	→ Cascão was (.) esconder in the: trees and the... when s...he saw the: abelhas
<i>Message reduction</i>	→ Magali and Cascão was sitting the the: (.) in the pass in the: (.) was sitting
<i>Message replacement</i>	→ he put não he:... (.) so they they: they go to the sea
<i>Code-switching</i>	<ul style="list-style-type: none"> → they went eh pasto pasto → the animal was very: eh boring não ah very (.) bored brabo é bored não bored é chateado é tá → and the Cascão was (.) esconder in the: trees → when s... he saw the: abelhas → the: abelhas eh went (.) não (.) went (.) went to: Cascão → he: (.) he put não he:...
<i>Approximation</i>	→ the: animal very very (.) horrible
<i>Foreignizing</i>	<ul style="list-style-type: none"> → when eh apparis → they: they they was apavored
<i>Literal translation</i>	→ and the animal (.) played the Cascão
<i>Direct appeal</i>	→ como é que é levar (?)
<i>Transfer</i>	<ul style="list-style-type: none"> → the Magali → he: gave the flower for Magali
<i>Grammatical Reduction</i>	<ul style="list-style-type: none"> → Magali and Cascão was sitting → they went eh pasto pasto → they: they they was apavored → and the animal (.) played the Cascão → they: they fleu flou in the: down → and the Cascão was (.) esconder in the: trees → went (.) went to: Cascão → he and the Mágali eh was eh (.) to start eh run
<i>Phonological Retrieval (tip-of-the-tongue phenomenon)</i>	→ they: they fleu flou in the: down
<i>Phonological Substitution (use of similar-sounding words)</i>	→ they: they fleu flou in the: down
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.)
<i>Umiming and erring</i>	→ they was they went eh pasto pasto

	<ul style="list-style-type: none"> → and and when eh apparis → the animal it was eh... the animal was very: eh boring → eh boring não ah very (.) bored → and the: abelhas eh → he and the Mágali eh was eh (.) to start eh run
<i>Lengthening a sound</i>	<ul style="list-style-type: none"> → was sitting the the: → in the pass in the: → and he: he (.) he: → she: put não she: (.) he he: gave the flower → when eh <u>apparis</u> the: animal → they: they they was apavored → they: they fléu flóu in the: down → Cascão was (.) esconder in the: trees → when s... he saw the: abelhas → the: abelhas eh went (.) não (.) went (.) went to: Cascão → he: (.) he put não he: ... → so they they: they go to the sea → they: they: saw the fish the fish was very: very very: (.) dangerous
<i>Self-repetitions</i>	<ul style="list-style-type: none"> → was sitting the the: → and he: he (.) he: → and they they → they went eh pasto pasto → and and when eh apparis → the: animal very very (.) horrible → they: they they was apavored → they: they fléu flóu in the: down → the: abelhas eh went (.) não (.) went (.) went to: Cascão → he: (.) he put não he: ... → so they they: they go to the sea → they: they: saw the fish the fish was very: very very: (.) dangerous
<i>Error repair</i>	<ul style="list-style-type: none"> → they was they went eh pasto pasto → she: put não she: (.) he he: gave the flower → Cascão was (.) esconder in the: trees and the... when s... he saw the: abelhas → eh boring não ah very (.) bored
<i>Different repair</i>	→ brabo é bored não bored é chateado
<i>Rephrasing repair</i>	→ the animal it was eh... the animal was very: eh boring

PARTICIPANT 17	
Communication Strategy	Excerpts from the dialog
<i>Message abandonment</i>	<ul style="list-style-type: none"> → went to... so Ca...(laughs) Cascão and Rosinha eh: ai eh (.) they: found a tree → Cascão and Rosinha eh (.) didn't could to: (.) to: ... (.) I don't know → Cascão and Rosinha eh (.) didn't could to: (.) to: (.) I don't know
<i>Approximation</i>	→ a lot of (.) birds
<i>Foreignizing</i>	→ Cascão was (.) very <u>complicad</u> <u>complicate</u>
<i>Literal translation</i>	<ul style="list-style-type: none"> → and: Rosinha uhm (.) go out there → Rosinha and Cascão uh go out there eh go out there uh → and: they they have to go out
<i>Circumlocution</i>	<ul style="list-style-type: none"> → there was a: a big animal → the animal was (.) was strong and big and bad
<i>Transfer</i>	<ul style="list-style-type: none"> → Cascão said to: to them to go to take a: (.) a some flowers → and: they went a: a other place → so: they: they stayed very very
<i>Grammatical Reduction</i>	<ul style="list-style-type: none"> → so: Cascão eh jump → Cascão was (.) very complicad complicate → Cascão and Rosinha eh (.) didn't could to: (.) to:
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.)

<i>Umming and erring</i>	<ul style="list-style-type: none"> → Uh the history's about Rosinha and Cascão → they stayed very very (.) uh busy → so: Cascão eh jump → and: Rosinha uhm (.) go out there → uh: she: was running and: → Rosinha and Cascão uh go out there eh go out there uh → Cascão and Rosinha eh: ai eh → well ah Casquinha and the: → Cascão and Rosinha eh → they found a a lot of eh (.) a lot of
<i>Lengthening a sound</i>	<ul style="list-style-type: none"> → and: they are talking in a: near a tree → and: Cascão said to: to them to go to take a: → and: they went a: a other place → there was a: a big animal → and: the animal was → so: they: they stayed very very → so: Cascão eh jump → and: Rosinha uhm (.) go out there → uh: she: was running and: → and: so Rosinha and Cascão → Cascão and Rosinha eh: ai eh (.) they: found a tree → and: (.) and they: → well ah Casquinha and the: → Cascão and Rosinha eh (.) didn't could to: (.) to: → and: they they have to go out
<i>Lexicalized pauses (fillers)</i>	→ well ah Casquinha and the:
<i>Self-repetitions</i>	<ul style="list-style-type: none"> → Cascão said to: to them → to take a: (.) a some flowers → and: they went a: a other place → there was a: a big animal → the animal was (.) was strong and big and bad → so: they: they stayed very very → Rosinha and Cascão uh go out there eh go out there uh → and: (.) and they: → Cascão and Rosinha eh (.) didn't could to: (.) to: → they found a a lot of eh (.) a lot of → they they have to go out
<i>Error repair</i>	→ Casquinha Cascão and Rosinha
<i>Appropriacy repair</i>	<ul style="list-style-type: none"> → and: they are talking in a: near a tree → Cascão said to: to them to go to take a: (.) a some flowers → they dind't have uh they didn't know what to do

PARTICIPANT 33	
Communication Strategy	Excerpts from the dialog
<i>Code-switching</i>	→ there is a lot of (.) uh abelhas
<i>Approximation</i>	<ul style="list-style-type: none"> → they walk and jump a: (.) a gate → the bull p... uh (.) touches in João → there is a lot of fish → an:d the fishes are:
<i>Complete omission</i>	→ to see (--) everything (--) ok
<i>Transfer</i>	<ul style="list-style-type: none"> → the bull is looking at they → touches in João → the fishes are: (.) are biting the: the two → Maria eh stays mad with João → comes the dad of Maria → he stays very mad with he with her
<i>Grammatical Reduction</i>	<ul style="list-style-type: none"> → João takes her girlfriend → João takes a jump → he says the idea to Maria and he likes he likes very much

<i>Phonological Retrieval</i>	→ they: they run a :...after after João and Maria
<i>Phonological Reduction (mumbling)</i>	→ uhm the bull (.) uh (.) the bull p ... uh
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.)
<i>Umming and erring</i>	<ul style="list-style-type: none"> → uh so they find a: a bull → uhm the bull (.) uh (.) the bull p... uh → uh he falls on the floor → uh João eh: hides on in the tree → there is a lot of (.) uh abelhas → Maria eh stays mad with João → uh he says the idea to Maria
<i>Lengthening a sound</i>	<ul style="list-style-type: none"> → João and Maria are: sat → an:d and talking → they walk and jump a: (.) a gate → uh so they find a: a bull → an:d and Maria talks with him → João eh: hides on in the tree → an:d there is a lot of → they: they run a:...after after João and Maria → an:d they fall in a river → an:d the fishes are: (.) are biting the: the two → an:d then
<i>Self-repetitions</i>	<ul style="list-style-type: none"> → an:d and talking → they walk and jump a: (.) a gate → uh so they find a: a bull → an:d and Maria talks with him → they: they run a:...after after João and Maria → the fishes are: (.) are biting the: the two → he likes he likes very much
<i>Error repair</i>	<ul style="list-style-type: none"> → uh João eh: hidea on in the tree → João has a an idea → he stays very mad with he with her

APPENDIX F

Qualitative analysis: Intermediate group - sessions 1, 2 and 3

Communication Strategies employed by Intermediate Speakers in Session I

PARTICIPANT 22	
Communication Strategy	Excerpts from the dialog
<i>Restructuring</i>	→ sometimes we: we did a: a meeting to... (.) with everybody → a beach with eh there wasn't eh (.) the beach was with stones a little stones
<i>Overgeneralization</i>	→ that it was a: it is a:
<i>Transfer</i>	→ we have we have a lot of photos from this travel
<i>Grammatical Reduction</i>	→ because my family there are people → sometimes we: we did a: a meeting → the beach was with stones a little stones → it's different than here → we went to: to Switzerland too for a day → there we: we go only by train to the places → it was a: it is a: a ice place → there is sometime that we don't → everything is made from ice
<i>Phonological Retrieval</i>	→ eve ...everything is made from ice
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.)
<i>Umming and erring</i>	→ I have uncles eh in France → eh a lot of my (.) relatives there uh → eh uhm I met my cousins too → uh because my family there are people → so eh sometimes we: we did a: a meeting → eh eh Eifel Tower eh museums eh castles → eh (.) I went to to the beach in in France → uh a bed a table → uh : (.) we went to Spain too → uh we couldn't visit a lot of places → there is sometime that we don't that we don't uh meet uh the relatives
<i>Lengthening a sound</i>	→ I'll tell you about a travel to: to France → an:d I never I never: → it was like a: family meeting → sometimes we: we did a: a meeting → an:d it was very (.) very nice → it's very (.) curious an:d → we went to: to Switzerland → there we: we go only by train to the places → I went to: to → it was a: it is a: a ice place → uh: (.) we went to Spain too → we: we stayed in Paris → we stayed in Paris with in (.) my: my uncle's house
<i>Self-repetitions</i>	→ I'll tell you about a travel to: to France → I never I never: (.) went to to France → sometimes we: we did a: a meeting → we we visited a lot of places → an:d it was very (.) very nice → I went to to the beach in in France → we went to: to Switzerland → we: we go only by train to the places → I went to: to → we can't we couldn't (.) uh we couldn't visit a lot of places → we: we stayed in Paris with in (.) my: my uncle's house

	<ul style="list-style-type: none"> → and (.) and it was very nice → we have we have a lot of photos from this travel → there is sometime that we don't that we don't uh meet uh the relatives who live in in France or Senegal
<i>Error repair</i>	<ul style="list-style-type: none"> → I didn't know him know them → we went to: to Switzerland to for a day → it was a: it is a: a ice place → a bed a table everybo...everything is (.) made from ice → we can't we couldn't (.) uh we couldn't visit a lot of places → we stayed in Paris with in (.) my: my uncle's house
<i>Rephrasing repair</i>	<ul style="list-style-type: none"> → a beach with eh there wasn't eh (.) the beach was with stones a little stones → I went we went me and my family we went

PARTICIPANT 23	
Communication Strategy	Excerpts from the dialog
<i>Message abandonment</i>	→ until now I I stay... and this party eh
<i>Code-switching</i>	→ how can I say namorar (?)
<i>Restructuring</i>	→ this party eh it's... in this party was hot
<i>Direct appeal</i>	→ how can I say namorar (?) I don't know
<i>Transfer</i>	<ul style="list-style-type: none"> → we decided to to start our rela...relation → in this party I I know my boyfriend
<i>Grammatical Reduction</i>	<ul style="list-style-type: none"> → I speak eh: → eh in last year → the party is a graduations eh party → eh in this party I start eh → I I in this party I I know my boyfriend → until now I I stay... and this party eh → I I dancing all the: the the party eh: and only go out → a lot of people eh who was our friends → we: we talk and → and (.) next day → eh he he tal... he he he talk with me on on the phone → he start to work with me in next month
<i>Phonological Retrieval</i>	<ul style="list-style-type: none"> → we decided to to start our rela...relation → eh he he tal... he he he talk with me on on the phone
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.)
<i>Umming and erring</i>	<ul style="list-style-type: none"> → I speak eh: → eh in last year → the party is a graduations eh party → eh in this party I start eh → and and eh until now I I stay... → eh with with a (.) eh clothes uh blue blue clothes → eh eh I I dancing all the: the the party eh: → eh there there was a lot of people → eh the music it's it was very good eh it was → and (.) and eh one in in one moment eh in the middle of the party → eh we: we talk and → eh and (.) I I think → eh in the end eh he he left me at home → eh he he tal... he he he talk with me → eh after after the party(.) uhm
<i>Lengthening a sound</i>	<ul style="list-style-type: none"> → I speak eh: → he: he was very handsome → all the: the the party eh: → we: we talk and
<i>Self-repetitions</i>	<ul style="list-style-type: none"> → about my one one party eh in last year → I I in this party I I know my boyfriend → and and eh until now I I stay...

	<ul style="list-style-type: none"> → and I was (.) and I was with a red (.) red dress → he: he was very handsome → eh with with a (.) eh clothes uh blue blue clothes → eh eh I I dancing all the: the the party → and (.) and eh one in in one moment → eh we: we talk and → we decided to to start → I I I was in this moment very very happy → I I think he he he was too → eh in the end eh he he left me at home → eh he he tal... he he he talk with me on on the phone → eh after after the party
<i>Error repair</i>	<ul style="list-style-type: none"> → it's ver...was very important for me → with a (.) eh clothes uh blue blue clothes → only go out wit...when the party ended → eh one in in one moment
<i>Rephrasing repair</i>	<ul style="list-style-type: none"> → eh the music it's it was very good eh it was → in one moment eh in the middle of the party

PARTICIPANT 24	
Communication Strategy	Excerpts from the dialog
<i>All-purpose-words</i>	→ an:d everybody (.) kind of (.) wrote
<i>Literal translation</i>	→ the (.) the coming back trip
<i>Restructuring</i>	→ to the relationships between (.) the (.) how can I say (?) the group to: we met eh we talked with someone we never ha...had a real conversation before we make uh new (.) friendships you know (?)
<i>Overgeneralization</i>	→ an:d everybody (.) kind of (.) wrote eh what what eh: liked or didn't like it
<i>Transfer</i>	<ul style="list-style-type: none"> → we stayed at Dunas Hotel was very cool → so was very (.) nice → then we spoke → was a very good trip by boat → we were very excited to know the place for the (.) beauty you know (?) involved → and was very cool → was very cool too → was very very cool → from Florianópolis to Blumenau too was very (.) silent the (.) the coming back trip → was very cool even to know the teacher that was with us → was a (.) trip of three days → was one hundred students
<i>Grammatical Reduction</i>	<ul style="list-style-type: none"> → some time ago me and my friends → went to a trip in Florianópolis → we called the disk pizza and ask the flavors → few minutes ago they delivered → we never see that before → we: eat it was very good → because the next morning we have to wake up early → then the next morning we wake up and go there → when we arrive eh we visit the museum → everybody like it → we: take many pictures and laugh and talk a lot → eh in the boat many people fall sleep → when we arrive we have to report the trip to the teacher → an:d the teacher evaluate the trip was very interesting to the group → the last one we went to Gramado
<i>Phonological Reduction</i>	→ and s... eh we s... learn about the history of the place

<i>(mumblig)</i>	
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.)
<i>Umming and erring</i>	→ eh we: ordered a pizza → eh something different you know (?) → when we arrive eh we visit the museum → eh in the boat many people fall sleep → wrote eh what what eh : liked or didn't like it
<i>Lengthening a sound</i>	→ I'm a : tourism student an:d → we : ordered a pizza → we all : (.) thought very (.) funny → during the : (.) during the time we were in the boat → we : take many pictures → in the : bus → an:d everybody (.) kind of (.) wrote eh what what eh : liked or didn't like it → an:d the teacher
<i>Lexicalized pauses (fillers)</i>	→ it wasn't a normal pizza round you know (?) → eh something different you know (?) → for the (.) beauty you know (?) → we saw dolphins you know (?) → we make uh new (.) friendships you know (?)
<i>Self-repetitions</i>	→ during the : (.) during the time we were in the boat → was very very cool → the (.) the coming back trip → wrote eh what what eh: liked or didn't like it
<i>Error repair</i>	→ and gave the hotel in eh address

PARTICIPANT 25	
Communication Strategy	Excerpts from the dialog
<i>Message abandonment</i>	→ someone ah :... and bem well I I travel
<i>Message replacement</i>	→ and and the the cond... the <u>condiments</u> the: (.) well the the eh... the food is very strong
<i>Code-switching</i>	→ I I travel in to to Espanha → I won a: a travel to Espanha → but (.) but now in Espanha → very very people in Espanha → and bem well I I travel → I know museums uhm torre eh ah torre eh → Brazilian food (laughs) like feijoada → bem I travel by train by bus by carona → I have I: I like uh I make uh I make (.) three three good friends lá → like como ah like like
<i>Foreignizing</i>	→ and and the the cond... the <u>condiments</u>
<i>Grammatical word coinage</i>	→ and: and one eh Argent guys
<i>Restructuring</i>	→ I I know the: I visit to: I will go no I go I know I know the: the Louvre → like Monalisa like eh... some some paints for that that Salvador Dali painting → I have I: I like uh I make uh I make (.) three three good friends lá
<i>Indirect Appeal</i>	→ I don't know to say in English → I don't I don't know say is it's in English
<i>Overgeneralization</i>	→ I don't know say it's in English
<i>Transfer</i>	→ for: for for study in at the university → there I I know m... very people → very very people in Espanha very close → and and I I know very very cities → very very very things → is very good → is the more the more cheap eh: the more cheap uhm travel no I don't know → I won a: a travel to Espanha

<i>Grammatical Reduction</i>	<ul style="list-style-type: none"> → I I travel in to to Espanha → there I I know m...very people → in someone are very stupid (laughs) → very very people in Espanha very close → I travel around the the the Valladolid → and and I I know very very cities → Salamanca eh the cities ah the city of culture in Europe → I know ah I travel ah to to Paris → I stay in Paris for for five days → I I know I know museums → some some paints for that that Salvador Dali painting → and others others others paint and some some sculptures (.) → very things ehm: that it have eh many years → well I travel to: to to uh → I travel to Madrid → I ehm like this food → the the food in Espanha is very different that ah I have here → I I prefer I prefer the Brazilian food → I travel I travel in Europe by: by by train → is the more the more cheap eh: the more cheap uhm travel → I travel by train by bus by carona → I make uh I make (.) three three good friends lá → and: and one eh Argent guys → I don't I don't know say is it's in English → I travel is very very good → wh...when: (.) when you are travel alone
<i>Phonological Retrieval</i>	<ul style="list-style-type: none"> → my tut...my my tutor I don't know say it's in English → some eh some somethings eh pre... pre-historic → and and the the cond... the <i>condiments</i> → wh...when: (.) when you are travel alone
<i>Unfilled pauses</i>	<ul style="list-style-type: none"> → All utterances in the transcriptions marked with (.)
<i>Umiming and erring</i>	<ul style="list-style-type: none"> → someone ah:... and bem well I I travel → ehm Salamanca eh the cities ah the city of culture in Europe in this year → I know ah I travel ah to to Paris → I know museums uhm torre eh ah torre eh → beautiful paints like like Monalisa like eh... → very very very things ehm: that it have eh many years → some eh some somethings eh pre... pre-historic → well I travel to: to to uh → I conhec...and I and I meet uh → I meet ah I eat eh everything → I ehm like this food → the the food in Espanha is very different that ah I have here → well the the eh... the food is very strong → is the more the more cheap eh: the more cheap uhm travel → I like uh I make uh I make (.) three three good friends lá → one one uh (.) two Spanish two Spanish guys and: and one eh Argent guys → like como ah like like
<i>Lengthening a sound</i>	<ul style="list-style-type: none"> → a: a travel to Espanha → I: I think that this person is very very stupid → someone ah:... and bem well I I travel → I I know the: I visit to: → I know the: the Louvre → very very very things ehm: → so:me some Brazilian some Brazilian people there → and and the the cond... the <i>condiments</i> the:... (.) well the the eh... the food is very strong → by: by by train → is the more the more cheap eh: the more cheap uhm travel

	<ul style="list-style-type: none"> → I have I: I like uh → and: and one eh Argent guys → wh...when: (.) when you are travel alone → you: you you have you have to:
<i>Lexicalized pauses (fillers)</i>	<ul style="list-style-type: none"> → Well (laughs) I I travel in to to Espanha → someone ah:... and bem well I I travel → well I travel to: to to uh → well the the eh... the food is very strong → well I travel I travel in Europe → well so so very nice
<i>Self-repetitions</i>	<ul style="list-style-type: none"> → I I travel in to to Espanha → I I I give I give I won a: a travel to Espanha → for: for for study in at the university of the Valladolid → there I I know m...very people → but (.) but now in Espanha → the the Spanish people are very very good persons → I I think that is that that that this person is very very very → I: I think that this person is very very stupid → and bem well I I travel → I travel around the the the Valladolid → and and I I know very very cities → I know ah I travel ah to to Paris → I stay in Paris for for five days → I I know I know museums → I I know the: → I know I know the: the Louvre the museum the Louvre museum → and and I saw the very very beautiful paints like like Monalisa → some some paints for that that Salvador Dali painting → and others others others paint and some some sculptures (.) → very very very things → some eh some somethings eh pre pre-historic → well I travel to: to to uh → I conhec...and I and I meet uh → so:me some Brazilian some Brazilian people there → everything that I that I that I that I see that I saw → and and I ehm like this food → the the food in Espanha is very different → and and the the cond... the <i>condiments</i> → the food is very strong (.) very strong and I and I I don't I don't like this food → I I prefer I prefer the Brazilian food → I travel I travel in Europe by: by by train → is the more the more cheap eh: the more cheap uhm travel → I have I: I like uh I make uh I make (.) three three good friends lá → one one uh (.) two Spanish two Spanish guys and: and and one eh Argent guys → and I and I travel → I I learn something that I don't I don't I don't learn in in Brazil → like como ah like like → wh...when: (.) when you are travel alone → you: you you have you have to:
<i>Error repair</i>	<ul style="list-style-type: none"> → I I travel in to to Espanha → I I I give I give I won a: a travel to Espanha → for: for for study in at the university of the Valladolid → I I know m...very people I know a lot of people → and bem well I I travel → Salamanca eh the cities ah the city of culture in Europe → some some paints for that that Salvador Dali painting → I conhec...and I and I meet uh → everything that I that I that I that I see that I saw

	→ like como ah like like
<i>Appropriacy repair</i>	→ I know ah I travel ah to to Paris → I meet ah I eat eh everything that I that I that I that I see that I saw
<i>Rephrasing repair</i>	→ and I and there I I know m...very people → I I know very very cities very big cities and very small cities like: Tordesilhas ehm Salamanca → I know museums uhm torre eh ah torre eh the Eiffel tower I know the Eiffel tower → I know I know the: the Louvre the museum the Louvre museum

PARTICIPANT 26	
Communication Strategy	Excerpts from the dialog
<i>Message abandonment</i>	→ I don't know how the the thing the eh:... I was a big fan of Ayrton Sena → one of the the pilots was eh... one of the teams belongs to Alan Prost → the the people and th... he was eh he wasn't so eh (.) eh <i>simpatic</i>
<i>Message reduction</i>	→ I was a big fan of Ayrton Sena eh was my huge... I was a big fan → Alan Prost came and then how... and came to see the pilots
<i>Approximation</i>	→ last year I can can collect some money
<i>All-purpose-words</i>	→ I don't know how the the thing the eh: → he die and everything happens
<i>Complete omission</i>	→ he came close (--) the crowd
<i>Foreignizing</i>	→ Alan Prost who was a bigger eh friend and a bigger eh eh <i>adverserio</i> → he was eh he wasn't so eh (.) eh <i>simpatic</i> → eh he don't look <i>simpatic</i> → in the the the the corner of the the the the <i>arquibanquede</i>
<i>Restructuring</i>	→ I realize a: a big dream of my this eh the inf... since I was a child → there is only... I I have I just have only good memories
<i>Indirect Appeal</i>	→ all the people eh eh applauded applaud him I don't know how this word... (laughs)
<i>Overgeneralization</i>	→ Alan Prost who was a bigger eh friend and a bigger eh eh <i>adverserio</i>
<i>Transfer</i>	→ I did a trip to São Paulo → was very eh was simply marvelous → eh was my huge... I was a big fan → a moment that I'll never forget was in the Saturday → when they was the two was running → is a dream that I realize
<i>Grammatical Reduction</i>	→ I realize a: a big dream → I I was to São Paulo → an:d I always dream to to go there → to see the he eh running and he competing in Formula One → when (.) he competing I was more eh younger and don't have the opportunity to go there → he die and everything happens → last year I can can collect some money and can can go there → the the the all the money are involved → when the: the pilots eh do the practicals and qualifying times → one of the teams belongs to Alan Prost → when they was the two was running and they are competing each other → eh he don't look <i>simpatic</i> → all the people eh eh applauded applaud him → and: I don't know eh spelling her name → th... they don't eh (.) give more eh attention to the crowd → he only ignore the people → about eh fifteen or twenty thousand people who are in the the the the corner of the the the the <i>arquibanquede</i> → and never appear in the part of the the the crowd → an:d I intend to: to be there next year if I could → is a dream that I realize
<i>Phonological Retrieval</i>	→ th... they don't eh (.) give more eh attention to the crowd

	→ eh start to s... to scream
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.)
<i>Umiming and erring</i>	<ul style="list-style-type: none"> → Well eh I will talk about eh last year → of my this eh the inf... → to see eh GP Brazil of Formula One → was very eh was simply marvelous → eh was my huge... I was a big fan → to see the he eh running → I was more eh younger → it was eh fantastic → when the: the pilots eh do the practicals and qualifying times → an:d one of the the pilots was eh... → Alan Prost who was a bigger eh friend and a bigger eh eh <i>adverserio</i> → eh Alan Prost came → he was eh he wasn't so eh (.) eh <i>simpatic</i> → eh he don't look <i>simpatic</i> → all the people eh eh applauded applaud him → and: I don't know eh spelling her name → th...they don't eh (.) give more eh attention to the crowd → about eh fifteen or twenty thousand people → eh start to s...to scream → eh Michael Schumacher won again → well eh I don't know how to say anymore eh:
<i>Lengthening a sound</i>	<ul style="list-style-type: none"> → I realize a: a big dream → an:d I went there → I don't know how the the thing the eh: → an:d I always dream to to go there → a: a moment that I'll never forget → when the: the pilots eh do the practicals and qualifying times → an:d one of the the pilots was eh → and: I don't know eh spelling her name → he: became blushed → an:d the race was very very (.) very good too → an:d I intend to: to be there next year if I could → well eh I don't know how to say anymore eh:
<i>Lexicalized pauses (fillers)</i>	<ul style="list-style-type: none"> → Well eh I will talk about eh last year → well eh I don't know how to say anymore eh:
<i>Self-repetitions</i>	<ul style="list-style-type: none"> → I realize a: a big dream → I I was to São Paulo → I went there with a a friend → I don't know how the the thing the eh: → an:d I always dream to to go there → the the Formula One is (.) a great sport → the the the all the money are involved → I I have I just have only good memories from from last trip → a: a moment that I'll never forget → when the: the pilots eh do the practicals and qualifying times → an:d one of the the pilots was eh → the the the people → he wasn't so eh (.) eh simpatico → all the people eh eh applauded applaud him → in the the the the corner of the the the the arquibanquede → came into the the pit stop → and never appear in the part of the the the crowd → an:d the race was very very (.) very good too → an:d I intend to: to be there next year → it's a very very great event a very great (.) very great race
<i>Error repair</i>	<ul style="list-style-type: none"> → to see the he eh running → I can I expect that I can go there next year
<i>Appropriacy repair</i>	→ he was eh he wasn't so eh (.) eh simpatic

<i>Rephrasing repair</i>	<ul style="list-style-type: none"> → Alan Prost who was a bigger eh friend and a bigger eh eh <i>adversario</i> I don't know enemy of Ayrton Sena → and the people all the crowd about eh fifteen or twenty thousand people
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PARTICIPANT 27	
Communication Strategy	Excerpts from the dialog
<i>Message abandonment</i>	→ and m... I take my sister's dress and get ready
<i>Foreignizing</i>	→ I: I have a formature to go
<i>Direct appeal</i>	→ uhm (..) se eu não souber uma palavra posso perguntar (?)
<i>Transfer</i>	<ul style="list-style-type: none"> → this friend of mine which fight → when we were going to home → eh they both they both which crashed the car was wrong → they came all → me my sister my brother-in-law my cousin everybody which was in the party
<i>Grammatical Reduction</i>	<ul style="list-style-type: none"> → Two years ago I: I have a formature to go → I take my sister's dress and get ready → when we get there → they are dancing and they → threw threw a glass and get in a friend of mine → then we get out of the place and sit down in the stairs → this friend of mine which fight → my sister get her her her her shoe and throw in this guy → then I go to the police because there is a lot of blood and they are there → crash his car → eh they both they both which crashed the car was wrong → when the police uh pass around the place we jump in front of the the crash to police don't see because they are drunk → uh to my father don't discover we don't tell him that he had crashed the car → my father will see the crash → my brother-in-law in the in the next day take the car → and go to my grandma's → nobody know the true → two or three month uh: later → they call us → everybody which was in the party that he knows (.) and ask for the truth → nobody tell him the truth but he knows he know he know he know is the truth → we lie still lie to him → she had tell to my father → she don't speak she don't talk about it → my sister had a fight a lot of with my brother-in-law that day because they had drunk → she don't like to lie → my: my: brother-in-law was has a lot of blood in his ear
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.)
<i>Umming and erring</i>	<ul style="list-style-type: none"> → and ah they are dancing and they → uhm (..) se eu não souber uma palavra posso perguntar (?) → eh they both they both which crashed the car was wrong → when the police uh pass around the place → uh to my father don't discover → two or three month uh: later → uh: started to: think about that → ah: that day which my brother-in-law had ah: crashed his car → ah: now we know
<i>Lengthening a sound</i>	<ul style="list-style-type: none"> → I: I have a formature to go → and my: (.) my (.) my brother-in-law

	<ul style="list-style-type: none"> → my: brother-in-law → my: my my brother-in-law → take the car with my co... my: my aunt → two or three month uh: later → uh: started to: think about that → ah: that day which my brother-in-law had ah: crashed his car → ah: now we know → my: my: brother-in-law
<i>Self-repetitions</i>	<ul style="list-style-type: none"> → I: I have a formature to go → my: (.) my (.) my brother-in-law → they are dancing and they (.) and they (.) threw threw a glass → my sister get her her her her shoe → we jump in front of the the crash → my: my my brother-in-law in the in the next day → take the car with my co... my: my aunt → in a (.) in a in a: in a wall → he knows he know he know he know is the truth → she started to cry cry cry cry a lot → my: my: brother-in-law → in his ear in his ear too
<i>Error repair</i>	<ul style="list-style-type: none"> → my brother-in-law have a had a fight → when you it was going when we were going to home
<i>Appropriacy repair</i>	<ul style="list-style-type: none"> → take the car with my co... my: my aunt → my co... my aunt was together → they had to lie she had to lie
<i>Rephrasing repair</i>	<ul style="list-style-type: none"> → throw in this guy this friend → they call us me my sister my brother-in-law my cousin everybody which was in the party

PARTICIPANT 28	
Communication Strategy	Excerpts from the dialog
<i>Message abandonment</i>	→ an:d during this uh... and when I finish my English course...
<i>Message reduction</i>	→ like Italian that I rea... that I understand a little
<i>All-purpose-words</i>	<ul style="list-style-type: none"> → I will talk now about the: a nice uh thing a a thing that I really like to do → these (.) these things → I really like to: to learn these these things
<i>Complete omission</i>	<ul style="list-style-type: none"> → I don't like (--) enough → eh even (--) I don't don't have with who speak uh all all day
<i>Foreignizing</i>	→ eh principal ah principally English and Portuguese
<i>Restructuring</i>	→ I: I started to:... when I finished my law school I only start to study English and Portuguese
<i>Transfer</i>	<ul style="list-style-type: none"> → this thing is study language → uh so uh how I said before → I like too English → eh even (--) I don't don't have with who speak uh all all day → I I I expect to: end my: my course in one year
<i>Grammatical Reduction</i>	<ul style="list-style-type: none"> → I discover that → uhm before that I never realize that I really like → I realize that → mo:re (.) more mo...more nice → understand movies or music without subjects → and not only understand learning English → to learn uh new o...other language → I I don't know if what correct → we can understand that all of others → I have a: a a raiz and can we see this → to: <i>to try</i> eh developed → if I I I expect to: end my: my course in one year and maybe go to United

	<p>States or England</p> <p>→ a (.) valuable a value a value my: uh: uhm my apren...a...aprendizado</p>
<i>Phonological Retrieval (tip-of-the-tongue phenomenon)</i>	<p>→ a (.) valuable a value a value my: uh: uhm my apren...a...aprendizado</p> <p>→ I feel in...inside</p> <p>→ to learn uh new o...other language</p> <p>→ and a...a...além de uh go to another country</p>
<i>Unfilled pauses</i>	<p>→ All utterances in the transcriptions marked with (.)</p>
<i>Umming and erring</i>	<p>→ I will talk now about the: a nice uh thing</p> <p>→ eh <i>principal</i> ah <i>principally</i> English and Portuguese</p> <p>→ uh I discover that</p> <p>→ ah three times three years ago</p> <p>→ uhm before that I never realize</p> <p>→ I only was concerned in my: uh college</p> <p>→ in my: uh law curse course</p> <p>→ eh that I was doing</p> <p>→ it's more uhm interesting</p> <p>→ have a perfect uh conversation</p> <p>→ to learn uh new o...other language</p> <p>→ an:d I would like to: uhm study more</p> <p>→ uh so uh how I said before</p> <p>→ eh even (--) I don't don't have with who speak uh all all day</p> <p>→ to: <i>to try</i> eh developed</p> <p>→ a (.) valuable a value a value my: uh: uhm my apren...a...aprendizado</p> <p>→ an:d during this uh...</p> <p>→ uh go to another country</p>
<i>Lengthening a sound</i>	<p>→ I will talk now about the:</p> <p>→ I really like to: study</p> <p>→ in the: in the: lab</p> <p>→ I really like to: to learn these these things</p> <p>→ in my: uh college</p> <p>→ in my: uh law curse course</p> <p>→ an:d when I started to do:</p> <p>→ mo:re (.) more mo...more nice</p> <p>→ I: I started to:...</p> <p>→ I: I really</p> <p>→ an:d I s... I I prefer to:</p> <p>→ an:d and not only understand</p> <p>→ an:d I would like to: uhm study more</p> <p>→ an:d and so</p> <p>→ all of others can be: connected</p> <p>→ I have a: a a raiz</p> <p>→ I: I try to do conversations</p> <p>→ to: <i>to try</i> eh developed my: my vocabulary an:d an:d</p> <p>→ if I I I expect to: end my: my course in one year</p> <p>→ to do a: a a intercâmbio</p> <p>→ my: uh: uhm my apren...a...aprendizado</p> <p>→ an:d during this uh...</p> <p>→ I would like to:</p>
<i>Self-repetitions</i>	<p>→ a a thing that I really like to do</p> <p>→ these (.) these things</p> <p>→ in the: in the: lab</p> <p>→ I really like to: to learn these these things</p> <p>→ mo:re (.) more mo...more nice</p> <p>→ I: I started to:...</p> <p>→ I: I really</p> <p>→ I I prefer to:</p> <p>→ an:d and not only understand</p> <p>→ my my father was descendent</p> <p>→ an:d and so</p>

	<ul style="list-style-type: none"> → I have a: a a raiz → I don't don't have with who speak uh all all day → I: I try to do conversations → to: to try eh developed my: my vocabulary an:d an:d → if I I I expect to: end my: my course in one year → to do a: a a intercâmbio → a (.) valuable a value a value my: uh: uhm my apren...a...aprendizado
<i>Appropriacy repair</i>	<ul style="list-style-type: none"> → I will talk now about the: a nice uh thing → three times three years ago → in my: uh law course course → I s... I I prefer to: I prefer no but I I want to: to study → I lo...I like to speak

PARTICIPANT 29	
Communication Strategy	Excerpts from the dialog
<i>Message abandonment</i>	→ and I (.) and and I... he never wants to: date or something (laughs) with me
<i>Code-switching</i>	→ ai eu não lembro agora
<i>Approximation</i>	→ so: in the in the (.) start of the year
<i>All-purpose-words</i>	<ul style="list-style-type: none"> → he never wants to: date or something (laughs) with me → we we never be friends or something → in that time I don't know if he wanted something → oh (.) something about girlfriend boyfriend
<i>Complete omission</i>	<ul style="list-style-type: none"> → I don't know (--) eh he was <i>interested</i> to me → I talk with him (--) a long time → my father eh liked (--) very much → they are talking about (--) with me
<i>Foreignizing</i>	<ul style="list-style-type: none"> → when I was <i>interested</i> a guy → and I don't know eh he was <i>interested</i> to me
<i>Restructuring</i>	→ an:d to to go to... and went to my house
<i>Transfer</i>	→ when my sister was was your friend
<i>Grammatical Reduction</i>	<ul style="list-style-type: none"> → when I was <i>interested</i> a guy → and I don't know eh he was <i>interested</i> to me → I don't know this but I want to → I was in a in a lunch for my family → so: I know him → I'm very very shy in thi...in this in that uhm in that place → he: (.) to talk with me very very much → I: but I I think that he: doesn't want nothing → so many beautiful girls in there → he never wants to: date or something (laughs) with me → I was in the a... in the after I was interest about other guys → eh think if with him → he he call with me → he was in Balneário Camboriu with friends and he call with me → we we have: already talked only one day → we we never be friends or something → he call he call me (.) and I and I talk with him a long time → he wan...wanted in that in that time he wanted to go with Blumenau → with his his friends that's my friend too → they didn't (.) didn't go he...here in Blumenau → to like very much → in that time I don't know if he wanted something → they are talking about (--) with me → so: we we go to the beach in the end of the last year → he: talk with me seriously → I don't know but I'm not nervous it's strange because I'm not nervous I am very calm so he he talk to me very much
<i>Phonological Retrieval (tip-of-</i>	→ do...don...doe... didn't to talk with me

<i>the-tongue phenomenon</i>)	<ul style="list-style-type: none"> → and my: (.) boy...boyfriend of my sister → eh th...wi...with with this guy → I was in the a... in the after I was interest about other guys → he wan...wanted in that in that time → they didn't (.) didn't go he...here
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.)
<i>Umiming and erring</i>	<ul style="list-style-type: none"> → Uh I remember uh last last (.) year → eh he was <i>interested</i> to me → eh th...wi...with with this guy → uhm in that place → eh think if with him → my father eh liked (--) very much → oh (.) something about girlfriend boyfriend
<i>Lengthening a sound</i>	<ul style="list-style-type: none"> → so: in the in the (.) start of the year → my: (.) boy...boyfriend of my sister → so: I know him → he: (.) to talk with me very very much → I: but I I → he never wants to: date or something (laughs) with me → I interest with him → he's: coming to Blumenau → we we have: already talked only one day → so: we we go to the beach → he: talk with me seriously
<i>Self-repetitions</i>	<ul style="list-style-type: none"> → last last (.) year → in the in the (.) start of the year I was in a in a lunch for my family → eh th...wi...with with this guy → I know him in this in this (.) in this lunch but I'm very very shy → he: (.) to talk with me very very much → I: but I I think that → and I (.) and and I... → I I always think → he he call with me → we we have: already talked only one day → we we never be friends or something → he he is very very nice boy → and and he → he wan...wanted in that in that time he wanted to go with Blumenau → I I invited him → they they came to Blumenau and to to go to... and went to my house → I I my my mother like liked him → when my sister was was your friend → so: we we go to the beach → he he talk to me very much → now we are (.) we are dating dating
<i>Error repair</i>	→ my my mother like liked him
<i>Appropriacy repair</i>	<ul style="list-style-type: none"> → and my: (.) boy...boyfriend of my sister → I'm very very shy in thi...in this in that uhm in that place → their friend too his friend too → I I my my mother like liked him
<i>Rephrasing repair</i>	<ul style="list-style-type: none"> → I I invited him invited both → my three sister I have three sisters

PARTICIPANT 31	
Communication Strategy	Excerpts from the dialog
<i>Message abandonment</i>	→ then: s...eh in the other day
<i>Code-switching</i>	<ul style="list-style-type: none"> → I don't know laços → I: I penteio her hair

	→ your necessities in: (.) todos os lugares
<i>Circumlocution</i>	→ document of of dog né
<i>Indirect Appeal</i>	→ I don't know laços né (?)
<i>Overgeneralization</i>	→ I came d to: come to to Blumenau
<i>Transfer</i>	→ is : so much (.) longer → that little dog né with eh your your hair → now she: has eh six months → your necessities in: (.) todos os lugares
<i>Grammatical Reduction</i>	→ is: so much (.) longer → eh at Floripa → I: call : call him → an:d in that day I will → at Floripa → and I love her → we: we have problems → I don't know if he: w... he: was a good person → I will take is her → I came d to: come to to Blumenau → she was my dog → she doesn't like eh: every your necessities in: (.) todos os lugares
<i>Phonological Retrieval (tip-of-the-tongue phenomenon)</i>	→ every family eh: loves loves loves love loved loved it → o... of Brazil → I don't know if he: w... he: was a good person → in h... her hair
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.)
<i>Umming and erring</i>	→ Uhm I was: eh → eh at Floripa → eh in the other day → eh eh in the: morning → in that day I will to ai I will I went to: Floripa → with eh your your hair → eh in in her eyes → eh she's mine she's mine she's mine → eh : at that moment he: he: didn't have a: (.) a: → that that I think ah (.) vo... ah I will take → now she: has eh six months → the doctor put eh two: two: two: → and eh and every: every: every day → she doesn't like eh :
<i>Lengthening a sound</i>	→ Uhm I was : eh → an:d in the internet → I am : I'm : want to : → an:d and the : dog that I : that I liked → it was at in in : Rio Grande do Sul → is : so much (.) longer → an:d and then I found a : a breeder → then : s...eh in the other day → eh eh in the : morning → I : call : call him an:d in that day I will → I went to : Floripa → to : take my dog an:d → I : saw that little dog né → an:d and then I I said → an:d : we : we have problems → eh : at that moment he : he : didn't have a : (.) a : → she's she is a : a dog of breed → an:d and → I don't know if he : w... he : was a good person → an:d and then I → an:d at home eh : my mother: my father : m...my brother

	<ul style="list-style-type: none"> → every family eh: loves loves loves love loved loved it → an:d and now she: has eh six months an:d today she: she: went to: → an:d and the: (.) the doctor put eh two: two: two: → an:d she was very beautiful → and eh and every: every: every day I: I penteio her hair → an:d she is very clean → she doesn't like eh: → in: (.) todos os lugares
<i>Lexicalized pauses (fillers)</i>	<ul style="list-style-type: none"> → channel club né → a breeder of LhazaApsu né → I: saw that little dog né → document of of dog né
<i>Self-repetitions</i>	<ul style="list-style-type: none"> → an:d and the: dog that I: that I liked → it was at in in: Rio Grande do Sul → and and then that that night → an:d and then I found a: a breeder → I: call: call him → in that day I will to ai I will I went to: Floripa → that little dog né with eh your your hair → eh in in her eyes → an:d and then I I said → eh she's mine she's mine she's mine → eh: at that moment he: he: didn't have a: (.) a: document of of dog né → she's she is a: a dog of breed an:d and → that that I think ah → an:d and then I → I came to: come to to Blumenau → she: she: went to: to a shower → an:d and the: (.) the doctor put eh two: two: two: → every: every: every day I: I penteio her hair
<i>Error repair</i>	<ul style="list-style-type: none"> → it was at in in: Rio Grande do Sul → in that day I will to ai I will I went to: Floripa → I think ah (.) vo...ah I will take
<i>Rephrasing repair</i>	<ul style="list-style-type: none"> → she: she: went to: to a shower her shower

PARTICIPANT 32	
Communication Strategy	Excerpts from the dialog
<i>Message abandonment</i>	<ul style="list-style-type: none"> → it's good it's... you going I'm going I'm going to improve I think that I'm going to improve in my English
<i>Code-switching</i>	<ul style="list-style-type: none"> → I'm doing to eh English também → and you: eu quero dizer assim eh understand
<i>Approximation</i>	<ul style="list-style-type: none"> → is doing is doing better and better
<i>All-purpose-words</i>	<ul style="list-style-type: none"> → something like that
<i>Complete omission</i>	<ul style="list-style-type: none"> → then (--) the end of the year
<i>Transfer</i>	<ul style="list-style-type: none"> → is a very special moment because I was trying too much → I need to to wait <i>one year</i> to do again the exam → I like too much → I'm doing to eh English também → is going to be good
<i>Grammatical Reduction</i>	<ul style="list-style-type: none"> → Ok in in special moments of my life I remember was when I I pass in my my exam → when I pass to medicine → is a very special moment because I was trying too much → the first time when I try → I didn't pass because a little points of the grade → I didn't pass so I need to to wait <i>one year</i> → in the first t...first time I try the exam → so I move to Balneário Camboriu → I need to be alone

	<ul style="list-style-type: none"> → I try exam for dentist → so I pass so I decide to <i>to do</i> dentist → I do I start to do so I start to do dentist → I want to try again to do medicine → so I decide to do dentist → I do all all all the dentist → the end of the year I try the exam for medicine again → I: I try and I: I win I win I pass for (.) medicine → I stop the dentist and I start medicine → all all the people né is (.) have a relation of medicine → for other all people né another people → sometimes there are life it's depend of my situation I can I can eh solve → I <i>can help</i> anyone that she was in need of help → I'm doing to eh English também → I start in the second year of my university né → I think that's eh your English is going to improve growing growing up → understand not eh (.) see the: evaluation the of your English né → it's happy to to can speak in another language né → is very good in my university I need the English → I need to English to to improve it
<i>Phonological Retrieval</i>	→ I like t... too much (.) that
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.)
<i>Umming and erring</i>	<ul style="list-style-type: none"> → ah: I didn't pass → I eh I want to try again to do medicine → eh I'm liking the class the hospital → ah it's a difficult course → eh thinking that I will be (.) eh good for other → I can I can eh solve → eh well I'm doing to eh English também → eh I'm doing my English course → I'm doing English eh one year and a half one year and half → eh your English is going to improve growing growing up → and you: eu quero dizer assim eh understand → eh news about medicine
<i>Lengthening a sound</i>	<ul style="list-style-type: none"> → I: I live in Blumenau → ah: I didn't pass → so I: I did a: → the: the curse the course of preparation → I: I try and I: I win → I'm going to: → and you: → see the: evaluation → to: to improve my my medicine
<i>Lexicalized pauses (fillers)</i>	<ul style="list-style-type: none"> → Ok in in special moments → so I need to to wait <i>one year</i> to do again the exam né → so I: I live in Blumenau → I was born here you know (?) → so I move to Balneário Camboriu → so I: I did a: → so then I I did this → so I pass so I decide to <i>to do</i> dentist → so I start to do dentist → so I decide to do dentist → and the the course so né → well then (--) the end of the year → so I stop the dentist and I start medicine → so here I'm → all all the people né → other all people né

	<ul style="list-style-type: none"> → it's very good for me to think about it né → I <i>can help</i> anyone that she was in need of help né → so it's good né → eh well I'm doing to eh English también → I start in the second year of my university né → of your English né → so it's happy to to can speak in another language né → to read some papers some articles in internet (.) né → like United States Europe Germany né
<i>Self-repetitions</i>	<ul style="list-style-type: none"> → Ok in in special moments → when I I pass in my my exam → I I did the exam → I need to to wait <i>one year</i> → I: I live in Blumenau → so I: I did a: one semester one semester of a (.) a course → so then I I did this → I decide to to do dentist → I do I start to do so I start to do dentist → the: the curse the course of preparation → I do all all all the dentist and the the course so né → I: I try and I: I win I win I pass for (.) medicine → all all the people né → I can I can eh solve → I'm doing English eh one year and a half one year and a half → you (.) are going to speak speak more → it's happy to to can speak in another language né → I need the English to to read some papers → to: to improve my my medicine → I need to English to to improve it
<i>Error repair</i>	<ul style="list-style-type: none"> → I did a: one semester → the: the curse the course of preparation → in the half of course of the course → you going I'm going I'm going to improve I think that I'm going to improve in my English → understand not eh (.) see the: evolution the of your English
<i>Appropriacy repair</i>	<ul style="list-style-type: none"> → I can I can eh solve no I can help → understand not eh (.) see the: evolution
<i>Rephrasing repair</i>	<ul style="list-style-type: none"> → I: I win I win I pass for (.) medicine → so here I'm here in university in the half of course of the course → it's good for me for... (.) it's good for me eh thinking that I will be (.) eh good for other all people né another people

Communication Strategies employed by Intermediate speakers in Session II

PARTICIPANT 22	
Communication Strategy	Excerpts from the dialog
<i>Code-switching</i>	→ like Nova York New York
<i>Literal translation</i>	→ I like history about alien
<i>Overgeneralization</i>	<ul style="list-style-type: none"> → ah destroy the main cities of United States → they killed all of the people on the Earth → I like history about alien
<i>Transfer</i>	→ is very very nice
<i>Grammatical Reduction</i>	<ul style="list-style-type: none"> → that it is the Inden...the Independence Day of United States → it's a: (.) a film than American loves (.) love → ah because they are very (.) strong they are very intelligent they have ah good equipments → it's too difficult to: → ah: so a scientist ah decide to introduce a: a virus → uh: they go with a:

	<ul style="list-style-type: none"> → they: des...they destroy → in the end they attack → they are like like bugs they go to the planet and they use the: nature they use the planet and then they goes to: to a better place
<i>Phonological Retrieval</i>	<ul style="list-style-type: none"> → the president w...w...was: → a: a fi...a film → they: des...they destroy
<i>Unfilled pauses</i>	<ul style="list-style-type: none"> → All utterances in the transcriptions marked with (.)
<i>Umiming and erring</i>	<ul style="list-style-type: none"> → Ah I will tell you → eh it starts (.) ah when (.) eh: when the ETs are eh: are doing an invasion to the Earth → ah destroy the main cities of United States → ah Paris → ah because they are very (.) strong they are very intelligent they have ah good equipments → ah: so a scientist ah decide to introduce → uh: they go with a: → ah and they they introduced the virus → the team that ah will attack → uh I liked I liked this film because uh I like eh science fiction → like ET eh I like Alien (.) an:d Alien – The Rescue an:d
<i>Lengthening a sound</i>	<ul style="list-style-type: none"> → I will tell you about a: a fi...a film → eh: when the ETs are eh: are doing an invasion to the Earth → it happens in: July → it's a: (.) a film → an:d (.) and the the alien the Ets → an:d nothing nothing can: can stop the: the Ets → it's too difficult to: (.) to destroy to destroy them → ah: so a scientist ah decide to introduce a: a virus in the: (.) in the: ship of the: aliens → uh: they go with a: → for few moments for few moments they: → the: the equipment of security of the the ships → the president w...w...was: → the team that ah will attack the: would attack the the ships → they: in the end they attack they they destroyed all of the the aliens → they use the: nature → they goes to: to a better place → they: they killed all of the people on the Earth → like ET eh I like Alien (.) an:d Alien – The Rescue an:d
<i>Self-repetitions</i>	<ul style="list-style-type: none"> → I will tell you about a: a fi...a film → it's a: (.) a film → an:d (.) and the the alien the Ets → an:d nothing nothing can: can stop the: the Ets → it's too difficult to: (.) to destroy to destroy them → a: a virus in the: (.) in the: ship of the: aliens → they go with a: a ship from the aliens aliens → ah and they they introduced the virus in the in the ship → for few moments for few moments they: → the: the equipment of security of the the ships → they could attack the: the ships all all of the ships → the president w...w...was: was the leader of the team → would attack the the ships → in the end they attack they they destroyed all of the the aliens → they goes to: to a better place → they: they killed all of the people on the Earth → uh I liked I liked this film → is very very nice
<i>Error repair</i>	<ul style="list-style-type: none"> → that it is the Inden... the Independence Day of United States → it's a: (.) a film than American loves (.) love too much

	<ul style="list-style-type: none"> → the main cities are were destroyed → so they can they could attack → the team who the team that ah will attack the: would attack the the ships
<i>Appropriacy repair</i>	→ like Nova York New York
<i>Rephrasing repair</i>	<ul style="list-style-type: none"> → an:d (.) and the the alien the Ets → they go with a: a ship from the aliens aliens to the big ship the mother ship → they: in the end they attack they they destroyed all of the the aliens

PARTICIPANT 23	
Communication Strategy	Excerpts from the dialog
<i>Message abandonment</i>	→ and eh: other thing strange... the: (.) the the s... the the children are very cute
<i>Code-switching</i>	<ul style="list-style-type: none"> → acho que é trigo né (?) → como é que é trancaram (?)
<i>Approximation</i>	<ul style="list-style-type: none"> → a...ppearing si... signals in in the: the plants → an:d it's very afraid → the water is a was a a good arm for to: to die the ET
<i>Grammatical word coinage</i>	<ul style="list-style-type: none"> → it's not very important or impressious → an:d it's very impression
<i>Literal translation</i>	→ eh: other thing strange
<i>Direct appeal</i>	<ul style="list-style-type: none"> → acho que é trigo né (?) → como é que é trancaram (?)
<i>Overgeneralization</i>	→ eh they live in a: farmer a small farmer
<i>Transfer</i>	<ul style="list-style-type: none"> → → is very very sm...small
<i>Grammatical Reduction</i>	<ul style="list-style-type: none"> → Eh I I talk about → I don't like too much because I think it's it's so boring it's not very important → eh they live in a: farmer → there appe.... eh eh start uh a...ppearing si... signals → the: (.) the the s... the the children are very cute → I I like very much the the boy → an:d and the girl the girl is very very cute → they work very well in in the film → eh they (.) try to: to go out eh the Ets → eh for (.) for (.) eh the ETs don't (.) eh don't eh could couldn't to go: eh in in the the house → only we we we knows what happen eh in TV → I see very frequently in the movie → one one ET uhm one ET can eh to: to get a: a boy → bu:t the father eh eh could eh to save him
<i>Phonological Retrieval</i>	<ul style="list-style-type: none"> → there appe.... eh eh start uh a...ppearing si... signals → is very very sm...small → they dis...discovered eh the water → eh Signs Si...Signs → it's a:...about
<i>Phonological Reduction (mumbling)</i>	<ul style="list-style-type: none"> → the: (.) the the s... the the children are very cute → the fi... the movie eh that I s...I saw → exter... eh eh ETs
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.)
<i>Umiming and erring</i>	<ul style="list-style-type: none"> → Eh I I talk about → eh that I s...I saw → eh Signs Si...Signs → it's a: about exter... eh eh Ets → eh I don't like too much → eh it's about → eh his two children → eh they live in a: farmer

	<ul style="list-style-type: none"> → eh eh start uh a...ppearing si... signals → eh: other thing strange → an:d an:d eh eh → eh: an:d they → eh they (.) try to: to go out → eh the ETs an:d eh → eh for (.) for (.) eh the ETs don't (.) eh don't eh could couldn't to go: eh in in the the house → the story eh: is is only about th...this family → eh the city → eh only we we we knows what happen eh in TV → an:d uhm uhm only only this four per...person person → one ET can eh to: to get a: a boy → bu:t the father eh eh could eh to save him → the (.) eh eh eh the they dis...discovered eh the water → eh eh this is very interesting I I think (.) eh
<i>Lengthening a sound</i>	<ul style="list-style-type: none"> → the: the fi...the movie → it's a:...about exter... eh eh Ets → it's about a a small family with a: a father → an:d his his brother → eh they live in a: farmer → in in the: the plants → an:d it's very afraid → eh: other thing strange → the: (.) the the s... the the children are very cute → an:d and the girl → an:d an:d eh eh → eh: an:d they → eh they (.) try to: to go out → eh the ETs an:d eh → an:d it's very impression → the story eh: is is only about th...this family → an:d uhm uhm → an:d (.) in the film → one ET can eh to: to get a: a boy → bu:t the father
<i>Self-repetitions</i>	<ul style="list-style-type: none"> → I I talk about the: the fi...the movie → eh Signs Si...Signs → eh eh ETs (laughs) Ets → it's about a a small family with a: a father → an:d his his brother → eh eh start uh a...ppearing si... signals in in the: the plants → for for them → the: (.) the the s... the the children are very cute → I I like very much the the boy → an:d and the girl the girl is very very cute is very very sm...small → an:d an:d eh eh they they work very well in in the film → their their home → in in the the house → the story eh: is is only about th...this family → the country (.) country → only we we we knows what happen eh in TV → an:d uhm uhm → one one ET uhm one ET can eh to: to get a: a boy → bu:t the father eh eh could eh to save him → the (.) eh eh eh the...they dis...discovered eh the water → the water is a was a a good arm for to: to die the ET → eh eh this is very interesting I I think
<i>Error repair</i>	<ul style="list-style-type: none"> → only only this four per...person person people four people → the water is a was a a good arm for to: to die the ET

<i>Appropriacy repair</i>	→ the story eh: is is only about th... this family → the (.) eh eh eh the they dis...discovered eh the water
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PARTICIPANT 24	
Communication Strategy	Excerpts from the dialog
<i>Complete omission</i>	→ it's a story of a: man (-) was a (.) priest → then: (-) the next day
<i>Foreignizing</i>	→ it was really <i>extraterrestres</i>
<i>Grammatical word coinage</i>	→ circles (.) show showed down (.) appear
<i>Transfer</i>	→ was Signs → when I saw the: trailer I saw that would be a different movie → if was a pet if was a (.) person → they saw that might be ETs
<i>Grammatical Reduction</i>	→ when I saw I (.) don't really like it → then: they: go out to find out what was happen → but they don't know → every night he and his brother go out to try to find out what was happen → he start to be very concerned → he kill the the last one
<i>Phonological Retrieval (tip-of-the-tongue phenomeon)</i>	→ they don't don...didn't know what eh what (.) what was
<i>Phonological Substitution (use of similar-sounding words)</i>	→ when I saw the: trailer I saw that would be a different movie
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.)
<i>Umning and erring</i>	→ with his (.) eh brother → she died in a: car car eh car crash → they don't don...didn't know what eh what (.) what was → eh he kill the the last one
<i>Lengthening a sound</i>	→ I'll talk about the: last movie I saw in the: cinema → I: when I saw the: trailer → it's a story of a: man → an:d he lived in a farm → she died in a: car car eh car crash → they: they: saw strange things → then: they: go out to find out what was happen → an:d (.) they kind of saw something in the: roof → they: start to: (.) be concerned → then: the next day → an:d every night → an:d the film continuous with this → an:d (.) an:d in the end
<i>Self-repetitions</i>	→ she died in a: car car eh car crash → they don't don...didn't know what eh what (.) what was → an:d (.) an:d in the end → eh he kill the the last one
<i>Error repair</i>	→ circles (.) show showed down (.) appear in the in his farm → the kids was (.) were already thinking too
<i>Appropriacy repair</i>	→ they: they: saw strange things some night and one night → the his son bought a book about it
<i>Rephrasing repair</i>	→ I: when I saw the: trailer → circles (.) show showed down (.) appear

PARTICIPANT 25	
Communication Strategy	Excerpts from the dialog
<i>Message abandonment</i>	→ like a: a radio a telegraph que he:... well (.) sometimes ah in this movie → because this took a:... she (.) is a romantic story
<i>Code-switching</i>	→ this movie like eh watch (.) mostra

	→ like a: a radio a telegraph que he:...
<i>Approximation</i>	→ this history move (.) every...every... (.) every
<i>Complete omission</i>	→ Leonardo DiCaprio is (--) very stupid person
<i>Grammatical word coinage</i>	→ Rose is very good act... actra
<i>Literal translation</i>	→ I think that that the the principal actor → a old story eh it passed in 1912 → in this movie I think very very things interesting
<i>Restructuring</i>	→ the persons (.) with... ha...have... poo...the persons poor persons poor persons
<i>Indirect Appeal</i>	→ this movie like eh watch (.) mostra I don't know to say in English
<i>Overgeneralization</i>	→ uh I think that's that's that's that's film is is fine → like a : like a : devices → like a motors like a: like a: a radio a telegraph
<i>Transfer</i>	→ she (.) is a romantic story
<i>Grammatical Reduction</i>	→ Well (laughs) I talk about → I: I: (.) I like this film → eh this describe um a a a: a old story eh it passed in 1912 → this history move (.) every...every... (.) every... change this mov...this history change everything in the world in this this date with happened → uh I think that's that's that's that's film is is fine because eh he: he he → this movie like eh watch (.) mostra → with the persons who has money → well (.) I like I like I like this this film
<i>Phonological Retrieval (tip-of-the-tongue phenomenon)</i>	→ the: the fi...the fi... the movie → this movie i...is : very... I think that is very interesting → this history move (.) every...every... (.) every... → Rose is very good act...actra → the persons (.) with... ha...have...
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.)
<i>Umming and erring</i>	→ the eh Titanic → the: the the the the girl ah Rose → eh (.) but the: the fi...the fi...the movie → eh this describe um a a a: a old story eh it passed in 1912 → uh I think that's that's that's that's film is is fine → eh he: he he (.) sometimes (.) in in the: → uh : this this movie like eh watch (.) mostra → in this eh in this movie → eh mechanic devices → sometimes ah in this movie sometimes ah appears ah the discrimination
<i>Lengthening a sound</i>	→ I: I: (.) I like this film → the: the the the the girl ah Rose → the: the fi...the fi...the movie → this movie i...is : very... I think that is very interesting → a: a old story eh it passed in 1912 → this: this history → he: he he (.) sometimes (.) in in the: → uh: this this movie → like a: like a: devices → like a: like a: a radio a telegraph
<i>Lexicalized pauses (fillers)</i>	→ Well (laughs) I talk about → well (.) I like I like I like this this film → Well (.) I don't know what I say more
<i>Self-repetitions</i>	→ the the the the most famous movie → I: I: (.) I like this film → I think that that the the principal actor Leonardo DiCaprio is very stupid → the: the the the the girl ah Rose → the: the fi...the fi...the movie → a a a: a old story eh it passed in 1912 → this: this history → in this this date with happened

	<p>→ uh I think that's that's that's that's film is is fine</p> <p>→ he: he he (.) sometimes (.) in in the:</p> <p>→ uh: this this movie</p> <p>→ like a: like a: devices</p> <p>→ like a: like a: a radio a telegraph</p> <p>→ the discrimination with the the with the persons</p> <p>→ poo...the persons poor persons poor persons</p> <p>→ I like I like I like this this film</p> <p>→ she (.) is a romantic story a romantic story and and (.) and</p>
<i>Error repair</i>	<p>→ this history move (.) every...every... (.) every... change this mov...this history change everything in the world</p> <p>→ the persons (.) with... ha...have... poo...the persons poor persons poor persons</p>
<i>Appropriacy repair</i>	→ in in the: in this in that date
<i>Rephrasing repair</i>	<p>→ this movie i...is: very... I think that is very interesting</p> <p>→ sometimes ah in this movie sometimes</p>

PARTICIPANT 26	
Communication Strategy	Excerpts from the dialog
<i>Message abandonment</i>	<p>→ the the way eh (.) to: to... they they don't try to tell with him</p> <p>→ don't try to: eh to to... they not concerned about they</p> <p>→ the movie eh was... I don't know</p> <p>→ you lose eh your... you can do not eh do any other things your sports</p>
<i>Code-switching</i>	<p>→ eh tranfusão de sangue</p> <p>→ he began eh to desenvolver the virus</p> <p>→ eh alguma eh in Portuguese algumas feridas no corpo</p> <p>→ eh: are (.) eh eh ah: (.) are desconfiando</p> <p>→ eh in Portuguese afastar ele afastar ele da: from the company</p> <p>→ to s... to sue... to to processar</p> <ul style="list-style-type: none"> • nono lawyer <p>→ he was eh: eh in Portuguese sensibilizado</p> <p>→ eh very delicado</p> <p>→ is eh (.) eh th... (.) eh the preconceito</p>
<i>Approximation</i>	<p>→ the mainly actors the principal actors</p> <p>→ they: (.) they conc... the conclusion</p> <p>→ they they don't try to tell with him</p>
<i>All-purpose-words</i>	→ and stuff like that
<i>Complete omission</i>	→ they (--) not concerned about they
<i>Foreignizing</i>	<p>→ the mainly actors the principal actors</p> <p>→ helped him to (.) to process</p>
<i>Restructuring</i>	<p>→ eh the the second movie I've eh m...my second favorite movie in:... that I've already seen</p> <p>→ eh with:... the the princ... the mainly actors the principal actors the lead actors are Tom Hanks and Denzel Washington</p>
<i>Indirect Appeal</i>	<p>→ I don't know the the term</p> <p>→ I don't know to say in English</p> <p>→ eh the preconceito I don't know how to say in English</p>
<i>Overgeneralization</i>	<p>→ that's was called Philadelphia</p> <p>→ o nono lawyer that that he founded</p>
<i>Transfer</i>	<p>→ is a movie eh from 1993</p> <p>→ Tom Hanks who was: eh recently eh formed in the university</p> <p>→ is a common thing in in our days</p> <p>→ is a blood transfusion</p> <p>→ an:d he has (.) very: (.) hurts</p> <p>→ they they don't try to tell with him</p> <p>→ don't try to: eh to to...</p> <p>→ is eh (.) eh th... (.) eh the preconceito</p> <p>→ they (--) not concerned about they</p>
<i>Grammatical Reduction</i>	→ the movie was: a: drama and is a story about

	<ul style="list-style-type: none"> → Tom Hanks who was: eh recently eh formed in the university with eh with a law → he got he get a great job → all the the the people who who work with them → that they are that that they have a disease → they have a disease → they they don't try to tell with him → the only thing that the the he partners his his partners his his bosses try to do → he look for a...another lawyer <ul style="list-style-type: none"> • nono lawyer that that he founded is Denzel Washington → who was a person who doesn't like homosexuals and has eh doesn't like this kind of person → all the kinds of aids can cause of you → can can you lose your job → you can do not eh do any other things → this is... this movie in specially was
<i>Phonological Retrieval</i>	<ul style="list-style-type: none"> → he look for a...another lawyer → to s... to sue... to to processar
<i>Phonological Reduction (mumbling)</i>	<ul style="list-style-type: none"> → the the princ...the mainly actors → very del...eh eh delicate
<i>Unfilled pauses</i>	<ul style="list-style-type: none"> → All utterances in the transcriptions marked with (.)
<i>Umming and erring</i>	<ul style="list-style-type: none"> → Ok eh I'll talk about eh the the second movie I've eh → eh Tom Hanks who was: eh recently eh formed in the university with eh with a law → an:d eh he went eh → bu:t when: eh he has ah had a problem → eh transfusão de sangue → eh: eh he began to: to to → he began eh to desenvolver the virus → eh alguma eh in Portuguese algumas feridas no corpo → eh: are (.) eh eh ah: (.) are desconfiando → all the work eh workmates → the the way eh (.) to: to... → don't try to: eh to to... → eh in Portuguese afastar ele afastar ele da: from the company → eh the ninth the ninth eh → and has eh → he was eh: eh → the movie eh was I don't know → eh I don't like very much drama → this movie in specially was eh → very del...eh eh delicate eh very delicado → is eh (.) eh th... (.) eh the preconceito → you lose eh your... you can do not eh do any other things your sports
<i>Lengthening a sound</i>	<ul style="list-style-type: none"> → the movie was: a: drama → a story about a: a a a guy → eh Tom Hanks who was: eh recently eh formed in the university → an:d eh he went eh → bu:t when: eh he has ah had a problem → an:d fe... eh: some years after that → eh: eh he began to: to to → an:d he has (.) very: (.) hurts → eh: are (.) eh eh ah: (.) are desconfiando → they: (.) they conc... the conclusion → don't try to: eh to to... → an:d they they fired him for a: ridiculous reason an:d → he was eh: eh
<i>Lexicalized pauses (fillers)</i>	<ul style="list-style-type: none"> → Ok eh I'll talk about
<i>Self-repetitions</i>	<ul style="list-style-type: none"> → eh the the second movie

	<ul style="list-style-type: none"> → the the princ...the mainly actors → a story about a: a a a guy → he went eh he was was one of the best students of the the university → is a common thing in in our days → I don't know the the term → eh: eh he began to: to to → all the the the people who who work with them → that that they have a disease → the the way eh (.) to: to... the the way eh (.) to: to... they they → don't try to: eh to to... → the the he partners his his partners his his bosses → they they fired him → to s... to sue... to to processar → eh the the ninth the ninth eh <ul style="list-style-type: none"> • nono lawyer that that he founded → with the the guy's drama → from a a a very (.) very del...eh eh delicate → the the the disease the the all the kinds of aids can cause of you → can can you lose your job
<i>Error repair</i>	<ul style="list-style-type: none"> → he went eh he was was one of the best students → bu:t when: eh he has ah had a problem → that they are that that they have a disease → the only thing that the the he partners his his partners → after looking for very for several months
<i>Appropriacy repair</i>	<ul style="list-style-type: none"> → an:d fe... eh: some years after that → the partners and the all the work eh workmates → to <u>process</u> his own his former company
<i>Rephrasing repair</i>	<ul style="list-style-type: none"> → eh with:... the the princ...the mainly actors the principal actors the lead actors are Tom Hanks and Denzel Washington → with eh with a law he's a lawyer → some years after that three or four years → they have a disease a terrible disease like aids → the only thing that the the he partners his his partners his his bosses try to do → I don't like very much the genre this kind of movie → you can do not eh do any other things your sports

PARTICIPANT 27	
Communication Strategy	Excerpts from the dialog
<i>Message reduction</i>	→ his wife made prop... ah: some uh: (.) propogandas to: to... (.) because the novel
<i>Code-switching</i>	→ his wife made prop... a: some uh: (.) propogandas to: to...
<i>Approximation</i>	→ smile a lot and real like the scenes
<i>Complete omission</i>	→ when he get a: (--) and he was older → the the the scene which is very great (--) when he
<i>Foreignizing</i>	→ was <u>personagens</u> was (.) actors
<i>Restructuring</i>	→ it's a:... like a life story
<i>Transfer</i>	→ ah the movie Truman is a man which when he was in her mom's → and everything which happen in his job → a very situations to he couldn't get out → the girl which he was in love with her → the persons in the: real life which was watching the novel
<i>Grammatical Reduction</i>	→ and everything which happen in his job → other persons in the (.) this city was (.) a lie was <u>personagens</u> was (.) actors → when he was young he fall in love → and he fall in love for him too → she try to tell him → when he get a: (--) and he was older with thirty years he he has a son and

	<p>a wife</p> <p>→ eh ah that they have the same things</p> <p>→ she try to get out of the city and they stop the film (.) create a very situations to he couldn't get out</p> <p>→ h...she: (.) ah: go to the sea and try to get out of the city out of the sea</p> <p>→ theys: they create very a lot of situations to stop him</p> <p>→ ah everybody which was around the world was watching him and ah: (.) and (.) hope that (.) be happy</p> <p>→ he decide to get out</p> <p>→ the girl which he was in love with her</p> <p>→ he de...he try to get out of the city</p> <p>→ he go to: to a cross</p> <p>→ the other cars came and get on he front</p> <p>→ he go back and when he <i>go again</i> other cars come again and it happens all the time he try to do this</p> <p>→ he shows eh some fruits to him and ask him if you want to eat because is very good</p> <p>→ when he is in front of the mirror</p> <p>→ the persons in the: real life which was watching the novel (.) smile a lot and real like the scenes</p>
<i>Phonological Reduction (mumbling)</i>	→ his wife made prop... a: some uh: (.) propagandas to: to...
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.)
<i>Umming and erring</i>	<p>→ ah is not a real story</p> <p>→ ah the movie Truman</p> <p>→ uhm (.) when he was young</p> <p>→ he didn't like ah the sea</p> <p>→ ah and eh: when he was young</p> <p>→ eh ah that they have the same things</p> <p>→ h...she: (.) ah: go to the sea</p>
<i>Lengthening a sound</i>	<p>→ it's a:...like a life story</p> <p>→ he: they they asked her</p> <p>→ they created a: (.) a a situation</p> <p>→ ah and eh: when he was young</p> <p>→ he: was still in love with that girl</p> <p>→ and sh... he: started to</p> <p>→ h...she: (.) ah: go to the sea</p> <p>→ theys: they create very a lot of situations to stop him</p> <p>→ ah: (.) and (.) hope that (.) be happy</p> <p>→ he decide to get out and me:t (.) that that the girl</p> <p>→ he go to: to a cross</p> <p>→ in the: in the: (.) in his life</p> <p>→ ah: some uh: (.) propagandas to: to...</p> <p>→ the persons in the: real life</p>
<i>Self-repetitions</i>	<p>→ they they asked her</p> <p>→ he he didn't know that</p> <p>→ they created a: (.) a a situation</p> <p>→ he decided (.) he decided to get out of the (.) the place the place</p> <p>→ and me:t (.) that that the girl</p> <p>→ I I liked I loved this movie</p> <p>→ the the the scene which is very great</p> <p>→ he go to: to a cross</p> <p>→ he started to get sure that (.) that it was a lie</p> <p>→ in the: in the: (.) in his life</p> <p>→ and and this kind of things</p>
<i>Error repair</i>	<p>→ when he was young he fall in love with a (.) an actress</p> <p>→ theys: they create very a lot of situations to stop him</p>
<i>Appropriacy repair</i>	<p>→ he: they they asked her</p> <p>→ the movie the the life of the man was a lie</p> <p>→ other persons in the (.) this city</p>

	<ul style="list-style-type: none"> → he couldn't get out of the sea the city → he tr...she trie to tell him → an:d sh... he: started to → h...she: (.) ah: go to the sea → he decide to get out and me:t (.) that that the girl → he de... he try to get out of the city → in the: in the: (.) in his life → I think I don't think he has a son
<i>Rephrasing repair</i>	<ul style="list-style-type: none"> → to get out of the (.) the place the place the city → I saw some times (.) a lot of times → I don't think he has a son (.) no he doesn't have a son

PARTICIPANT 28	
Communication Strategy	Excerpts from the dialog
→ <i>Code-switching</i>	→ that is absolutely: in eh (.) conhecida
→ <i>Complete omission</i>	→ to: remove to take (--) the the mind of the man
→ <i>Restructuring</i>	<ul style="list-style-type: none"> → the hippies try all the:...pecially the leaders of them Buerger if I (.) remember well try → eh: and a famo...the most famous song is A...Aquarius
→ <i>Overgeneralization</i>	→ an:d what it's very interesting is
→ <i>Transfer</i>	<ul style="list-style-type: none"> → an:d put in your mind → the friends of her him go goes to there → happens a lot of things → the men who who have to go to the Vietnam
→ <i>Grammatical Reduction</i>	<ul style="list-style-type: none"> → in the: seventies that make a lot of success → eh: the movie studios do: a: a great and historical film about this → the story is about a man who: have to go to Vietnam war → the hippies come to this man and asked her for and asked him for ah money → the man don't don't want to talk to him to to them → in this moment start a: friendship → what it's very interesting is to: the hippies try → the: man is in love about a (.) very rich girl → a (.) very rich girl than the family don't permit that the both (.) dating → the: hippy help him to: to: meet the girl → the man who are in the army → the friends of her him go goes to there to:...with the girlfriend to: to they see with the last time → happens a lot of things (.) that results → the men who who have to go to the Vietnam stay with the girl → the man who was a leader hippies' leader go eh get into the plane
→ <i>Phonological Retrieval</i>	<ul style="list-style-type: none"> → uh ideas of the: hi... the hippy movement → eh: and a famo...the most famous song is A...Aquarius
→ <i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.)
→ <i>Umiming and erring</i>	<ul style="list-style-type: none"> → an:d it was eh first a: Brodway show → eh: the movie studios do: a: a great and historical film about this → uhm the story is about a man → asked him for ah money → eh during all the film → uh ideas of the: hi...the hippy movement → eh peace and love → the: special: (.) thing that uh: make this film somethin:g eh historical ah ah uhm is not the story → that is absolutely: in eh (.) conhecida → eh: and a famo...the most famous song is A...Aquarius → uhm for eh for example → the man who was a leader hippies' leader go eh get into the plane
→ <i>Lengthening a sound</i>	<ul style="list-style-type: none"> → I will talk about:t → an:d it was eh first a: Brodway show

	<ul style="list-style-type: none"> → in the: seventies → the story is about a man who: have to go to Vietnam war → an:d the beginning of the film → he: is coming to the: city → an:d he finds a: a little group of hippies → an:d (.) the hippies → an:d the man don't don't want to talk to him to to them → in this moment start a: friendship → an:d what it's very interesting is to: the hippies try all the: ... → to: remove to take (--) the the mind of the man → an:d put in your mind → ideas of the: hi...the hippy movement → an:d (.) and and the: man → the: hippy help him to: to: meet the girl an:d and is very friendly → the: special: (.) thing that uh: make this film somethin:g eh historical → the: music sound track that is absolutely: → eh: and a famo...the most famous song is A...Aquarius → an:d the the the end of the mo:vie → the: (.) the man who are in the army → in the: the base → and: the friends of her him → goes to there to:...with the girlfriend to: to → and: happens a lot of things → in the: <i>change</i> of the soldiers → to go to: Vietnam
→ <i>Self-repetitions</i>	<ul style="list-style-type: none"> → a: a great and historical film about this → he lives in the the country → I saw this in São in São Francisco → the man don't don't want to talk to him to to them → they they they have a little conversation → to take (--) the the mind of the man → an:d (.) and and the: man → the: hippy help him to: to: meet the girl an:d and is very friendly → an:d the the the end of the mo:vie is very very sad → the: (.) the man who are in the army → in the: the base → goes to there to:...with the girlfriend to: to → the men who who have to go to the Vietnam
→ <i>Error repair</i>	<ul style="list-style-type: none"> → the hippies come to this man and asked her for and asked him for ah money → an:d the man don't don't want to talk to him to to them → and: the friends of her him
→ <i>Appropriacy repair</i>	→ and the... and in this moment start a: friendship
→ <i>Different repair</i>	→ the friends of her him go goes to there to:... with the girlfriend to: to they see with the last time
→ <i>Rephrasing repair</i>	→ the man who was a leader hippies' leader

PARTICIPANT 29	
Communication Strategy	Excerpts from the dialog
→ <i>Message reduction</i>	→ the s...history is the (.) is like is like that
→ <i>Complete omission</i>	<ul style="list-style-type: none"> → the film (--) about a a guy → the <i>girl</i> his sister is married (--) a doctor → mother-in-law is eh (--) very: very (.) nice person
→ <i>Transfer</i>	<ul style="list-style-type: none"> → I saw in the (.) home → the: the: (.) your father-in-law → is a very rich family → so: when this guy went to the home → it's a lost very lost in this house in that house → is not the same thing

	<ul style="list-style-type: none"> → but the s...history → he stay with that home for a week
→ <i>Grammatical Reduction</i>	<ul style="list-style-type: none"> → a guy that go: to know the: the: (.) your father-in-law → so he: he is (.) very very funny things → he is to ask father father-in-law to married with this girlfriend → the father-in-law doe...doe...don't didn't like him because he is a nu...nu...nu...nurse → and is a very rich family → the <i>girl</i> his sister is married (--) a doctor → the boyfriend is not like that (.) is a (.) not poor but simple guy → the...they he stay with that home for a week → he do: everything is wrong → break the: break the (.) the vase → uh (.) he's (.) to (.) to fire the hou:se → I remember that thing it's funny → I I'm feel I'm feel like that guy
→ <i>Phonological Retrieval (tip-pf-the-tongue phenomenon)</i>	<ul style="list-style-type: none"> → the father-in-law doe...doe...don't didn't like him → he is a nu...nu...nu...nurse nurse → of my boy...boyfriend → the...they he stay with that home for a week → I don't remember ve...very much but the s...history
→ <i>Unfilled pauses</i>	<ul style="list-style-type: none"> → All utterances in the transcriptions marked with (.)
→ <i>Umiming and erring</i>	<ul style="list-style-type: none"> → the father of the eh (.) girlfriend → uh (.) he's (.) to (.) to fire the hou:se → my my father-in-law is uhm angry too → is mother-in-law is eh (--) very: very (.) nice person → ah I don't remember
→ <i>Lengthening a sound</i>	<ul style="list-style-type: none"> → a guy that go: to know the: the: (.) your father-in-law → he: he is (.) very very funny things → so: when this guy went to the home → he do: everything is wrong → break the: break the (.) the vase → uh (.) he's (.) to (.) to fire the hou:se → he's: so (.) nervous → very: very (.) nice person
→ <i>Self-repetitions</i>	<ul style="list-style-type: none"> → the film (--) about a a guy → the: the: (.) your father-in-law → he: he is (.) very very funny things → and (.) and the the boyfriend → break the: break the (.) the vase → I I remember that → my my father-in-law is Jack too → he's: so (.) nervous and (.) angry angry → my my father-in-law is uhm angry too → I I'm feel I'm feel like that guy → very: very (.) nice person → the s...history is the (.) is like is like that
<i>Error repair</i>	<ul style="list-style-type: none"> → the...they he stay with that home for a week → but when I li...when I saw this
<i>Appropriacy repair</i>	<ul style="list-style-type: none"> → it's a lost very lost in this house in that house
<i>Rephrasing repair</i>	<ul style="list-style-type: none"> → a guy that go: to know the: the: (.) your father-in-law (.) the father of the eh (.) girlfriend

PARTICIPANT 31	
Communication Strategy	Excerpts from the dialog
<i>Message abandonment</i>	→ it's all a...about a ring that... this ring eh was (.) was made
<i>Code-switching</i>	<ul style="list-style-type: none"> → is a: (.) tri...trilogia trilogy → many years (.) passaram → this history is: antecessor

<i>Complete omission</i>	→ I'll talk (-) is The Lord of Rings
<i>Restructuring</i>	→ I want a... I want to know the: the end of the movie
<i>Overgeneralization</i>	→ this ring eh was (.) was made → in the: vulcan that eh the ring was made
<i>Transfer</i>	→ is a: (.) tri...trilogia trilogy → I want to know the: the end of the movie (laughs) and don't have né because have mo...more endings → in the: vulcan that eh the ring was made → is very nice eh: → I think that this this history
<i>Grammatical Reduction</i>	→ in the end of the movie I will hate it → the lord of rings eh: he wants he he ring aga...eh: (.) again → an:d Grodo: eh have (.) the ring → he need eh: break the ring in the: Vulcan → this history is: antecessor that eh Harry Potter
<i>Phonological Retrieval (tip-of-the-tongue phenomenon)</i>	→ is a: (.) tri...trilogia trilogy → because have mo...more endings → eh it's all a... about a ring → the lord of rings eh: he wants he he rings aga... eh: (.) again
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.)
<i>Umiming and erring</i>	→ Eh the movie that that → eh it's all a...about a ring → this ring eh was (.) was made eh was made → eh: many years (.) many years → an:d and then eh: → the lord of rings eh: he wants he he ring aga... eh: (.) again → an:d Grodo: eh have (.) the ring → eh he need eh: break the ring in the: Vulcan → eh the ring was made → eh: a kind of eh elfos → is very nice eh: → eh Harry Potter ah other other film
<i>Lengthening a sound</i>	→ is a: (.) tri...trilogia trilogy → an:d in the end of the movie → I want a: ... I want to know the: the end of the movie → the history of this this film is that: → for: for I don't know a kind of a witch → an:d (.) an:d eh: many years (.) many years → an:d and then eh: → the lord of rings eh: he wants he he ring aga... eh: (.) again → an:d and the: → an:d Grodo: eh have (.) the ring an:d eh he need eh: break the ring in the: vulcan → an:d: is a story of mistery → eh: a kind of eh elfos an:d magic an:d → is very nice eh: → this history is: antecessor → and: this film
<i>Self-repetitions</i>	→ Eh the movie that that → the: the end of the movie → and (.) and the the history of this this film → this ring eh was (.) was made → for: for I don't know a kind of a witch → an:d (.) an:d eh: many years (.) many years → an:d and the: → an:d magic an:d (.) and → I think that this this history → ah other other film
<i>Error repair</i>	→ is a: (.) tri...trilogia trilogy → this ring eh was (.) was made eh was made

	→ I don't know her na... his name
<i>Different repair</i>	→ for: for I don't know a kind of a witch

PARTICIPANT 32	
Communication Strategy	Excerpts from the dialog
<i>Message abandonment</i>	<ul style="list-style-type: none"> → I think she's so smart she's ah:... she's have a very long career → so she... the: the movie is about the: the situation → she: she... in the in this panic room there is eh: communication né
<i>Code-switching</i>	→ she's had eh: (.) diabetes
<i>Complete omission</i>	<ul style="list-style-type: none"> → is (--) film with with eh Judie Foster → she's (--) very good actress
<i>Foreignizing</i>	<ul style="list-style-type: none"> → she's so <u>preoccupied</u> → she's blind...<u>blindated</u>
<i>Indirect Appeal</i>	→ she's had eh: (.) diabetes no I don't (.) know of in English this disease
<i>Overgeneralization</i>	→
<i>Transfer</i>	<ul style="list-style-type: none"> → is film with with eh Judie Foster → is a excellent actress → she's not very good with your health → the situation with the Judie Foster → is a: room in the center of the house → steel that protect of eh shotguns an:d explodes → to: that you can eh see what's happening in all house
<i>Grammatical Reduction</i>	<ul style="list-style-type: none"> → I like the Panic Room → is a excellent actress → she's beautiful too about this age → she's have a very long career (.) né about your job in movies and ci...cinema series né → this movie I think is very good because she's about → she's bought a old so and very beautiful house → in the film she's about the: the fear about the the fear of her about the: the violence in our life → she's so <u>preoccupied</u> to the security of her and her son → her son is eh: oh eh (.) she's not very good with your health → she's... I think she's had eh: (.) diabetes → I don't (.) know of in English this disease → she's not very health during the the film → so she needs a very a careful eh care about her mom → this house have for the the old eh (.) owner né so that she: sold to her → the ol...old owner have a: panic room → she's blind...blindated she's have all protection about violence → she's have eh all cameras → just only for one room you can see all the house → eh run to the panic room → she think that she's: protect → during the film is uhm the hours passing passing → the: they with a: outside né
<i>Phonological Retrieval (tip-of-the-tongue phenomenon)</i>	<ul style="list-style-type: none"> → if there is so...so...someone → in a:...another (.) room → and ci...cinema series né → well th...this movie → the ol...old owner → sh...she calls né → she's blind...blindated → eh she en... she entered to the room
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.)
<i>Umning and erring</i>	<ul style="list-style-type: none"> → I think is ah Panic Room → is (--) film with with eh Judie Foster → she's ah:... she's have a very long career → eh she's eh (.) separated of her husband né

	<ul style="list-style-type: none"> → oh she's so <i>preoccupied</i> → her son is eh: oh eh → I think she's had eh: (.) diabetes → a careful eh care about her mom → the old eh (.) owner né → she has eh walls with eh: → the walls with eh: steel that protect of eh shotguns and explodes → she's have eh all cameras → to: that you can eh see → you can eh record → in this panic room there is eh: communication né → eh she en...she entered to the room → and she eh: Judie Foster and her son eh run to the panic room → during the film is uhm the hours passing passing
<i>Lengthening a sound</i>	<ul style="list-style-type: none"> → Ok my: favorite movie → she's ah:... she's have a very long career → a new house to: (.) to make → a new life for: for hi...for her → in the film she's about the: the fear → the: the violence in our life → her son is eh: oh eh → I think she's had eh: (.) diabetes → the: the movie is about the: the situation → one night the: (.) they have stolen (.) the: the house né → so that she: sold to her → the ol...old owner have a: panic room → is a: room in the center of the house → she has eh walls with eh: → the walls with eh: steel → shotguns and: explodes → to: that you can eh see what's happening in all house → she's in: in the in there né → she: she... → in this panic room there is eh: communication né → the: ladrões → and she eh: Judie Foster and her son → the: they with a: outside né
<i>Lexicalized oases (fillers)</i>	<ul style="list-style-type: none"> → she's have a very long career (.) né about your job in movies and ci...cinema series né → well th...this movie → the woman with her son (.) né → eh she's eh (.) separated of her husband né → a new house to: (.) to make or t...to do a new home né → she's bought a old so → (.) and so so she's too → of her and her son né → so she needs a very a careful eh care about her mom → her mom is always with her taking care né → so she... the: the movie is about the: the situation → they have stolen (.) the: the house né → the old eh (.) owner né → so that she: sold to her → sh...she calls né → she's in: in the in there né → in this panic room there is eh: communication né with outside né → she think that she's: protect (.) in there né → the: they with a: outside né
<i>Self-repetitions</i>	<ul style="list-style-type: none"> → I I have seen lately → is (--) film with with eh Judie Foster → the (.) the woman with her son

	<ul style="list-style-type: none"> → she she bought a new house a new home → she's buying a a new house → a new house to: (.) to make → a new life for: for hi...for her → (.) and so so she's too → the: the fear about the the fear of her about the: the violence in our life → she's not very health during the the film → the: the movie is about the: the situation → they have stolen (.) the: the house né → the the old eh (.) owner né → she's in: in the in there né → she: she... → during the the film
<i>Error repair</i>	<ul style="list-style-type: none"> → a new life for: for hi...for her → looking after (.) he her
<i>Appropriacy repair</i>	<ul style="list-style-type: none"> → and one day one night → in the in this panic room → during the the film (.) she the: ladrões → and she eh: Judie Foster and her son
<i>Different repair</i>	<ul style="list-style-type: none"> → she's... I think she's had eh: (.) diabetes → during the the film (.) she the: ladrões eh she en...she entered to the room
<i>Rephrasing repair</i>	<ul style="list-style-type: none"> → eh she's eh (.) separated of her husband né her husband is not living with her and with her son → she she bought a new house a new home she's buying a a new house a new home → buy a new house to: (.) to make or t...to do a new home né a new life for: for hi...for her → her mom is always with her taking care né looking after → she's in room she's in: in the in there né into the home

Communication Strategies employed by Intermediate speakers in Session III

PARTICIPANT 22	
Communication Strategy	Excerpts from the dialog
<i>Message reduction</i>	→ Chico Bento and Joana go (.) eh go fast to:... (.) because the bee the bees (.) were: running behind them
<i>Approximation</i>	<ul style="list-style-type: none"> → there were some fishes there → these fishes were very: violent → they: they went went to the: the earth again
<i>Transfer</i>	→ eh for out of the farm
<i>Grammatical Reduction</i>	<ul style="list-style-type: none"> → Chico Bento and Joana go (.) eh go fast → he decided to de... to say that he loves he loves her
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.)
<i>Umming and erring</i>	<ul style="list-style-type: none"> → a: a cow (.) a cow uh → so the: this cow eh → eh for out of the farm → Chico Bento and Joana go (.) eh go fast
<i>Lengthening a sound</i>	<ul style="list-style-type: none"> → he wanted to: to d... to give → he saw flowers in: another farm → they: they jump → suddenly a: a cow → an:d (.) they were very afraid very afraid of of it → so the: this cow eh → he went to:... he saw a tree → he: he went to this tree → Chico Bento and Joana go (.) eh go fast to:... → they: they went went to the: the earth again → Chico Bento wanted to: to give some some gift or a surprise to Joana

	→ they started to: (.) to kiss
<i>Self-repetitions</i>	→ he wanted to: to d... to give → they: they jump they jumped the the wall → a: a cow (.) a cow uh → they were very afraid very afraid of of it → Chico Bento wanted to give another another gift for for Joana → he: he went to this tree → there were (.) bees in this in this tree → they they go they went to the: to the lake → they: they went went to the: the earth again → Chico Bento wanted to: to give some some gift or a surprise to Joana → he loves he loves her → she was she was very happy → they started to: (.) to kiss
<i>Error repair</i>	→ he likes a girl name named (.) Joana → they jump they jumped the the wall → they they go they went to the: to the lake → he decided to de... to say
<i>Appropriacy repair</i>	→ so the: this cow eh → because the bee the bees (.) were: running behind them
<i>Different repair</i>	→ he went to:... he saw a tree and he: he went to this tree
<i>Rephrasing repair</i>	→ so they Chico Bento and Joana go (.) eh go fast

PARTICIPANT 23	
Communication Strategy	Excerpts from the dialog
<i>Code-switching</i>	→ an:d he: não sei se machucou → esqueci como é que é rio → eh and fugiram
<i>Approximation</i>	→ there h...had a a big eh br...br...bro... braves cow → he is very nervous with the animal → he: não sei se machucou (.) with the animal → in the water has a a bravous eh fish
<i>Complete omission</i>	→ Rosinha eh stay very preo... <u>preocupad</u> and talk (--) him → but they but he eh talk talk (--) her → an:d they: (--) afraid (--) the animal
<i>Foreignizing</i>	→ Rosinha eh stay very preo... <u>preocupad</u>
<i>Grammatical word coinage</i>	→ in the water has a a bravous eh fish
<i>Transfer</i>	→ there has a: there h... had a a → Chico Bento eh stay very nervous → Rosinha eh stay very preo...preocupad → in the water has a a bravous eh fish
<i>Grammatical Reduction</i>	→ they talk eh her eh about his his love eh with with her → he want to: to to to have him eh she her with eh his eh girlfriend → they take he take eh him her an:d eh go to to a neighbor garden and take flowers → eh it eh find him eh and attack eh → he is very nervous with the animal → Rosinha eh stay very preo... <u>preocupad</u> and talk (--) him → but they but he eh talk talk (--) her → he has an idea for taking fruits → an:d and he he he talk → eh the bees eh a..attack eh them → Chico Bento take Rosinha → take the water
<i>Phonological Retrieval (tip-of-the-tongue phenomenon)</i>	→ Chico Bento wa...wa...eh was talking with eh Ro...Rosinha → eh br...br...bro...braves cow → there h...had a a
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.)
<i>Umiming and erring</i>	→ Eh Chico Chico Bento wa...wa... eh was talking with eh Ro...Rosinha

	<ul style="list-style-type: none"> → eh near the school → they talk eh her eh about his his love eh with with her → eh she her with eh his eh girlfriend → eh he: dreamed eh about them their future eh together → they take he take eh him her → eh go to to a neighbor garden → an:d eh it eh find him eh and attack eh → Chico Bento eh stay very nervous → uh Rosinha eh → but he eh talk talk (-- her → eh he is fi...he is fine → he didn't eh saw he didn't see the bees → eh the bees eh a..attack eh them → an:d eh and Chico Bento → eh near the the tree → in the water has a a bravous eh fish → eh and fugiram
<i>Lengthening a sound</i>	<ul style="list-style-type: none"> → an:d they talk they talk → he want to: to to to → he: dreamed eh about them their future eh together → an:d they take → an:d eh go to to a neighbor garden → there has a: → an:d eh it eh find him → and an:d he: → in a: tree an:d → an:d eh and Chico Bento take Rosinha in into the:] → an:d they: (-- afraid (-- the anima → an:d eh and fugiram
<i>Self-repetitions</i>	<ul style="list-style-type: none"> → Chico Chico Bento → an:d they talk they talk → his his love eh with with her → he want to: to to to have him → eh go to to a neighbor garden → there h...had a a → and and (.) Chico Bento → and an:d he: → but he eh talk talk (-- her → an:d and he he he talk → eh near the the tree → in the water has a a bravous eh fish
<i>Error repair</i>	<ul style="list-style-type: none"> → he want to: to to to have him eh she her with eh his eh girlfriend → eh he: dreamed eh about them their future eh together → they take he take eh him her → but they but he eh talk talk (-- her → he don't he didn't eh saw he didn't see the bees → Chico Bento take Rosinha in into the:
<i>Appropriacy repair</i>	<ul style="list-style-type: none"> → in a garden in front the their house

PARTICIPANT 24	
Communication Strategy	Excerpts from the dialog
<i>Approximation</i>	→ in the lake there were (.) fishes (.) dangerous fishes
<i>Transfer</i>	→ they (.) go out from the lake
<i>Grammatical Reduction</i>	<ul style="list-style-type: none"> → so: Maria: take care of him → then: he go out running → they (.) go out from the lake → he: have an idea → to: make up for her (.) you know (?) → when she: (.) hug

	→ when they (.) will spend
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.)
<i>Umming and erring</i>	→ they: eh (.) went out
<i>Lengthening a sound</i>	→ they: eh (.) went out → an:d he: want to take a flower to give to Maria → so: Maria: take care of him → when he: was in the tree he saw: many bees tha:t went after him → then: he go out running → he: have an idea → to: make up for her → when she: (.) hug
<i>Lexicalized pauses (fillers)</i>	→ to: make up for her (.) you know (?)

PARTICIPANT 25	
Communication Strategy	Excerpts from the dialog
<i>Message abandonment</i>	→ in this moment the the the the girl are very very (.) very very very very very...I don't know
<i>Code-switching</i>	→ Chico Chico (.) Chico and fulana → Chico uhm will take ah some flowers to give for fulana → eh então uh então well → and fulana she is (.) she is terrify (?) → to to give to give for fulana → I don't know abelhas → não her father her father
<i>Approximation</i>	→ he: he see the some some some fishes dangerous dangerous
<i>Complete omission</i>	→ (--) the next picture
<i>Restructuring</i>	→ the bull... (.) (laughs) the Chico start flying because the bull
<i>Indirect Appeal</i>	→ the bull I don't know in English → I don't know abelhas I don't know in English
<i>Overgeneralization</i>	→ uhm in this picture uh have eh two peoples
<i>Transfer</i>	→ uhm in this picture uh have eh two peoples → Chico uhm will take ah some flowers to give for fulana → the Chico start flying → the Chico Chico the Chico up Chico up (.) up → she met with the the → the the Chico had a new idea → I don't know why how what eh your idea → the girl fall in love with with the Chico
<i>Grammatical Reduction</i>	→ Chico see the the bull (laughs) see the bull bull → and fulana she is (.) she is terrify (?) → she is terrify with the bull (laughs) the bull → the Chico start flying → and and and fall in the in the floor → Chico up (.) up to the: up to the tree → and and take some some (.) some fruits → she's she's know she know she met → she start she start to run and and and th... and I don't know and fall in the water → he see the some some some fishes dangerous dangerous → and falling falling nada and take off (.) and I don't know → and come and he come swim a lot → in this moment the the the the girl are very very (.) very very very very very...I don't know → the girl fall in love with with the Chico
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.)
<i>Umming and erring</i>	→ Eh here we we are → uhm in this picture uh have eh two peoples uhm waiting for something → Chico and fulana (laughs) eh will make some something

	<ul style="list-style-type: none"> → Chico uhm will take ah some flowers to give for fulana → eh então uh então well → I don't know why how what eh your idea
<i>Lengthening a sound</i>	<ul style="list-style-type: none"> → Chico up (.) up to the: up to the tree → he: he see the some some fishes
<i>Lexicalized pauses (fillers)</i>	<ul style="list-style-type: none"> → well Chico Chico → eh então uh então well → ok the next the next picture → well (laughs) in the top of the the tree → ok in the water → ok bem well in this moment → well in the next picture
<i>Self-repetitions</i>	<ul style="list-style-type: none"> → Eh here we we are → Chico Chico (.) Chico and fulana → Chico see the the bull (laughs) see the bull bull → and fulana she is (.) she is terrify (?) → she is terrify with the bull (laughs) the bull → and and and fall in the in the floor → the next the next picture the Chico Chico the Chico up Chico up (.) up → and and take some some (.) some fruits to to give to give for fulana → in the top of the the tree → she start she start to run → and and and th... and → he: he see the some some some fishes dangerous dangerous and and falling falling → the the the girl are very very (.) very very very very very I don't know → the the Chico had a new idea → the the the the girl the girl fall in love with with the Chico → in the next picture he he father (.) não her father her father
<i>Error repair</i>	<ul style="list-style-type: none"> → Chico and fulana (laughs) eh will make some something → ok bem well in this moment → Chico had a new idea but I don't know why how what eh your idea → in the next picture he he father (.) não her father her father
<i>Appropriacy repair</i>	<ul style="list-style-type: none"> → and falling falling nada and take off (.) and I don't know
<i>Own-accuracy checks</i>	<ul style="list-style-type: none"> → and fulana she is (.) she is terrify (?)

PARTICIPANT 26	
Communication Strategy	Excerpts from the dialog
<i>Message abandonment</i>	<ul style="list-style-type: none"> → the first place that they they are looking for is a: the florest the the... and they jump → the bull chifrou Chico Bento and they they they... it hurts a lot
<i>Code-switching</i>	<ul style="list-style-type: none"> → they jump of a cer...a cerca → I guess in Portuguese is tourro → the bull chifrou Chico Bento → in Portuguese escalar eh subir (.) na árvore → in Portuguese is descartou the idea → he decides to: to stay right there onde where where they are
<i>Approximation</i>	<ul style="list-style-type: none"> → they see eh: very dangerous fishes
<i>Indirect Appeal</i>	<ul style="list-style-type: none"> → they jump the... I don't know how to say in English I forgot the the the the word → I don't know the expression in English
<i>Overgeneralization</i>	<ul style="list-style-type: none"> →
<i>Transfer</i>	<ul style="list-style-type: none"> → they jump of a cer...a cerca → inside of the this farm have a a a bull
<i>Grammatical Reduction</i>	<ul style="list-style-type: none"> → his name is Rosinha → in the inside of the this farm → Chico Bento have a nice idea → jump on a tree

	<ul style="list-style-type: none"> → they jump on the river → he decides to don't eh to eh don't look for another place
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.)
<i>Umiming and erring</i>	<ul style="list-style-type: none"> → Uh (.) this is a short story → eh the character Chico Bento → eh: to date each other eh trying to find a place to to stay each other alone → eh (.) eh I guess in Portuguese is touro → eh: the second choice is to: to eh → in Portuguese escalar eh subir (.) na árvore → there are bees eh on the tree → they immediately eh (.) eh (.) I don't know eh → they they they see eh: → eh Rosinha eh Chico Bento's girlfriend is very upset and very eh nervous → he decides to don't eh to eh don't look for another place → eh it's it it is the place
<i>Lengthening a sound</i>	<ul style="list-style-type: none"> → an:d they are trying to: to find a a place → eh: to date each other → bu:t the: the first the first place that they they are looking for is a: the florest → eh: the second choice is to: to eh → to: to escape from the bees → they they they see eh: → an:d the the river → the river is definitely the a: a bad place to stay → they: they don't find a place to stay → in this: this part of the story → he decides to: to stay right there
<i>Self-repetitions</i>	<ul style="list-style-type: none"> → they are trying to: to find a a place to to stay → trying to find a place to to stay each other alone → the: the first the first place that they they are looking for → I forgot the the the the word → inside of the this farm have a a a bull → eh (.) eh I guess in Portuguese is touro → the (.) the I don't know the expression in English the the bull → he he will try to find other place to to stay → the second choice is to: to eh → they immediately eh (.) eh → they they they keep trying to find another place → to: to escape from the bees → they they they see eh: → an:d the the river → the river is definitely the a: a bad place to stay → they: they don't find a place to stay → in this: this part of the story → he decides to: to stay right there onde where where they are → eh it's it it is the place
<i>Error repair</i>	<ul style="list-style-type: none"> → in Portuguese escalar eh subir (.) na árvore a tree jump on a tree → the river is definitely the a: a bad place to stay → they dec...they he decides → he decides to: to stay right there onde where where they are
<i>Appropriacy repair</i>	<ul style="list-style-type: none"> → the first place that they they are looking for is a: the florest → in the inside of the this farm → in the in this: this part of the story
<i>Rephrasing repair</i>	→ eh Rosinha eh Chico Bento's girlfriend

PARTICIPANT 27	
Communication Strategy	Excerpts from the dialog
<i>Approximation</i>	→ he saw some big fishes
<i>Literal translation</i>	→ he decide to (.) to (.) get up in a tree

<i>Restructuring</i>	→ when he th...ah when he get in the sea
<i>Transfer</i>	→ she she stay very happy
<i>Grammatical Reduction</i>	→ so she she told her → he try to fight with a buffalo but he couldn't → he decide to (.) to (.) get up in a tree → when he get her when he get there → he saw he saw (.) some bees → he get her and run away from there → when he get in the sea → he saw some big fishes → he run away from there too → bu...then he have an idea → he decide to tell her → her father appears and take her away
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.)
<i>Umming and erring</i>	→ ah how mu:ch he loves her → "I will ah show you my love" → so so (.) uh sh... uh he → when he th... ah when he get in the sea
<i>Lengthening a sound</i>	→ ah how mu:ch he loves her
<i>Self-repetitions</i>	→ he decide to (.) to (.) get up in a tree → he saw he saw (.) some bees → so so (.) uh → to (.) to forget the bees → she she stay very happy
<i>Error repair</i>	→ when he get her when he get there → so so (.) uh sh... uh he

PARTICIPANT 28	
Communication Strategy	Excerpts from the dialog
<i>Code-switching</i>	→ the bull (.) uh: can: (.) ai alcançar
<i>Approximation</i>	→ and find eh: assassin fishes
<i>Foreignizing</i>	→ and find eh: assassin fishes
<i>Grammatical Reduction</i>	→ uh: at a moment Chico Bento stand up an:d look at the: flowers → an:d try to: to to take one of them to to give to: Rosinha → a big and terrible bull ah: simply appear in front of them → this bull have a: terrible and angry face → they fell down → he see a tree and he he decide to: to take a: fruit to: to her → when he cau... caught the: the fruit → all the bees that are in the tree go eh to: run → they start run to: (.) both → they: suddenly have a a a idea
<i>Phonological Retrieval</i>	→ eh: in the exact...exactly moment → when he cau...caught the: the fruit
<i>Phonological Reduction (mumbling)</i>	→ he doesn't want to take anoth...to take a flower to Rosinha anymore
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.)
<i>Umming and erring</i>	→ Eh Chico Bento and Rosinha → Chico Bento and Rosinha your girlfriend his girlfriend ah are in the garden → uh: at a moment → eh: in the exact...exactly moment → eh: (.) they start to run → the bull (.) uh: can: (.) ai alcançar → eh and when → all the bees that are in the tree go eh to: run → and find eh: assassin fishes → eh and they go:

	<ul style="list-style-type: none"> → they go: get out the the the river uh very fast → how to show her uh how (.) big is uh: her lo...his love to her
<i>Lengthening a sound</i>	<ul style="list-style-type: none"> → they are talking abou:t life → uh: at a moment Chico Bento stand up an:d look at the: flowers → he he goes to: (.) to the flowers → an:d try to: to to take one of them to to give to: Rosinha → eh: in the exact...exactly moment → he: goes to the: (.) flowers a: a big and terrible bull ah: simply appear in front of them → this bull have a: terrible and angry face → an:d (.) Ch...eh: Chico Bento and Rosinha → eh: (.) they start to run → the bull (.) uh: can: (.) ai alcançar → he he decide to: to take a: fruit to: to her → he finds a a: (.) a lot of beens bees bees → when he cau...caught the: the fruit → all the bees that are in the tree go eh to: run → they start run to: → an:d go into the the: river → and find eh: <i>assassin</i> fishes → eh and they go: → they: suddenly have a a a idea → how (.) big is uh: her lo...his love to her
<i>Self-repetitions</i>	<ul style="list-style-type: none"> → he he goes to: (.) to the flowers → an:d try to: to take one of them to to give to: Rosinha → a: a big and terrible bull → Chico Bento and Rosinha (.) are very very afraid → he he decide to: to take a: fruit to: to her → he finds a a: (.) a lot of beens bees bees → when he cau...caught the: the fruit → an:d go into the the: river → they go: get out the the the river → Rosinha start to be angry with with him → they: suddenly have a a a idea
<i>Error repair</i>	<ul style="list-style-type: none"> → Chico Bento and Rosinha your girlfriend his girlfriend → he finds a a: (.) a lot of beens bees bees → they (.) fast they run fast → they go: get out the the the river → how (.) big is uh: her lo...his love to her
<i>Different repair</i>	→ and in he... and this bull have a: terrible and angry face
<i>Rephrasing repair</i>	→ he doesn't want to take anoth... to take a flower to Rosinha anymore

PARTICIPANT 29	
Communication Strategy	Excerpts from the dialog
<i>Code-switching</i>	<ul style="list-style-type: none"> → uhm Zézinho e Rosinha → to walk in a (.) in a... bem ai I forget
<i>Approximation</i>	<ul style="list-style-type: none"> → and saw the fishes → they they are swimming and saw fishes → it's a: dangerous fishes
<i>Complete omission</i>	→ an:d Zézinho to jump a: (--) and to take flowers
<i>Indirect Appeal</i>	→ I don't remember too a bee
<i>Transfer</i>	<ul style="list-style-type: none"> → and saw the fishes → to take her to home
<i>Grammatical Reduction</i>	<ul style="list-style-type: none"> → one day (.) they are (.) to walk → to walk in a (.) in a... bem ai I forget → walk to: to date → an:d Zézinho to jump a: (--) and to take flowers → and Zézinho hurts (.) and and (.) ai (.) and hurts → Rosinha to help him

	<ul style="list-style-type: none"> → an:d Zézinho eh to stole a fruit → they run faster and faster → they they are swimming and saw fishes → they they run too → Rosinha is happy (.) for this → I think he is (.) he is saying → they was (.) do this → she has to: go away because his father father (.) to: to meet her and to take her to home → they are very sad
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.)
<i>Umiming and erring</i>	<ul style="list-style-type: none"> → Uh this is a story about → uhm Zézinho e Rosinha → an:d Zézinho eh to stole a fruit → ah but they saw a: (.) bee → Rosinha (.) eh (.) is eh angry with him → “oh ok eh we ha...we: can kiss”
<i>Lengthening a sound</i>	<ul style="list-style-type: none"> → walk to: to date → an:d Zézinho to jump a: (--) and to take flowers → they: (.) they saw a bull → an:d Zézinho eh to stole a fruit → ah but they saw a: (.) bee → to: to: (.) to go in a river → it's a: dangerous fishes → Zézinho had a: an idea → “oh ok eh we ha...we: can kiss” → she has to: go away → to: to meet her
<i>Lexicalized pauses (fillers)</i>	→ “oh ok eh we ha...we: can kiss”
<i>Self-repetitions</i>	<ul style="list-style-type: none"> → this is a story about a (.) a girlfriend → to walk in a (.) in a... → walk to: to date → they: (.) they saw a bull → and and (.) ai (.) and hurts → to: to: (.) to go in a river → they they are swimming and saw fishes → they they run too → nothing nothing is right → I think he is (.) he is saying → to: to meet her
<i>Error repair</i>	→ Zézinho had a: an idea
<i>Different repair</i>	→ “oh ok eh we ha...we: can kiss”
<i>Rephrasing repair</i>	→ but a bull they met they: (.) they saw a bull

PARTICIPANT 31	
Communication Strategy	Excerpts from the dialog
<i>Code-switching</i>	<ul style="list-style-type: none"> → eh (.) subiu in the tree → go to the: (.) lago → have ah piranhas
<i>Transfer</i>	<ul style="list-style-type: none"> → have a taurus → in the tree eh: had a: a bee → an:d have ah piranhas
<i>Grammatical Reduction</i>	<ul style="list-style-type: none"> → ah Chico Bento was walking with uh her girlfriend → uh and then when (.) eh he he take eh ah flowers to her → eh and and eh it eh: (.) suffer him → they: they run run run run an:d (.) and go to the: (.) lago → an:d again they run run run → when they find a good place to: to love → eh her father come

	→ an:d an:d take h... take take eh her to to house
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.)
<i>Umming and erring</i>	→ Ok eh in a (.) shining day → ah Chico Bento was walking with uh her girlfriend → uh and then when (.) eh he he he take eh ah flowers to her → eh and and eh it eh: (.) suffer him → eh (.) subiu in the tree → eh: had a: a bee → have ah piranhas → eh her father come → take eh her to to house
<i>Lengthening a sound</i>	→ eh and and eh it eh: (.) suffer him → he: (.) he was very afraid → an:d and in the tree eh: had a: a bee an:d and → they: they run run run run an:d (.) and go to the: (.) lago → an:d have a piranhas → an:d again they run run run → an:d (.) when: when they find a good place to: to love → an:d an:d take h...take take eh her
<i>Lexicalized pauses (fillers)</i>	→ Ok eh in a (.) shining day
<i>Self-repetitions</i>	→ uh and then when (.) eh he he he take eh ah flowers to her → eh and and eh it eh: (.) suffer him → he: (.) he was very afraid → an:d and in the tree eh: had a: a bee an:d and → they: they run run run run an:d (.) and go to the: (.) lago → an:d again they run run run → when: when they find a good place to: to love → an:d an:d take hi...take take eh her to to house
<i>Error repair</i>	→ go to the: (.) lago (.) lake → an:d an:d take hi...take take eh her to to house

PARTICIPANT 32	
Communication Strategy	Excerpts from the dialog
<i>Message abandonment</i>	→ the history eh... there is eh Cascão and his friend eh Magali → so Cascão (laughs) is running of it and she...
<i>Code-switching</i>	→ she went to the: (.) to the lago
<i>Approximation</i>	→ there is a: a big animal like a cattle a: a big cattle → to escape from the animal → there is a: dangerous fish in this water
<i>Complete omission</i>	→ she is running out (-) the water → and and to running out (-) the water
<i>Circumlocution</i>	→ there is a: a big animal
<i>Transfer</i>	→ Ok the the the history
<i>Grammatical Reduction</i>	→ there is eh Cascão and his friend eh Magali is under a tree → she is very hungry with with them → Magali is very hurry about the the animal → she is hungry she is going to attack them → she run into their direction and crash Cascão → so (laughs) she: the animal goes out → Cascão eh gets out from the tree and she went to the: (.) to the lago → I don't think what is this → there is a: dangerous fish in this water she is going to attack them again → their their day are very dangerous she is not very good for for for her → they are in very dangerous situations → Cascão it's eh apologize to to Magali → so she's goes out
<i>Phonological Substitution (use of similar-sounding words)</i>	→ so she is very hungry → she is hungry she is going to attack them → Magali is very hungry with Cascão

<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.)
<i>Umming and erring</i>	→ the history eh ... there is eh Cascão and his friend eh Magali → so eh she's walking around this tree → eh (.) and there is a: a big animal → Cascão eh gets out from the tree → Cascão it's eh apologize to to Magali → she's goes out with eh her father
<i>Lengthening a sound</i>	→ she's looking at the (.) the : the nature → eh (.) and there is a : a big animal → a : a big cattle → to : to escape → she : the animal goes out → she went to the : (.) to the lago to : to the water → there is a : dangerous fish in this water
<i>Lexicalized pauses (fillers)</i>	→ Ok the the the history → she's looking at the (.) the : the nature the the flowers the the garden né → so eh she's walking around this tree → so she is very hungry → so (laughs) she run into their direction → so (laughs) she: the animal goes out → so she is running out the water → so Magali is very hungry with Cascão → so Cascão it's eh apologize to to Magali → so she's goes out
<i>Self-repetitions</i>	→ Ok the the the history → she's looking at the (.) the : the nature the the flowers the the garden né → looking at the (.) the the nature the flowers → there is a : a big animal → a : a big cattle → she is very hungry with with them → Magali is very hurry about the the animal → in the in the tree to : to escape → she went to the : (.) to the lago to : to the water → and and to running out (--) the water → their their day are very dangerous → she is not very good for for for her → Cascão it's eh apologize to to Magali
<i>Error repair</i>	→ she went to the: (.) to the lago to : to the water
<i>Appropriacy repair</i>	→ because the: they are in very dangerous situations
<i>Rephrasing repair</i>	→ so (laughs) she: the animal goes out

APPENDIX G

Qualitative analysis: Advanced group - sessions 1, 2 and 3

Communication Strategies employed by Advanced speakers in Session I

PARTICIPANT 7	
Communication Strategy	Excerpts from the dialog
<i>Message abandonment</i>	<ul style="list-style-type: none"> → I had problems and was very: (.) uh sad an:d we: ... the the boy finished → I: have to: ... that moment I I told him → I arrived there it wa... he gave me a: the key
<i>Message replacement</i>	→ then I: ... when I opened it was a key
<i>Approximation</i>	→ inside a: (.) inside a paper
<i>Complete omission</i>	<ul style="list-style-type: none"> → what happened (--) that I stay a long time waiting → he: (--) "it's ok then I'll see what I will do" → all of the: the employers (--) this this company
<i>Literal translation</i>	<ul style="list-style-type: none"> → uhm: (.) uhm s...car store car store → the boy finished uh not finished uh ask me to give a time
<i>Direct appeal</i>	→ may I speak Portuguese no (?)
<i>Indirect Appeal</i>	→ uhm s...car store car store I don't know exactly the name
<i>Transfe</i>	<ul style="list-style-type: none"> → the the boy finished → we: (.) looked a lot of them → "Ah I like this here" → I would prefer that
<i>Grammatical Reduction</i>	<ul style="list-style-type: none"> → the date wasn't good wasn't eh doing well → uh not finished → what happened (--) that I stay a long time waiting → he decided give me a present → eh he: told me that uh want to buy a car → "Andreia, what do you if you you would like to: receive one what do you prefer (?)" → it was the name it was Gemini → he: tell me: → I: become to cry → uhm began to come and gave me → an:d the car it was (.) to me → they become happy → how many time I speak (?)
<i>Phonological Retrieval (tip-of-the-tongue phenomenon)</i>	<ul style="list-style-type: none"> → we loo... we loo...we: (.) looked a lot of them → gave me a: a: f... ga... gave me: (.) flowers → he li... he likes me
<i>Phonological Reduction (mumbling)</i>	→ uhm s... car store car store
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.) and (..)
<i>Umming and erring</i>	<ul style="list-style-type: none"> → I'll tell you about uhm an event → it was ah four years ago → uhm I have to say → uh the date wasn't good wasn't eh doing well → was very: (.) uh sad → the the boy finished uh not finished uh ask me to give a time → for his ah (.) answer (?) → my father uhm that is a good person → uh decided to give me a present → uh maybe probably → eh he: told me that uh want to buy a car → uhm: (.) uhm s...car store car store → "Ah I like this here" → in the end of the year my: father uh it was uh December 23 an:d he

	<p>asked me</p> <p>→ uh with uh eh inside a: uhm uhm (inaudible) inside a:</p> <p>→ uhm began to come and gave me</p>
<i>Lengthening a sound</i>	<p>→ an:d I was (.) dating</p> <p>→ I was dating an:d uh</p> <p>→ I: I had problems and was very: (.) uh sad an:d we:</p> <p>→ I: I said ok</p> <p>→ an:d because of this</p> <p>→ I: cried a lot</p> <p>→ an:d not because of this only</p> <p>→ an:d but he: (.) he:</p> <p>→ he: (.) didn't tell me exactly what eh: he was thinking</p> <p>→ he: told me that uh want to buy a car</p> <p>→ uhm: (.) uhm s...car store car store</p> <p>→ an:d we: we we</p> <p>→ "Andreia, what do you if you you would like to: receive one what do you prefer (?)"</p> <p>→ then I: have to: ...</p> <p>→ and he:</p> <p>→ an:d suddenly</p> <p>→ my: father uh</p> <p>→ an:d he asked me to go until the:</p> <p>→ he gave me a: the key</p> <p>→ uh with uh eh inside a: uhm uhm (inaudible) inside a:</p> <p>→ then I: ...</p> <p>→ he: tell me:</p> <p>→ I: become to cry</p> <p>→ all of the: the employers</p> <p>→ gave me a: a: f...ga...gave me: (.) flowers</p> <p>→ an:d the car</p> <p>→ an:d it was (laughs) beautiful</p>
<i>Lexicalized pauses (fillers)</i>	<p>→ Ok I'll tell you about</p>
<i>Self-repetitions</i>	<p>→ I: I had problems</p> <p>→ the the boy finished</p> <p>→ I: I said ok</p> <p>→ in that that time</p> <p>→ I went with him with a lot of in a lot of a lot of</p> <p>→ an:d we: we we</p> <p>→ "Andreia, what do you if you you would like to: receive one what do you prefer (?)"</p> <p>→ I I would prefer</p> <p>→ that moment I I told him</p> <p>→ to go until the: (.) until the store</p> <p>→ inside a: (.) inside a paper</p> <p>→ all of the: the employers (--) this this company</p> <p>→ gave me a: a: f...ga...gave me: (.) flowers</p> <p>→ uhm s... car store car store</p>
<i>Error repair</i>	<p>→ because sh...he li... he likes me</p> <p>→ asked me to help him (.) to bought to buy</p> <p>→ I went with him with a lot of in a lot of a lot of</p> <p>→ "It's you...it's yours"</p>
<i>Appropriacy repair</i>	<p>→ he gave me a: the key</p>
<i>Different repair</i>	<p>→ the the boy finished uh not finished uh ask me to give a time</p> <p>→ in the end of the year my: father uh it was uh December 23 an:d he asked me</p>
<i>Own-accuracy checks</i>	<p>→ for his ah (.) answer (?)</p>

PARTICIPANT 8

Communication Strategy

Excerpts from the dialog

<i>Message reduction</i>	→ she was so so little so... (.) and now she's she's so big
<i>Message replacement</i>	→ I remember about that occasion my:... (.) one day my father hugged me → for all these these moments I... (.) when my niece born (.) was a (.) very nice (.) feeling a very nice situation
<i>Restructuring</i>	→ she's (.) she she my sis... my niece will be very tall → she's six years now (.) and very she's a very clever (.) kid
<i>Overgeneralization</i>	→ we we use to see each other eh very often → we we use to lau... laugh a lo... a lot together
<i>Transfer</i>	→ eh that came in mind → was on February → she born in Curitiba → was certainly was the: one of the best days of my life → before was a: a sad situation too → I think is something that has had to happen → is ok (.) → when my niece born (.) was a (.) very nice (.) feeling → my my father and my mother they (.) are not divorced
<i>Grammatical Reduction</i>	→ The (.) one situation that → my my niece live with with us → eh eh (.) was good memories → was certainly was the : one of the best days of my life → my my father used to live with us but because of the situation she started to: to argue with my sister → my father lives on the beach → eh (.) uh stay in home → he lives in the beach → only separate houses → I remember about that occasion → I never saw my father cry before → he cry about the situation about my niece → if can we say like that
<i>Phonological Retrieval (tip-of-the-tongue phenomenon)</i>	→ we we use to lau... laugh a lo... a lot together
<i>Phonological Reduction (mumbling)</i>	→ in that o... that occasion
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.) and (..)
<i>Umiming and erring</i>	→ eh that came in mind → it was uh (.) it was six years ago → eh very good <i>feeling</i> → eh she I was hugging her → eh eh (.) was good memories → my mother eh said to: my father → eh (.) uh stay in home → we use to see each other eh very often → eh I remember about that occasion → eh he cry about the situation about my niece
<i>Lengthening a sound</i>	→ to tell about this: ... → was certainly was the: one of the best days of my life → she started to: to argue with my sister → my mother eh said to: my father → I remember about that occasion my: ... → and she: and he started to cry → she: she represents a lot for us → if can we s:ay like that
<i>Lexicalized pauses (fillers)</i>	→ well (laughs) I still remember
<i>Self-repetitions</i>	→ the the born of my niece → I I can't describe how (.) how I was feeling → I I remember that I I cried when I saw my (.) my sister → when my niece came very very little

	<ul style="list-style-type: none"> → my my cousin was there → my (.) my my niece live with with us → she was so so little so... (.) and now she's she's so big → before was a: a sad situation too → my my father used to live with us → I I think it will it would be a: a <i>tough</i> situation → now she she he lives in the beach → we we use to see each other → my my father and my mother → all these these moments → she: she represents a lot for us → we we use to lau...laugh a lo...a lot together
<i>Error repair</i>	<ul style="list-style-type: none"> → that came in mind ab... to tell about → it was very a very good situ... → I think is something that has had to happen → I I think it will it would be a: a <i>tough</i> situation → now she she he lives in the beach → and she: and he started to cry
<i>Appropriacy repair</i>	<ul style="list-style-type: none"> → it was very a very good situ...eh very good feeling → I still remember how when I looked at her → be...because before was a: a sad situation too
<i>Different repair</i>	<ul style="list-style-type: none"> → one situation that (.) eh that came in mind ab... to tell about this:... a good thing that happened in my life → because the... if my father stayed → we only live in separated houses not in... my my father and my mother they (.) are not divorced

PARTICIPANT 9	
Communication Strategy	Excerpts from the dialog
<i>Code-switching</i>	→ I want to pass in the vestibular for medicine
<i>Circumlocution</i>	→ he: couldn't pass in the: the test to get to the college
<i>Transfer</i>	→ entered in the apartment
<i>Grammatical Reduction</i>	<ul style="list-style-type: none"> → When was a little → I stayed at the other: the other school → we don't have to to worry about find another (.) apartment → I never: (.) saw the apartment till next till last week → two of her (.) kids are going out two of her child are going to be out of home → I think last year I'm going to: live there
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.) and (..)
<i>Lengthening a sound</i>	<ul style="list-style-type: none"> → we: we studied in at the same (.) school → my brother and my sister went to: to Santo Antônio school → I stayed at the other: the other school → I: (.) I grew up → I'm: I'm in that school now → my brother and my sister are: out of there → my brother is in: in Florianópolis doin:g (.) a course → he is doing the: (.) the last year of high school again → he: couldn't pass in the: the test to get to the college → <i>then</i> (.) I: me I asked to my mother → I want to: to do medicine → to do: the last year of high school there → bu:t and <i>I went to Curitiba</i> → an:d I went to <i>see</i> the places → my brother: (.) go went to: to Florianópolis(.) to live with my: cousin → that apartment was from my: grandpa → I never: (.) saw the apartment till next till last week → I'm going to: live there

	→ bu:t (.) I think we are going to: to be happy
<i>Self-repetitions</i>	→ we: we studied in at the same (.) school → my brother and my sister went to: to Santo Antônio school → I stayed at the other: the other school → I: (.) I grew up → I'm: I'm in that school now → my brother is in: in Florianópolis doin:g (.) a course → the: (.) the last year of high school → the: the test to get to the college → I want to: to do medicine → we don't have to to worry about find another (.) apartment → I think we are going to: to be happy
<i>Error repair</i>	→ we: we studied in at the same (.) school → my brother is in: in Florianópolis doin:g (.) a course (.) sh... he is doing the: → <i>then</i> (.) I: me I asked to my mother → bu:t and I went to <i>Curitiba</i> → my brother: (.) go went to: to Florianópolis → I never: (.) saw the apartment till next till last week → I go (laughs) I went to Florianópolis and didn't want to come back to Blumenau
<i>Rephrasing repair</i>	→ two of her (.) kids are going out two of her child are going to be out of home

PARTICIPANT 10	
Communication Strategy	Excerpts from the dialog
<i>Approximation</i>	→ and just for be:d → I forget at home my: my: (.) the judge make for you a: (.) a notification
<i>All-purpose-words</i>	→ we saw the the ruins and everything → two reais for <i>nigh:t</i> and just for <i>be:d</i> and everything
<i>Complete omission</i>	→ that (--) because the cul...culture is is different from here → in the: in the beginning (--) the trip → we slept in (--) hotel
<i>Circumlocution</i>	→ I forget at home my: my: (.) the judge make for you a: (.) a notification
<i>Restructuring</i>	→ an:d (.) the:... we went there with bus → I lo... (laughs) I forget at home
<i>Transfer</i>	→ and everything that that have there → was a very (.) trouble
<i>Grammatical Reduction</i>	→ I will tell you the trip that I make → it was in ten people → we went there with bus → we: catch (.) more or less → uhm fifty or for... fifty-five bus different bus → an:d we stay in home of (.) our friends → the city that we visit was eh Cuzco La Paz (.) an:d Urus → we learned about the history of tho...those places that we: visit → we visit just not only → I was little of age → was a very (.) trouble → (.) the judge make for you → I forget at home
<i>Phonological Retrieval</i>	→ that that (--) because the cul... culture is is different from here → we learned about the history of tho... those places → I was ah: just sevent...seven... no fifteen
<i>Phonological (mumbling) Reduction</i>	→ I lo... (laughs) I forget at home
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.) and (..)

<i>Umming and erring</i>	<ul style="list-style-type: none"> → I ah I was a scout girl → we went there with (.) eh ten → uhm I think that that → the: most beautiful eh trip → uhm fifty or for... fifty-five bus → the city that we visit was eh Cuzco → I was ah: just sevent...seven...no fifteen → eh was a very (.) trouble → uhm (.) I think is it
<i>Lengthening a sound</i>	<ul style="list-style-type: none"> → when I go went to: Machu Pitchu → an:d I ah I was a scout girl → the: the trip → the: most beautiful → an:d (.) I learned very much → they were very ugly an:d strange → an:d (.) the: ... we went there with bus → we: catch (.) more or less → in the: in the beginning (--) the trip → an:d we stay in home of (.) our friends → an:d the the city → La Paz (.) an:d Urus → we learned about the history of tho...those places that we: visit → the: the churches → we: vi... we: made a trip by train → two: two reais for <i>nigh:t</i> and just for <i>be:d</i> → I forget at home my: my: → a: (.) a notification → I was ah: just sevent...seven...no fifteen
<i>Self-repetitions</i>	<ul style="list-style-type: none"> → the: the trip uhm I think that that → that that (--) because the cul...culture is is different from here → in the: in the beginning (--) the trip → an:d the the city → we we learned about the history → the: the churches → the the ruins and everything that that have there → two: two reais for <i>nigh:t</i> → I forget at home my: my: → a: (.) a notification you that can can
<i>Error repair</i>	<ul style="list-style-type: none"> → when I go went to: Machu Pitchu → we visit just not only → but we see we saw the
<i>Appropriacy repair</i>	<ul style="list-style-type: none"> → uhm fifty or for... fifty-five bus → a notification you that can can because I was ah: just sevent...seven...no fifteen
<i>Different repair</i>	<ul style="list-style-type: none"> → we: vi... we: made a trip by train
<i>Rephrasing repair</i>	<ul style="list-style-type: none"> → we went there with (.) eh ten it was in ten people ten persons → I was ah: just sevent...seven...no fifteen and I was little of age

PARTICIPANT 11	
Communication Strategy	Excerpts from the dialog
<i>Message abandonment</i>	→ well I I :... it was a a funny situation
<i>Code-switching</i>	<ul style="list-style-type: none"> → the contrast of the: green (.) grama → the green of the grama → I don't know where I put the (.) móveis
<i>Complete omission</i>	<ul style="list-style-type: none"> → another uh thing that was interesting but it was a little difficult too (--) when we are making the house → “you have to mark who you will want to put the telephone (--) you want to put the: eh the TV where you have to: put the lights”
<i>Literal translation</i>	→ I made a prove a prove (.) with this color

<i>Restructuring</i>	→ the flowers are ve... eh the color of the flowers with the yellow house and the green of the grama
<i>Indirect Appeal</i>	→ I don't know the name yet now → I don't know the name
<i>Transfer</i>	→ I decide to do it in uh thirteen January two thousand → was difficult a little difficult → is difficult to imagine where go every every thing
<i>Grammatical Reduction</i>	→ I want to: to build a house → I decide to do it I I decide to do it → I begun this day → uh because the time and money → my parents eh help me a lot → they give me all assistance → I don't have time to do → they want that I I paint my house white → I want to: paint my house <i>yellow</i> → they are very very shocked when I say when I say that my my house I want to paint <i>yellow</i> → when they saw the the the the color of my house they are very shocked → uh I I had uh in the time → he said some very stupid things uh for us in the time → bu:t now it's very ok → when we are making the house → eh it's to mark the points where go light on in TV: and elec... electricities → "you have to mark who you will want to put the telephone (-) you want to put the: eh the TV where you have to: put the lights " → <i>I don't know what</i> where go every point of light" → is difficult to imagine where go every every thing
<i>Phonological Retrieval</i>	→ I had many eh some pre... problems → h... he said some very stupid things uh for us → and elec... electricities
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.) and (..)
<i>Umning and erring</i>	→ eh uh I I had a land → I decide to do it in uh thirteen January two thousand → uh because the time and money → it was very very (.) eh good → my parents eh help me a lot → eh things to do → eh there are two rooms → uh: it's more common → ah and the contrast of the: green → eh the color of the flowers → uh I I had uh in the time → I had many eh some pre...problems → they were very (.) uh stupid uh with me → we did some things that they uh didn't like → h...he said some very stupid things uh for us → uh (.) specially because I'm: (.) never at home → uh another uh thing → eh it's to mark the points where go light → the man said said yet eh → you want to put the: eh the TV → imagine uh one year before
<i>Lengthening a sound</i>	→ I will speak about my: my house → an:d I want to: to build a house → an:d (.) it's it's not a big house → an:d (..) well I I: → when I: I decide to: → uh: it's more common

	<ul style="list-style-type: none"> → I want to: paint my house <i>yellow</i> → an:d I when I → I'm very happy: with my my house → ah and the contrast of the: green → bu:t now it's very ok → I'm: (.) never at home → they don't have to: to see me → on in TV: → "you have to mark who you will want to put the telephone you want to put the: eh the TV where you have to: put the lights" → it was very difficult to do:
<i>Lexicalized pauses (fillers)</i>	→ an:d (..) well I I:
<i>Self-repetitions</i>	<ul style="list-style-type: none"> → I will speak about my: my house → in the year two (.) thousand two thousand → eh uh I I had a land → I want to: to build a house → I decide to do it I I decide to do it → it was very very (.) eh good → it's it's not a big house → an:d (..) well I I: → it was a a funny situation when I: I decide to: → they want that I I paint my house white → they are very very shocked → when I say when I say that → my my house I want to paint <i>yellow</i> → I made a prove a prove (.) with this color → when they saw the the the the color of my house → I'm very happy: with my my house → it's a a beautiful (.) contrast → uh I I had uh in the time → they were (.) they were very (.) uh stupid uh with me → they don't have to: to see me → an:d an:d uh another uh thing → the man said said yet → "but I don't know I I don't know → you put the the the things into the house → is difficult to imagine where go every every thing
<i>Error repair</i>	→ <i>I don't know what where</i> go every point of light"
<i>Appropriacy repair</i>	<ul style="list-style-type: none"> → an:d I when I when they saw → I had many eh some pre...problems
<i>Different repair</i>	<ul style="list-style-type: none"> → when I: I decide to: the color of my house → but I I my house is yellow now
<i>Rephrasing repair</i>	→ I don't know the name yet now

PARTICIPANT 18	
Communication Strategy	Excerpts from the dialog
<i>Message abandonment</i>	→ I pick up one that one of that... (laughs) ah my my parade my stop was (.) the last one
<i>Approximation</i>	<ul style="list-style-type: none"> → we have like to travel around the airport → ah my my parade
<i>Complete omission</i>	→ we went with other group (--) exchange students
<i>Restructuring</i>	<ul style="list-style-type: none"> → my sister had to eh she did the the exchange program too → we have one instructor (.) to: (.) to: if we had some problems he would resolve
<i>Transfer</i>	<ul style="list-style-type: none"> → was a time of my life that I could do that → we went with other group (--) exchange students → was was cool
<i>Grammatical Reduction</i>	→ she say that:

	<ul style="list-style-type: none"> → I I start to pack → my mother (.) give me one bag → another bag with my guitar that I I used to play that at that time → an:d so (.) I (.) pick up the (.) the the plane in Florianópolis and travel to: flo...flo...flew to: São Paulo then take another plane → we have like to travel around the airport → I pick up one that one of that... → so: I just pick up the baggages and go to the check in → and we have one instructor
<i>Phonological Retrieval (tip-of-the-tongue phenomenon)</i>	→ travel to: flo...flo...flew to: São Paulo
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.) and (..)
<i>Umming and erring</i>	<ul style="list-style-type: none"> → uh first of all → which is uh (inaudible) → after the time (.) eh to do the test is finished → my sister had to eh she did the the exchange program too → when she graduated there ah I was there → uh (.) I I knew where I would go → a handbag with some (.) uh things from to (.) the bathroom → uh we I don't remember → ah I pick up one that one of that → ah my my parade my stop was (.) the last one → uh and we have (.) uh we were like in a group of four five people
<i>Lengthening a sound</i>	<ul style="list-style-type: none"> → I was preparing to my: exchange program → the: advise of my mother and she say that: → so: I did that → an:d then: I decided to go → an:d I remember → and: I started to pack → two or three days before I jus:t travel → and: the the funny thing → an:d I met the family that I would stay with → so: uh (.) I I knew where I would go → and: (.) my mother → an:d another bag with my guitar → an:d so I had like four bags → an:d it was really hard → an:d so (.) I (.) pick up → travel to: flo...flo...flew to: São Paulo → an:d stop in in parts of the airport → an:d so we we arrived at my my stop → so: I just pick up the baggages → we have one instructor (.) to: (.) to: if we had some problems he would resolve
<i>Lexicalized pauses (fillers)</i>	<ul style="list-style-type: none"> → Well I'm gonna start to talk → things from to (.) the bathroom you know (?)
<i>Self-repetitions</i>	<ul style="list-style-type: none"> → I I didn't know if I would like to go → I I passed → I I wouldn't have even my my baggage → and: the the funny thing → she did the the exchange program too → that that that I did → it was it was really nice → I I knew where I would go → and I I start to pack → a a handbag → I I used to play → it was really hard to to travel with four bags → the (.) the the plane → was was cool

	<ul style="list-style-type: none"> → when when we arrived → in in New York → I don't remember what what airport was → an:d stop in in parts of the airport → in in the United States → my my parade my stop was (.) the last one → so we we arrived at → my my stop → we have one instructor (.) to: (.) to: if we had some problems he would resolve
<i>Error repair</i>	<ul style="list-style-type: none"> → uh things from to (.) the bathroom → my my parade my stop was (.) the last one → uh and we have (.) uh we were like in a group of four five people
<i>Appropriacy repair</i>	<ul style="list-style-type: none"> → uh we I don't remember
<i>Rephrasing repair</i>	<ul style="list-style-type: none"> → I wouldn't have even my my baggage (.) my packet → an:d stop in in parts of the airport (.) that... the parts would go to all the places in in the United States

PARTICIPANT 19	
Communication Strategy	Excerpts from the dialog
<i>Message abandonment</i>	<ul style="list-style-type: none"> → everybody was:... I think I come back to the party of my of the: marriage of my sister
<i>Complete omission</i>	<ul style="list-style-type: none"> → I think that one year (--) was the last time that I I saw them → after (--) next day they went to São Paulo
<i>Foreignizing</i>	<ul style="list-style-type: none"> → everybody compareced
<i>Literal translation</i>	<ul style="list-style-type: none"> → to (.) to pass I think eh seven or eight days
<i>Circumlocution</i>	<ul style="list-style-type: none"> → the family of (.) my: and the husband of my sister
<i>Restructuring</i>	<ul style="list-style-type: none"> → I think that two hundred people with my all my family → I went out the of the party with my some of my friends → a meeting of (.) all of my of the all of the friends → I think I come back to the party of my of the: marriage of my sister
<i>Transfer</i>	<ul style="list-style-type: none"> → Eh long time ago (.) happened a fact to me → in eighteen May → is (.) a lot of things to too many people → was a lot of people involved → an:d was very nice → was: I think that two hundred people → an:d after that was: very nice → everybody was: not anymore nervous → I went out the of the party → was: very very cool → was everyone there → was was very funny
<i>Grammatical Reduction</i>	<ul style="list-style-type: none"> → everybody was nervous eh one month early the (.) the marriage → everything eh was res... responsible of my: my mother → all the things that we have to do → was a lot of people involved to to the party → I was the: (.) involved to to part...participate in the church to really with my parents → the the: the ceremony of the church was very short → we: we move to the (.) to the party → it was in: AB...ABB → we just start dancing → everybody enjoy eh the the people that were singing → to another extra party of of my friends that I studied at the college → talk to what happened in this year that everybody (.) got a a different way → I come back to the party → because they drink

	<ul style="list-style-type: none"> → we: (.) we helped them to to arrived in the hotel → it was five o'clock me and my parents (.) we came home → when they come back → they told me that the the time that they spend there → just the: the weather was not very well → they: took a lot of pictures and show to to all of my parents
<i>Phonological Retrieval</i>	<ul style="list-style-type: none"> → everything eh was res...responsible of my: my mother → I was the: (.) involved to to part...participate in the church → it was in: AB...ABB
<i>Phonological Substitution (use of similar-sounding words)</i>	<ul style="list-style-type: none"> → they: took a lot of pictures and show to to all of my parents
<i>Unfilled pauses</i>	<ul style="list-style-type: none"> → All utterances in the transcriptions marked with (.) and (..)
<i>Umming and erring</i>	<ul style="list-style-type: none"> → Eh long time ago → eh one month early → everything eh was res...responsible of my: my mother → eh was a lot of people involved → eh (.) to the to go to the church → eh and eh (.) eh: everybody came to to the party → after eh after the ceremony → eh everybody was: not anymore nervous → eh the the people that were singing → after that eh → eh (.) after that we: (.) we helped them to to arrived in the hotel → I think eh seven or eight days → eh: when they come back they told me
<i>Lengthening a sound</i>	<ul style="list-style-type: none"> → it was the: marriage of my sister → an:d everybody was nervous → my: my mother → and we: I was the: → an:d was very nice → eh: everybody came to to the party → was: I think that two hundred people → the family of (.) my: → the the: the ceremony of the church was very short → we: we move to the (.) to the party → it was in: AB...ABB → an:d after that was: very nice → everybody was: not anymore nervous → and: we just start dancing and after → we: didn't see a a long time ago → was: very very cool → we: we could (.) participate → a: a meeting → and: went to different cities → after that we: (.) everybody was:... → I come back to the party of my of the: marriage of my sister → we: (.) we helped them to to arrived in the hotel → they went to: Cancun → eh: when they come back → and the and they:
<i>Self-repetitions</i>	<ul style="list-style-type: none"> → one month early the (.) the marriage → my: my mother → was a lot of people involved to to the party → everybody came to to the party → the the: the ceremony of the church was very short → but really (.) really good → we: we move → to the (.) to the party → after to to talk to to people that we: didn't see a a long time ago → it was very very funny

	<ul style="list-style-type: none"> → everybody enjoy eh the the people that were singing → the the food was very tasteful too → I I got out I went out → to another extra party of of my friends → was: very very cool → I (.) I didn't see them → the last time that I I saw them → we: we could (.) participate → a: a meeting → everybody (.) got a a different way → to to study → was was very funny → we: (.) we helped them to to arrived in the hotel → to (.) to pass I think eh seven or eight days → they told me that the the the time that they spend there → was (.) really really nice → the: the weather was not very well → they: took a lot of pictures and show to to all of my parents → all of my cousins and (.) and
<i>Error repair</i>	<ul style="list-style-type: none"> → and eh (.) to the to go to the church → I I got out I went out → and there were some (.) friends of my father that was that were not very well → and the and they:
<i>Appropriacy repair</i>	<ul style="list-style-type: none"> → and we: I was the: → I went to the (.) to another extra party → after that we: (.) everybody was:... → my sister and her husband went to the to a hotel → after the marria...the party eh: when they come back they told me
<i>Rephrasing repair</i>	<ul style="list-style-type: none"> → after the marria...the party eh: when they come back they told me

PARTICIPANT 20	
Communication Strategy	Excerpts from the dialog
<i>Code-switching</i>	<ul style="list-style-type: none"> → when I (.) was in the (.) college or sei lá → some (.) summer clothes and (.) sandálias → two shows of Axé Music who was the at the auge → in the top of the (.) (--) was É o Tchan e (.) Terra Samba → in Porto Seguro there is a place who: is called (.) Avenida do Álcool
<i>Complete omission</i>	<ul style="list-style-type: none"> → in the top of the (.) (--) was É o Tchan e (.) Terra Samba
<i>Literal translation</i>	<ul style="list-style-type: none"> → in Porto Seguro there is a place who: is called (.) Avenida do Álcool Alcohol's Avenue
<i>Restructuring</i>	<ul style="list-style-type: none"> → we couldn't stop there because there was a (.) the (.) time was closed → after began drunk we... the rain stops and we walk to the city
<i>Overgeneralization</i>	<ul style="list-style-type: none"> → to see peoples meet peoples → there's other peoples
<i>Transfer</i>	<ul style="list-style-type: none"> → like the place where the (.) Brazil was discovered → in the: Saturday
<i>Grammatical Reduction</i>	<ul style="list-style-type: none"> → we we we study in a college in Santa Catarina who is far from Bahia → the: travel arrives → when we are we are on the plane → when eh have a (.) a stop → some (.) clouds on the on the s...sky → we had to go to another city President Prudente when when (.) we stop → it it give three or four hours late to to become to (.) Porto Seguro → we have ah seven days of pure party → we go to: two shows of Axé Music who was the at the auge → in the top of the (.) (--) was É o Tchan e (.) Terra Samba → and the other days we spend eh (.) visiting (.) places

	<ul style="list-style-type: none"> → in Porto Seguro there is a place who: is called → before we go to a party we go there to to drink some (.) some kind of exotic drinks → we go to the to the <i>night</i> → the (.) the last day we we was there is the only day that is rain → we stay at the hotel and start drinking (.) there → we drink much → an:d there's another (.) there's other peoples who is coming and then they are drinking too and we (.) all drink together → after began drunk → the rain stops and we walk to to the city
<i>Phonological Retrieval</i>	→ some (.) clouds on the on the s...sky
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.) and (..)
<i>Umming and erring</i>	<ul style="list-style-type: none"> → Eh I'll tell about → eh it was in the end of the year → I made (.) ah (.) made my: uh (.) baggage → eh some (.) summer clothes → it was ah in São Paulo when eh have a (.) a stop → we have ah seven days of pure party → and the other days we spend eh (.) visiting (.) places
<i>Lengthening a sound</i>	<ul style="list-style-type: none"> → the: travel arrives → we I made (.) ah (.) made my: uh (.) baggage → we: we have ah seven days of pure party → we go to: two shows → an:d in Porto Seguro there is a place who: is called (.) Avenida do Alcool Alcohol's Avenue → every day we: → in the: Saturday → an:d there's another
<i>Self-repetitions</i>	<ul style="list-style-type: none"> → since the the middle of the year → we we we study in a college → when eh have a (.) a stop → some (.) clouds on the on the s...sky → when when (.) we stop → it it give three or four hours late → to to become to (.) Porto Seguro → we: we have ah seven days of pure party → only (.) only parties every night → before we go to a party we go there to to drink → some (.) some kind of exotic drinks → we go to the to the <i>night</i> → the (.) the last day → we we was there → we walk to to the city
<i>Appropriacy repair</i>	<ul style="list-style-type: none"> → we I made (.) ah (.) made my: uh (.) baggage → when you when we are we are on the plane
<i>Rephrasing repair</i>	→ to see peoples meet peoples

PARTICIPANT 21	
Communication Strategy	Excerpts from the dialog
<i>Message abandonment</i>	→ this kind of... (.) one one last th...thing that I have to concern...
<i>Message replacement</i>	→ one one last th...thing that I have to concern... (.) well (.) the the point is (.) it's: this is what I'm doing for life
<i>All-purpose-words</i>	→ what was going on and stuff like that
<i>Overgeneralization</i>	→ which it's called
<i>Transfer</i>	<ul style="list-style-type: none"> → is a project → is is related to to so important people
<i>Grammatical Reduction</i>	→ this people is related directly to me
<i>Phonological Retrieval</i>	→ w... we were talking about

	<ul style="list-style-type: none"> → one last th...thing → it inv...eh (.) it involves → who a...appreciate (.) eh their friendship
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.) and (..)
<i>Umiming and erring</i>	<ul style="list-style-type: none"> → Ah Ok (.) eh → the good thing is because is it inv...eh (.) it involves → eh many persons → who a...appreciate (.) eh their friendship
<i>Lengthening a sound</i>	<ul style="list-style-type: none"> → I'm: going to speak → I had this lunch with my: brother-in-law → an:d he started to ask about things → is a project which's: been developed by me → an:d it's: kind of weird because it's passing through a hard time → this: this kind of → it's: this is what I'm doing for life → an:d is is related to to so important people
<i>Lexicalized pauses (fillers)</i>	<ul style="list-style-type: none"> → Ah Ok (.) eh → well (.) the the point is (.) it's: this is what I'm doing for life → well (.) from that day (.) long → well what can I say (.) more (?)
<i>Self-repetitions</i>	<ul style="list-style-type: none"> → my my sister → we have to (.) to develop another step → I have new ideas to to do → this: this kind of → an:d is is related → to to so important people → I I started to work on this piece of paper → it's kind of a (.) a life work
<i>Error repair</i>	<ul style="list-style-type: none"> → it's: this is what I'm doing for life → is it gets hard → the good thing is because is it inv...eh (.) it involves
<i>Rephrasing repair</i>	→ by me (.) and him and my my sister yes (.) the three of us

PARTICIPANT 30	
Communication Strategy	Excerpts from the dialog
<i>Message reduction</i>	→ after we went to: a s...ah and we stay there
<i>Grammatical word coinage</i>	→ a big (.) with big shippers
<i>Circumlocution</i>	→ they simulated a: (.) how can I say a: (.) a: (.) eh when people die they they made all this
<i>Indirect Appeal</i>	→ I can't remember the word
<i>Overgeneralization</i>	→ I never went (.) eh such as a a (.) a long trip
<i>Grammatical Reduction</i>	<ul style="list-style-type: none"> → I went to a trip → we: look for this trip eh (.) exciting → it was a: trip for one month → sing a lot and made many friends → when I turned ah turn → I look for them → the place that we stay longer → because of in the end of the party → we stay there → but we stay there only for two days → he was too fast there we stay only for one night and two days → it happen in September on September
<i>Phonological Retrieval</i>	→ famous cities li:ke Neu... Neurnberg
<i>Phonological Reduction (mumbling)</i>	→ many other ci... cities nearby
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.) and (..)
<i>Umiming and erring</i>	<ul style="list-style-type: none"> → eh (.) exciting → it was a: trip for one month eh almost

	<ul style="list-style-type: none"> → eh we visited many places → eh South of Germany North → we went also too Wien and eh Italy → eh once we were in a: nazi camp → I: was eh looking for pictures → when I turned ah turn → eh: it was a nice experience → called called ah: → we took eh part of a: party → eh when people die they they made all this → ah and we stay there → ah: famous cities li:ke → eh eh a city that has a (.) a: (.) Christmas store → eh (.) eh Hottenburg is the name of the city → like ah Berlin (.) eh but we stay there only for two days → eh it has a: a ship port → uh we went to (.) eh München → it's a very big ah: chop fest
<i>Lengthening a sound</i>	<ul style="list-style-type: none"> → I went to a trip to: Europe → we: look for this trip eh (.) exciting → it was a: trip for one month → and: it was a group of fifty persons → and: (.) eh we visited many places → we visited many churches an:d museums → an:d eh once we were in a: nazi camp → I: was eh looking for pictures → I: couldn't see anybody → an:d I look for them → I: met them in a: the station at a the: station no at the: parking place (.) and: (.) eh: it was a nice experience → an:d (.) we: (.) the: the place that we stay longer was a: a small city called called ah: → I s...we stayed there for: five days → we took eh part of a: party → they: they simulated a: (.) how can I say a: (.) a: (.) eh when people die they they made all this → and: (.) after we went to: → ah: famous cities li:ke → and: (.) eh eh a city that has a (.) a: (.) Christmas store → we went after to: to bigger cities → an:d we visited → and: we visited also Hamburg → eh it has a: a ship port → and: (.) and other uh we went to (.) eh München → it's a: it happen in September on September → it's a very big ah: chop fest
<i>Self-repetitions</i>	<ul style="list-style-type: none"> → a a (.) a long trip → the: the the place that we stay longer → was a: a small city → called called → they: they simulated a: (.) → how can I say a: (.) a: (.) → when people die they they made all this → eh eh a city → that has a (.) a: (.) Christmas store → eh (.) eh Hottenburg is the name of the city → we went after to: to bigger cities → it has a: a ship port → and: (.) and other uh we went to (.) eh München
<i>Error repair</i>	<ul style="list-style-type: none"> → they were in oth...in another place

	→ it's a: it happen in September on September
<i>Appropriacy repair</i>	→ I: met them in a: the station at a the: station no at the: parking place → I s... we stayed there for: five days
<i>Different repair</i>	→ and: (.) and other uh we went to (.) eh München → it's a: it happen in September on September

Communication Strategies employed by Advanced speakers in Session II

PARTICIPANT 7	
Communication Strategy	Excerpts from the dialog
<i>Message abandonment</i>	→ it was a film that uhm (.) uhm... (.) a lot of people working in that uh film
<i>Code-switching</i>	→ with a... I can't remember the name the (.) (laughs) pele
<i>All-purpose-words</i>	→ or things like this like this
<i>Complete omission</i>	→ eh (--) entertainment film
<i>Restructuring</i>	→ a man that uh work uh worked on uh live doing radic...radic sports radical sports
<i>Indirect Appeal</i>	→ with a... I can't remember the name the (.) (laughs) pele
<i>Overgeneralization</i>	→ the movie it was about a man → what I liked it was the the action → what I dislike it was → it was funny the man
<i>Transfer</i>	→ the man helped her helped the police
<i>Grammatical Reduction</i>	→ who people uhm were doing → then he he fall in love → that uh particip...participate of the (.) people in the crime → to find people where were doing crime
<i>Phonological Retrieval (tip-of-the-tongue phenomenon)</i>	→ a man that uh work uh worked on uh live doing radic...radic sports radical sports → wa...wa...uh what happens → that uh particip...participate of the (.) people in the crime
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.) and (..)
<i>Umning and erring</i>	→ Uhm two weeks ago → uh it was a movie uhm it was a movie → uhm the name was Triple Triple X → it was a film that uhm (.) uhm → a lot of people working in that uh film → uhm the music is very interesting → uhm (..) what I will tell you (?) → that uh work uh worked → uh hired to: to work → who people uhm were doing → an:d (.) uh he use → he use his (.) abilities of uh radical sports to help uh the police → it was uh funny too → uh funny troubles → uh with the the woman → that uh particip...participate of the (.) people in the crime → uh beautiful beautiful places → uh (.) how can I say (?) → but uh it was (.) eh entertainment film → an:d (.) ah his clothes → a lot of tattoos in his arms uh → wa...wa... uh what happens → everything uh becomes ok
<i>Lengthening a sound</i>	→ he: he was (.) uh hired to: to work → an:d to help them to: (.) to discover (.) a: a crime → an:d (.) uh he use → an:d it was uh funny too → he: a lot of times he was in trouble

	→ an:d (.) ah his clothes
<i>Self-repetitions</i>	→ I went to see a a movie → uh it was a movie uhm it was a movie → he: he was (.) uh hired → to: to work → an:d to help them to: (.) to discover (.) → a: a crime → he use his (.) he use his (.) abilities of uh radical sports → then he he fall in love → uh with the the woman (.) the woman → what I liked it was the the action → and (.) and the places where they filmed → uh beautiful beautiful places → to to find people → things like this like this → he wore a (.) a (.) sweater → and (..) and in the end → what happens what what happens → and and and (laughs)
<i>Error repair</i>	→ then sh... and then he he fall in love
<i>Rephrasing repair</i>	→ to the police Los Angeles' police → the man helped her helped the police

PARTICIPANT 8	
Communication Strategy	Excerpts from the dialog
<i>Message reduction</i>	→ there's no no security no eh... and a lot of Indians lived there
<i>Complete omission</i>	→ I think (.) Ancas Ancas (--) his name → as (--) you was living with them too (--) doing the things that they was doing too → is a very beautiful (--)
<i>Restructuring</i>	→ the movie is very has a lot of a lot of violence → the movie is very: has a lot of violence
<i>Transfer</i>	→ is a epic movie → the relation between the the colonies → the most of them → the story talk about the eh the relation of the colonies → is not possible → the Cora's father → is is a very interesting movie → is very beautiful → and is very beautiful → is a very beautiful (--) → is one of the movies that I liked very much
<i>Grammatical Reduction</i>	→ is a epic movie → eh was in the the the movie is set in the United States → in the time that eh the the Uni...United States it didn't exist → the most of them eh who who could eh couldn't pay for a a place in the city they moved to the the → there is a place → the story talk about → they they get angry → they don't have the the protection → there's eh the main cha... characters of the movie were is the (inaudible) is a man → these three they traveled together in the the the woods → how can a relationship like that can can happen (?) → the Indians (.) attacks the (.) the group → oh the the story go on → there is the French the French army too

	<ul style="list-style-type: none"> → the French win the war and the English has to to leave → Cora's father has to leave from the the the fort → again the Indians attack the the group → his father saves Cora again → as (--) you was living with them too (--) doing the things that they was doing too → they talk with the (.) that eh Indian language → they talk with that language → and the I think the I think this is the main the main parts of the movie → when I has can can
<i>Phonological Retrieval</i>	→ there's eh the main cha... characters of the movie
<i>Phonological Reduction (mumbling)</i>	→ the songs of the mo... the the movie are very beautiful
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.) and (..)
<i>Umming and erring</i>	<ul style="list-style-type: none"> → I eh I watch again → eh was in the the the movie → eh the the Uni...United States it didn't exist → eh eh eh didn't exist eh ah before → the movie ah talks about ah the relation → the most of them eh who who could eh couldn't pay for a place → no eh... and a lot of Indians lived there → the story talk about the eh the relation of the colonies → there's eh the main cha...characters of the movie → he he was raised eh by an indian family → his brother eh step-brother eh I think → meets uh Cora → uh imagine how can a relationship → the group that was eh uh was with Cora → oh the the story go on → eh you can <i>you can enter</i> in the movie → they talk with the (.) that eh Indian language
<i>Lengthening a sound</i>	<ul style="list-style-type: none"> → the the: pho...photography of the movie is very beautiful → the: the falls and the woods → the the movie is very:
<i>Lexicalized pauses (fillers)</i>	→ Well one movie that I liked very much
<i>Self-repetitions</i>	<ul style="list-style-type: none"> → in the the the movie is set in the United States → in the time that eh the the Uni...United States it didn't exist → eh eh eh didn't exist → the the Indians → the relation between the the colonies → the most of them eh who who could eh couldn't pay for a a place → they moved to the the → there's no no security → they they get angry → they don't have the the protection → is the (inaudible) is a a man → he he was raised eh by an indian family → I think (.) Ancas Ancas (--) his name → the the father of them → in the the the woods to the the lands of the Indians → Cora is a a daughter of a general → how can a relationship like that can can happen (?) → the Indians (.) attacks the (.) the group → they saved they saved her → oh the the story go on → there is the French the French army too → the the battle between the English and the French → the English has to to leave → the the the general the Cora's father has to leave from the the the fort → again the Indians attack the the group

	<ul style="list-style-type: none"> → is is a very interesting movie → the the: pho...photography of the movie is very beautiful → I think the the film was shot in South Carolina → I I made a research about the movie → the: the falls and the woods → the songs of the mo...the the movie are very beautiful → eh you can you can enter in the movie → the movie is very has a lot of a lot of violence → the the movie is very: → but but on the other hand → you feel angry against the the English → you feel you you → and the I think the I think this is the main the main parts of the movie → when I has can can → I watch again and again and again
<i>Error repair</i>	→ they saved her and his sister her sister
<i>Appropriacy repair</i>	<ul style="list-style-type: none"> → the most of them eh who who could eh couldn't pay for a a place → and this the story talk about → is the (inaudible) is a a man → they talk with the (.) that eh Indian language → you can (.) you feel angry against the Indians → I think the I think this is the main the main parts of the movie
<i>Different repair</i>	<ul style="list-style-type: none"> → there ar... the movie ah talks about → you feel you you like you want to know what will happen
<i>Rephrasing repair</i>	<ul style="list-style-type: none"> → some the most of them → Cora is a a daughter of a general English general → the the the general the Cora's father → when I have the chance to see I to watch

PARTICIPANT 9	
Communication Strategy	Excerpts from the dialog
<i>Message reduction</i>	→ the princess from the... his princess in the case
<i>Approximation</i>	<ul style="list-style-type: none"> → it's a drawing → they are all animals of of (.) some drawing
<i>Complete omission</i>	→ she has to kiss uhm (--) true love
<i>Restructuring</i>	→ he: and his swamp is (.) come a lot of uhm eh people come to: his swamp
<i>Transfer</i>	<ul style="list-style-type: none"> → all for him again → the king he doesn't like the ogre
<i>Grammatical Reduction</i>	<ul style="list-style-type: none"> → there are animals that comes → so he accept the deal
<i>Phonological Substitution (use of similar-sounding words)</i>	→ we had last uh few years ago
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.) and (..)
<i>Umming and erring</i>	<ul style="list-style-type: none"> → (.) come a lot of uhm eh people come to: his swamp → we had last uh few years ago → she has to kiss uhm (--) true love
<i>Lengthening a sound</i>	<ul style="list-style-type: none"> → an:d the name of the movie → he: he lives in a swamp → he: and his swamp → people come to: his swamp → one of the: the the animals → they: they start living there → he: goes to the to the king → if he: rescues the prin... → without without any: any: animals living there → when: gets dark → he: he rescues her → and she: and he: falls in love with her

	<ul style="list-style-type: none"> → an:d for her to be: human → he: when he rescues her → they prepare a lot of things to: to get her back
<i>Self-repetitions</i>	<ul style="list-style-type: none"> → he: he lives in a swamp → one of the: the the animals → they: they start living there → they are all animals of of (.) some drawing → Shrek doesn't doesn't want them to live there → he: goes to the to the king → if he: if he rescues her → all all for him → without without any: any: animals living there → he goes with one of the one of the animals → to the castle of the the princess → he doesn't know that she's she's → he: he rescues her → they prepare a lot of things to: to get her back → not to allow her to to to marry the king → he he does doesn't want to (.) he doesn't want the ogre → to get her his (.) his woman → he he saves her → and I I she turns into an ogre
<i>Error repair</i>	<ul style="list-style-type: none"> → he wants to marry hi... her → he he does doesn't want to → to get her his (.) his woman
<i>Appropriacy repair</i>	<ul style="list-style-type: none"> → if he: rescues the prin...we...the princess → he goes to this to the castle → and she: and he: falls in love with he → and I I she turns into an ogre
<i>Different repair</i>	<ul style="list-style-type: none"> → he doesn't know that she's she's when: gets dark
<i>Rephrasing repair</i>	<ul style="list-style-type: none"> → he rescues her he and the duck → he doesn't know that she's an ogre that she turns into an ogre

PARTICIPANT 10	
Communication Strategy	Excerpts from the dialog
<i>Message abandonment</i>	→ it's a cartoon an:d (.) the in the... I'll tell you about this film because I like it
<i>Message replacement</i>	→ he makes a: (.) he needs to to marry
<i>Code-switching</i>	→ then appears her her: fada-madrinha
<i>Approximation</i>	→ give her the the invite
<i>All-purpose-words</i>	→ the dress is is very (.) beautiful and everything
<i>Foreignizing</i>	→ make many things to to get the the the confiance
<i>Grammatical word coinage</i>	→ a: home homecare
<i>Literal translation</i>	→ Cinderella was: in the house
<i>Restructuring</i>	→ the the (.) the king and his son (.) the son of the king needs to: to marriage
<i>Overgeneralization</i>	→ she give ups to go
<i>Transfer</i>	<ul style="list-style-type: none"> → I still like → I liked very much → was a child → the: Cinderella was: in the house
<i>Grammatical Reduction</i>	<ul style="list-style-type: none"> → was a child and her father dies → she keeps with her: (.) step-mother → the three of them starts to make her → he makes a: uh uh a publish in the city → to goes into a: a party in the: in the castle → she invites all the: the girls → Cinderella was: in the house

	<ul style="list-style-type: none"> → her step-mother doesn't wants → she locked Cinderella → the the prince goes at the house and give her the the invite → make many things to to get the the the confiance → the step-mother don't give her the dress → she said to Cinderella → it won't get time to (.) to: get dressed → her sisters and her step-mother goes to the party → everything she need → she just have one condition to go to the party
<i>Phonological Retrieval (tip-of-the-tongue phenomenon)</i>	→ had something to o... offer to him
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.) and (..)
<i>Umming and erring</i>	<ul style="list-style-type: none"> → eh it's a cartoon → I guess that eh every children → eh the f...the film begins eh with with Cinderella → he makes a: uh uh → she knows uhm deeply → uh she: she locked Cinderella → uhm and so → that person eh
<i>Lengthening a sound</i>	<ul style="list-style-type: none"> → I saw: I guess two two months ago → an:d the three of them → a: home homecare → she has to: to clean up all the house → the son of the king needs to: to marriage → he makes a: → he makes a: uh uh → to goes into a: a party in the: in the castle → she invites all the: the girls → nderella probably will: get the the this chance → she: she locked Cinderella → an:d the the prince goes at the house → she: she doesn't know → she she knows that will have the: this party → she: wants to: to go → it won't get time to (.) to: get dressed → then appears her her: fada-madrinha → she: (.) she gives gives her a dress
<i>Lexicalized pauses (fillers)</i>	→ Ok I'll tell about the story of Cinderella
<i>Self-repetitions</i>	<ul style="list-style-type: none"> → I guess two two months ago → the film begins eh with with Cinderella → she has to: to clean up all the house → the the (.) the king → the son of the king needs to: to marriage → he needs to to marry → invite all the the girls that are are rich → to goes into a: a party in the: in the castle → she invites all the: the girls → than her her sisters → that (.) that Cinderella → probably will: get the the this chance of → marriage the prince the prince → she: she locked Cinderella in in a room → the the prince goes at the house → give her the the invite → she: she doesn't know → she she knows that will have the: this party → she: wants to: to go → make many things to to get the the the <i>confiance</i>

	<ul style="list-style-type: none"> → and before and before that she said to Cinderella → she she has to clean → almost almost everything in the house → it won't get time to (.) to: get dressed → she doesn't have have the dress → she she starts to cry → then appears her her: fada-madrinha → she: (.) she gives gives her a dress → she just she he she just has to she just have one condition to go to the party → she has to (.) has she has to get at home at midnight → the dress is is very (.) beautiful and everything
<i>Error repair</i>	<ul style="list-style-type: none"> → every children like likes cartoon → everyone saw sees her
<i>Appropriacy repair</i>	<ul style="list-style-type: none"> → Cinderella probably will: get the the this chance → she knows that will have the: this party → so the her sisters
<i>Different repair</i>	→ so she and before and before that she said to Cinderella
<i>Rephrasing repair</i>	→ but she but the step-mother don't give her the dress

PARTICIPANT 11	
Communication Strategy	Excerpts from the dialog
<i>Message abandonment</i>	<ul style="list-style-type: none"> → it's a good film because they:... uh that I I most I like most was the: → it's very: (.) very... (.) yes it's about this
<i>Message reduction</i>	→ they couldn't do it on... and they were no...were not prepared to
<i>Code-switching</i>	<ul style="list-style-type: none"> → when they have a problem and ou have to: (.) a a war → had a: radiations rad...radi... (.) radiação radiation
<i>Approximation</i>	→ the captain they are very very: (.) s... strong (--) not the right word
<i>Complete omission</i>	→ (--) not the right word
<i>Foreignizing</i>	→ they had to: to to: recupare this this part of the submarine
<i>Restructuring</i>	<ul style="list-style-type: none"> → it's a very new kind on and a very uh the mo... the most uh: important submarine → they are not prepared to: (.) to: to to have a a... when they have a problem and ou have to: (.) a a war
<i>Overgeneralization</i>	<ul style="list-style-type: none"> → The film that I: I (.) will (.) s... uh tell it's about → had a: radiations
<i>Transfer</i>	<ul style="list-style-type: none"> → had a: radiations → I think is that
<i>Grammatical Reduction</i>	<ul style="list-style-type: none"> → they have to make uh some: test → that that they they they have now → they have to test → eh the the coman... the comand are ok → when they start the: the exercise → there are some problems → the: soldiers that eh: that eh (.) work in the submarine → they are not prepared to: (.) to: to to have a a... when they have a problem and ou have to: (.) a a war → then then they are not prepared → they make some exercise → they: they are very confuse → they can't do it very well then: make a lot of (.) wrong uh: exercise → they really don't know what to do → the captain they are very very: (.) s...strong → they are (.) uh they have they they alw...always have to do more and more exercises → they had a problem with the: submarine that a a a thing is gonna eh eh went wrong → that affect the submarine → an:d involve too: uh Americ...

	<ul style="list-style-type: none"> → the the submarine were Russian → they have to part...participate for a from a: American (.) war → the people who work in this repaired → they couldn't go continue → it's a good film because they: → that I I most I like most → the people who work in the in the submarine
<i>Phonological Retrieval</i>	<ul style="list-style-type: none"> → the mo... the most uh: important submarine → eh the the comman... the commands are ok → the captain they are very very: (.) s...strong → they alw...always have to do more and more exercises → had a: radiations rad...radi... (.) radiação radiation → they have to part...participate for a from a: American (.) war
<i>Unfilled pauses</i>	<ul style="list-style-type: none"> → All utterances in the transcriptions marked with (.) and (..)
<i>Umming and erring</i>	<ul style="list-style-type: none"> → The film that I: I (.) will (.) s... uh tell it's about → I saw: this eh last weekend → an:d it was about uh uhm: a Russian submarine → uh some: test about this new submarine → uh the mo... the most uh: important submarine → eh the the coman... the comand are ok → the: soldiers that eh: that eh (.) work in the submarine → uh in the water → then: make a lot of (.) wrong uh: exercise → they are (.) uh they have → eh eh went wrong → uh under the: the water → uh: a lot of soldiers died → involve too: uh Americ... eh the the submarine were Russian → an:d uh with all these problems → ehm because the people who work in this repaired → uh: uhm: for an American (.) ship → uh that I I most I like most → the: uh the the uh (.) the people → in the submarine was were very uh...
<i>Lengthening a sound</i>	<ul style="list-style-type: none"> → The film that I: → I saw: this eh last weekend → an:d it was about uh uhm: a Russian submarine → the: (inaudible) an:d they have to make uh some: test about this new submarine → the most uh: important submarine → when they start the: the exercise → the: soldiers that eh: that eh (.) work in the submarine → they are not prepared to: (.) to: to to have a a → have to: (.) a a war → they: they are very confuse → then: make a lot of (.) wrong uh: exercise → the: the the captain → they are very very: (.) s...strong → to prepare the the: the people the soldiers → they had a problem with the: submarine → had a: radiations → they had to: to to: <i>recupare</i> this this part of the submarine → uh under the: the water → uh: a lot of soldiers died → an:d involve too: uh Americ... → from a: American (.) war → an:d uh with all these problems → with the: with the: the test an:d they asked for help → uh: uhm: for an American (.) ship → an:d they they were saved after some some days

	<ul style="list-style-type: none"> → it's a good film because they: → the: uh the the uh (.) the people → it was a: (.) a good thing → it's very: (.) very...
<i>Self-repetitions</i>	<ul style="list-style-type: none"> → The film that I: I (.) will → about a a submarine → that that they they they have now → when they start the: the exercise → they are not prepared to: (.) to: to to have a a → have to: (.) a a war → then then they are not prepared to to do this → they: they are very confuse → they they really don't know what to do → the: the the captain → the captain they are very very: (.) s...strong → to prepare the the: the people the soldiers → a a a thing is gonna eh eh went wrong → they had to: to to: recupare this this part of the submarine → uh under the: the water → they they couldn't do it → after the the (.) the the repair they they did → eh the the submarine were Russian → with the: with the: the test → an:d they asked for help (.) they asked for help → they they were saved → after some some days → uh that I I most I like most → the: uh the the uh (.) the people → the people who work in the in the submarine → it was a: (.) a good thing → they they helped each other → it's very: (.) very... → I liked I liked it very much
<i>Error repair</i>	<ul style="list-style-type: none"> → they have a they had a problem → a a a thing is gonna eh eh went wrong → they have they had to: to to: recupare this this part of the submarine → they have to part...participate for a from a: American (.) war → the people who work in the in the submarine was were very uh (.)
<i>Appropriacy repair</i>	<ul style="list-style-type: none"> → the soldiers were (.) dying with the this radiations
<i>Different repair</i>	<ul style="list-style-type: none"> → involve too: uh Americ... eh the the submarine were Russian and involved a American peoples too → the people who work in the in the submarine was were very uh... (.) they helped each other very much
<i>Rephrasing repair</i>	<ul style="list-style-type: none"> → to prepare the the: the people the soldiers

PARTICIPANT 18	
Communication Strategy	Excerpts from the dialog
<i>Approximation</i>	<ul style="list-style-type: none"> → a little a little (.) like a journal
<i>All-purpose-words</i>	<ul style="list-style-type: none"> → and (laughs) and to do things like that → or something like that → how they they search on stuff to tell the people
<i>Complete omission</i>	<ul style="list-style-type: none"> → that movie was really it was a good a really good (→)
<i>Transfer</i>	<ul style="list-style-type: none"> → is is a a fiction movie → I liked
<i>Grammatical Reduction</i>	<ul style="list-style-type: none"> → and (laughs) and to do things like that → what's the story about is going to finish → the way that they put it on the on the the images → I wouldn't wouldn't expect what happen in the end → you just know what what's the film about

	<ul style="list-style-type: none"> → what's really happened → all the things that happen has been uh has has been happening → another movie that I see that I liked very much was → it likes it likes makes you go to the the time that the movie was happening → they run it in 1888 → I got really impressed to the film
<i>Phonological Retrieval (tip-of-the-tongue phenomenon)</i>	→ I really liked because u... usually
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.) and (..)
<i>Umming and erring</i>	<ul style="list-style-type: none"> → Eh I'm gonna tell about → the movie called ah The Sixth... ah → uh the way that they put it → all the things that happen has been uh → eh (laughs) uh (laughs) → a different thing that uh they did → uh: well another movie I liked was uhm
<i>Lengthening a sound</i>	<ul style="list-style-type: none"> → to: to see dead people → uh: well another movie → and: (laughs) ok (?)
<i>Lexicalized pauses (fillers)</i>	<ul style="list-style-type: none"> → eh (laughs) uh (laughs) well → well another movie
<i>Self-repetitions</i>	<ul style="list-style-type: none"> → is is a a fiction movie → to: to see dead people → and (laughs) and to do things like that → you can you can see → on the on the the images → how they they search on stuff to tell the people → you couldn't couldn't imagine → how how it would end → I wouldn't wouldn't expect what happen in the end → has has been happening → it was a long a long movie → the the the facts were → very very good → to to give the people → a little a little (.) like a journal → in the in the beginning of the session → it likes it likes makes you go to → the the time that the movie was happening → I don't I don't remember the name → I I can't remember the name → I I saw in Portuguese → (.) when I was I was young → with with Sharon → (laughs) she she
<i>Error repair</i>	<ul style="list-style-type: none"> → all the things that happen has been uh has has been happening → almost cann...could not tell
<i>Appropriacy repair</i>	<ul style="list-style-type: none"> → you won't you couldn't couldn't imagine → that movie was is a good movie
<i>Rephrasing repair</i>	→ that movie was really it was a good a really good (--)

PARTICIPANT 19	
Communication Strategy	Excerpts from the dialog
<i>Message reduction</i>	<ul style="list-style-type: none"> → they are coming for Earth because his plan...eh their planets eh:... → they they use everything that they can they could → but this just ah... (.) they they know that they don't like water
<i>Approximation</i>	<ul style="list-style-type: none"> → that's is: eh starting (.) to: to show → eh a long time ago eh his wife dead

<i>Complete omission</i>	<ul style="list-style-type: none"> → an:d this: (--) a <i>suspense</i> film → the: scientists and the the: people try to (.) (--) what is it → they are moving to to get (--) example food and something like this
<i>Foreignizing</i>	→ an:d this: (--) a <i>suspense</i> film
<i>Restructuring</i>	→ his house is is: (.) eh is... like somebody eh: get in the house of (.) Mel Gibson
<i>Overgeneralization</i>	<ul style="list-style-type: none"> → that's is: eh starting → you can't imagine what is what is it → the: scientists and the the: people try to (.) (--) what is it → they are talking about these facts that is: nobody knows what is it
<i>Transfer</i>	<ul style="list-style-type: none"> → is Signs → the most famous is the Mel Gibson → you can't imagine what is what is it
<i>Grammatical Reduction</i>	<ul style="list-style-type: none"> → Eh the movie that I'm gonna tell about it is: a kind of a fiction → there is the the actor the most famous is the Mel Gibson → that's is: eh starting → you are in Monday → things that really strange start happening → somebody eh: get in the house of (.) Mel Gibson and and take a look around and after disappear and the anybody knows → they are eh alone in his house → some eh kind of man that is just for disturbing → his wife dead with a: car crash → a guy which was driving → he lose eh his faith and stop stop going to church and anything like this → after the the strange things that (.) happen in the his farm they discover → some kind of eh: alien that are in... invading → the signs that was in his farm is just → we can see that that circles and a lot of signals for eh: for a sky → so they can navigate → they are coming for Earth → they use everything that they can they could → they are moving → one of the farms that happen was the Mel Gibson farms → so: and they discover that the aliens eh don't like water → eh they don't know why → they they know that they don't like water → eh they don't like water → the house of the guy that kill her wife → he goes there and see the alien
<i>Phonological Retrieval</i>	<ul style="list-style-type: none"> → two chi... children → some kind of eh: alien that are in... invading → the si...the signs
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.) and (..)
<i>Umiming and erring</i>	<ul style="list-style-type: none"> → Eh the movie that I'm gonna tell → the films starts (.) with eh: some kind of pictures → eh: in a farm → that's is: eh starting → you: it a...uh (.) eh like you are in a: → like eh (.) like ah circles → and this: ah eh: happens → so: (.) and different eh: (.) things → eh his house is is: (.) eh → eh: get in the house of (.) Mel Gibson → so: eh after some days → eh: eh in the: in the TV → they are eh alone → they think that is some eh some eh kind of man → eh a long time ago eh his wife dead → killed her eh his wife

	<ul style="list-style-type: none"> → he lose eh his faith → some kind of eh: alien → eh for: navigation → eh: for a sky → abou... eh above → because his plan... eh their planets → eh: they they → the aliens eh don't like water → eh they don't know why → this just ah... → the the guy that killed her eh his wife → eh they don't like water
<i>Lengthening a sound</i>	<ul style="list-style-type: none"> → and this: (--) a suspense film → eh: some kind of pictures → eh: in a farm → that's is: eh starting (.) to: to show → you: it a...uh (.) eh like you are in a: → and: (.) and this: ah eh: happens → the: scientists and the the: people → so: (.) and different eh: (.) things → his house is is: (.) eh is... like somebody eh: get in the house of (.) Mel Gibson → so: eh after some days → eh: eh in the: in the TV → they are talking about these facts that is: nobody knows what is it → so: his family → his: brother → they are: they are eh alone → they: they think that is some eh some eh kind of man → his wife dead with a: car crash → and and: a guy → he: after that he (.) he lose eh his faith → and: (.) some some days after → some kind of eh: alien → eh for: navigation through: for: for example → eh: for a sky → eh: they they → and: and one of the farms → so: and they discover
<i>Self-repetitions</i>	<ul style="list-style-type: none"> → there is the the actor → and: (.) and this: ah eh: happens → the: scientists and the the: people → eh his house is is: (.) eh → and and take a look around → eh: eh in the: in the TV → they are: they are eh alone → they: they think that is → some eh some eh kind of man → and and: a guy → slept in the in the car → he (.) he lose eh his faith and → stop stop going to church → some some days after → the the strange things → for: for example we can see → hat that circles → eh: they they → they are moving to to get → and: and one of the farms → they they know that they don't like water

	→ the the guy that killed → one of the aliens was in in his house
<i>Error repair</i>	→ killed her eh his wife → abou... eh above → because his plan...eh their planets → they use everything that they can they could → the the guy that killed her eh his wife → he goes he went to a lake
<i>Appropriacy repair</i>	→ and Tuesday and Thursday sorry and Thursday → and the (.) and they are trying to explain → the his family
<i>Different repair</i>	→ you: it a...uh (.) eh like you are in a: I wanna tell with an example → they are talking about these facts that is: nobody knows what is it → for: navigation through:... for: for example we can see that that circles
<i>Rephrasing repair</i>	→ disturbing them the his family

PARTICIPANT 20	
Communication Strategy	Excerpts from the dialog
<i>Message abandonment</i>	→ and when the... (.) then he finds the the guy
<i>Code-switching</i>	→ it (.) becomes more (.) assustado → with eh pieces of (.) madeira
<i>Foreignizing</i>	→ is about (.) eh ETs extraterrestres
<i>Transfer</i>	→ is about eh Ets → has the same (.) same thing happen → it has a total history → people going crazy
<i>Grammatical Reduction</i>	→ the movie that I will tell is: the one → a (.) father that (.) lose his religion when her wife dies in a strange accident → one day he was sleeping and (.) he wake up with some noise → he go to the her (.) brother house → both goes around the (.) the field → s:oon eh he see at the television → has the same (.) same thing happen → finally the ETs ha...eh goes there → it shows some (.) invasions around the world that have see the Ets → then the father (.) he go to get eh but is losing her religion → who killed her (.) her wife → the guy said the it has to help happen → he: crash in in her → the ETs eh going to (.) attack her he → they (.) close her windows and doors
<i>Phonological (mumbling) Reduction</i>	→ in other par... eh parts of the world
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.) and (..)
<i>Umiming and erring</i>	→ The fi... eh the movie → is about eh Ets → uh the field has some (.) eh the format of (.) signs → s:oon eh he see at the television → in other par... eh parts of the world → finally the ETs ha... eh goes there → he crashed right eh → the ETs eh going to (.) attack her he → with eh pieces of (.) madeira
<i>Lengthening a sound</i>	→ the movie that I will tell is: → I s:aw last week → in his: plantation → s:oon eh he see at the television

	→ he: crash in in her
<i>Self-repetitions</i>	→ both goes around the (.) the field → see strange (.) strange things → on the (.) on the field itself → has the same (.) same thing happen → and (.) and then the father → he finds the the guy who was driving the (.) the car who killed her (.) her wife → he's driving in a in a road → he: crash in in her → with (..) with (.) with eh pieces of (.) madeira
<i>Error repair</i>	→ the guy said the it has to help happen → he goes to her house his house
<i>Appropriacy repair</i>	→ finally the ETs ha...eh goes there
<i>Different repair</i>	→ uh the field has some (.) eh the format of (.) signs → it become to (.) the world become (.) frightened

PARTICIPANT 21	
Communication Strategy	Excerpts from the dialog
<i>Message abandonment</i>	→ who had had a great... (.) how can I say (?) it's a (.) top-seller movie
<i>Overgeneralization</i>	→ which I I like it → Sean Conery it's is a (.) a writer
<i>Transfer</i>	→ like most of movies
<i>Grammatical Reduction</i>	→ it's about two pe...two (.) people lives story → what bring me in my memory → in the end both of them gets (.) what they mean to → which is very well written and shoot → I guess I talk a lot
<i>Phonological (mumbling) Reduction</i>	→ it's about two pe... two (.) people lives → it has some thin... some things to do with my life
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.) and (..)
<i>Umiming and erring</i>	→ Ah (.) I'll start talking → it's a (.) top-seller movie eh book with ah one of the best ever written books
<i>Lengthening a sound</i>	→ I: can tell → he starts to: get a life again
<i>Lexicalized pauses (fillers)</i>	→ well (.) it's five minutes talking about the movie
<i>Self-repetitions</i>	→ which I I already said → which I I like it → what what bring me in my memory → Sean Conery it's is a (.) a writer → come come comes out of his apartment → it's (.) very very (.) personal → Sean Conery is also a great (.) a great actor → I I suppose this is one of his best movies
<i>Appropriacy repair</i>	→ it's a (.) top-seller movie eh book → and never comes back come come comes out of his apartment

PARTICIPANT 30	
Communication Strategy	Excerpts from the dialog
<i>Approximation</i>	→ she went to: to nuns
<i>Foreignizing</i>	→ she stayed inconscious
<i>Restructuring</i>	→ she was a: she get a little uh: she was a kind of crazy
<i>Transfer</i>	→ she stayed inconscious
<i>Grammatical Reduction</i>	→ about a: a girl that live → she fell down in a faint

	<ul style="list-style-type: none"> → she: continue with this faint → who was going married → that try to help her → she c... she begin → tha:t tells her → there was many adepts to her that stay in her house → eh: it was not prove → so: it goes on and: → who: follow her who follow her → eh: (.) but I like the story very much because he tell us → our films were a bit uh ah only talk about bad things → and: and at the end the the girl she was a: she get a little → she trusts it so much → that to be cared by nuns
<i>Phonological Retrieval</i>	→ when she w... when she woke up woke up
<i>Phonological Reduction (mumbling)</i>	→ she: she c... she begin
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.) and (..)
<i>Umiming and erring</i>	<ul style="list-style-type: none"> → Eh some days ago → ah: it's a history → eh here in Brazil → eh she had problems → she (.) eh: she stayed inconscient → uh her mother thought → uh: to let them know → eh to explain the the word of God → she begin to uh she began → eh: she helped people → eh: it was not prove → eh: eh: catholic eh people → eh he tells us → they were eh German (.) immigrants → eh it tells the story about that colony → uh ah only talk about bad things → uh: she was a kind of crazy → uh: (.) I think she got crazy
<i>Lengthening a sound</i>	<ul style="list-style-type: none"> → ah: it's a history → about a: a girl → in the: in a in a small city → it's a a: Brazilian film → and: the girl → she: she fell down → she (.) eh: she stayed inconscient → and: when she was teenager → and: she: she: → and: when a: a friend of her → and: after → an:d after a time → she met a: (.) a man → and sh... an:d one day she: she was unconscient again → she: she c... she begin → and: she had a vision → tha:t tells her that she had to: to continue the: what the bible says → she had to to: explain → uh: to let them know → and: she begin → an:d after a time there was many adapts to her → and: she was very religious → eh: she helped people → she: she had done a miracle

	<ul style="list-style-type: none"> → eh: it was not prove → so: it goes on and: → eh: eh: catholic eh people → who: follow her → they: killed some people there → eh: (.) but I like the story very much → and: eh it tells the story about that colony → and they: culture (.) and their culture → and: it's... → and: I like this improvement in national films → and: and at the end the the girl she was a: → uh: she was a kind of crazy → she: she was so: → uh: (.) I think she got crazy → she went to: to nuns → to a catholic a: church → and: but she returned to her city after
<i>Self-repetitions</i>	<ul style="list-style-type: none"> → about a: a girl → in the: in a in a small city → it's a a: Brazilian film → she: she fell down → when a: a friend of her → she met a: (.) a man → she: she was unconscious again → when she w...when she woke up woke up she: she → she had to: to continue → she had to to: explain → to explain the the word of God → she: she had done a miracle → she began to act like like Jesus Christ → it began like a a war → who: follow her who follow her → it it tells her → about a a the history of that people → I I liked it → and: and at the end the the girl → I I think → she: she was so: → she went to: to nuns
<i>Error repair</i>	<ul style="list-style-type: none"> → she begin to uh she began → because he tell us he it it tells her eh he tells us → and they: culture (.) and their culture
<i>Appropriacy repair</i>	<ul style="list-style-type: none"> → in the: in a in a small city → about a a the history of that people
<i>Different repair</i>	<ul style="list-style-type: none"> → and sh... an:d one day she: she was unconscious again → tha:t tells her that she had to: to continue the: what the bible says → and: it's... I like this kind of film → our films were a bit uh ah only talk about bad things → she: she was so: (.) how can I say (?) (.) she trusts it so much
<i>Rephrasing repair</i>	<ul style="list-style-type: none"> → she loved the guy who was marrying who was going married → she went to: to nuns to a catholic a: church

Communication Strategies employed by Advanced speakers in Session III

PARTICIPANT 7	
Communication Strategy	Excerpts from the dialog
<i>Approximation</i>	→ they find a cow → the cow look at him → with a lot of (.) fishes → the fishes uh seem seem (.) seem very: angry
<i>Literal translation</i>	→ they stay ok
<i>Restructuring</i>	→ they were uhm (.) uhm a trave...uh p...(.) how can I say (?) they were doing a travel
<i>Indirect Appeal</i>	→ I don't know the name (laughs) the name of the cow
<i>Overgeneralization</i>	→ they were doing a travel
<i>Transfer</i>	→ an:d seems like this
<i>Grammatical Reduction</i>	→ about Chico Bento and her (.) girlfriend → Chico Bento and Anita they were → they they decide to: (.) to pull in a fence a fence → suddenly they find a cow → the cow look at him uh: and try to: to: to hit them → he he: he throw he throw it uh to another (.) place → he took his teeth on the: floor → and pick a: little fruit a fruit → a lot of bees come → not to be: not to be: uhm (.) not to be: (.) to not to not the bees didn't attack him → they uh jump in the: water → they try to to: to bite him → they stay ok → the father of uh Anita appears → an:d uhm went with her out → some: some: animal or some fish try to: to catch them
<i>Phonological Substitution (use of similar-sounding words)</i>	→ they they decide to: (.) to pull
<i>Phonological Reduction (mumbling)</i>	→ very: angry hu... angry and hungry → they: began to: to discuss to a... to argue
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.) and (..)
<i>Umming and erring</i>	→ I'll call her eh (.) Anita → they were uhm (.) uhm a trave... uh p... → uh: and try to: to: to hit them → suddenly uh ki... uh: hit Chico Bento → he throw it uh to another (.) place → they had to: uh: to run out → they uh jump in the: water → the fishes uh seem seem (.) seem very: angry → uhm (.) they in the end → the father of uh Anita → an:d uhm went with her out
<i>Lengthening a sound</i>	→ they they decide to: (.) to pull → uh: and → try to: to: to hit them → uh: hit Chico Bento → he took his teeth on the: floor → an:d (.) uh: he's ok → uh: after this he decided to: (.) to: (.) to: (.) to climb a tree → and pick a: little fruit a fruit → they had to: uh: to run out an:d to survive → not to be: not to be: uhm (.) not to be: → they uh jump in the: water → the fishes uh seem seem (.) seem very: angry → they try to to: to bite him

	<ul style="list-style-type: none"> → they: began to: to discuss to a...to argue → an:d seems like this → an:d uhm went with her out → some: some: animal or some fish try to: to catch them
<i>Lexicalized pauses (fillers)</i>	→ Ok what I can see
<i>Self-repetitions</i>	<ul style="list-style-type: none"> → they decide to: (.) to pull in a fence a fence → he went (.) he he: he throw he throw it uh to another (.) place → he decided to: (.) to: (.) to: (.) to climb a tree → not to be: not to be: uhm (.) not to be: (.) to not to not the bees didn't attack him → the fishes uh seem seem (.) seem very: angry → they try to to: to bite him → they they had to escape again → they they be...they stay → suddenly the friend the the father → some: some: animal or some fish try to: to catch them
<i>Error repair</i>	→ suddenly uh ki... uh: hit Chico Bento
<i>Appropriacy repair</i>	<ul style="list-style-type: none"> → they they be...they stay → suddenly the friend the the father → but only when it when some:
<i>Rephrasing repair</i>	→ he took his teeth on the: floor on the ground

PARTICIPANT 8	
Communication Strategy	Excerpts from the dialog
<i>Message reduction</i>	→ in that lake unf... again the there are a lot of piranhas
<i>Code-switching</i>	<ul style="list-style-type: none"> → I don't know the name uma colméia full of bees → there are a lot of piranhas → the the piranhas was very angry
<i>Complete omission</i>	<ul style="list-style-type: none"> → Chico Bento took her for a walk for a: (--) and they they jumped the fence → <i>we went to a (--) we jump a fence and find a bull</i>
<i>Literal translation</i>	→ eh having lucky
<i>Restructuring</i>	→ he: jump in a lake (.) to: to so the the bees can couldn't eh find him they
<i>Indirect Appeal</i>	→ eh (.) receive a xa... I don't know how to describe that
<i>Overgeneralization</i>	<ul style="list-style-type: none"> → she aren't eh having lucky → "let's stay here to is more safe"
<i>Transfer</i>	→ the: Rosinha's father
<i>Grammatical Reduction</i>	<ul style="list-style-type: none"> → Chico Bento and Rosinha they were → she he get hurt → Chico Bento and (.) decide to: (.) to (.) to go eh in a tree → she aren't eh having lucky → the bees start to: to fly → he takes Rosinha → he: jump in a lake → the the bees can couldn't eh find him they → the the piranhas was very angry → Chico Bento: sh... (laughs) she almost → <i>we went to a (--) we jump a fence and find a bull</i> → <i>we find a lot of bees and we jump the lake and we find a lot of piranhas</i> → Chico Bento have a idea → "let's stay here to is more safe" → the piranhas was very angry
<i>Phonological Retrieval (tip-of-the-tongue phenomenon)</i>	<ul style="list-style-type: none"> → that I think Chi...Chico Bento → in his direc... his direction → Chico Bento: sh... (laughs) she almost → Rosinha let's stay ju...just here
<i>Phonological Reduction</i>	→ eh (.) receive a xa... I don't know how to describe that

<i>(mumbling)</i>	→ in that lake unf... again the there are a lot of piranhas
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.) and (..)
<i>Umning and erring</i>	→ Ok then: eh → there eh was a a bull → Chico Bento eh : receive a: (.) a → eh (.) receive a xa... → eh in a tree → eh he found a: a: → she aren't eh having lucky → the the bees can couldn't eh find him they → she almost eh : fly again → Chico Bento became very (.) eh (.) sad
<i>Lengthening a sound</i>	→ Ok then : eh → Chico Bento eh : receive a : (.) a → Chico Bento and (.) decide to : (.) to (.) to go → eh he found a : a : → she : she : (laughs) she aren't eh having lucky → the bees start to : to fly → he : jump in a lake (.) to : to → Chico Bento : sh... (laughs) she almost eh : fly again to : to : get out from the the lake → Rosinha at this time she she was very angry : → I think : → they : they start to hug → the : Rosinha's father
<i>Lexicalized pauses (fillers) 1</i>	→ Ok then: eh
<i>Self-repetitions</i>	→ they they jumped the fence → I I think to catch some flowers → in that in that place → there eh was a a bull → Chico Bento eh: receive a : (.) a → and (.) and after that → Chico Bento and (.) decide to : (.) to (.) to go → she : she : (laughs) she aren't eh having lucky → the bees start to : to fly → to : to so → the the bees can couldn't eh find him they → in in that lake → and they (laughs) and the the piranhas was very angry → she almost eh: fly again to : to : get out → from the the lake → to to protect → Rosinha at this time she she was very angry: → the best the best idea → they : they start to hug
<i>Error repair</i>	→ the bull hit he hit him → he: jump in a lake (.) to: to so the the bees can couldn't eh find him they → to protect the he... himself
<i>Appropriacy repair</i>	→ she he get hurt → but there in the in that tree
<i>Rephrasing repair</i>	→ and they (laughs) and the the piranhas was very angry

PARTICIPANT 9	
Communication Strategy	Excerpts from the dialog
<i>Approximation</i>	→ there were: fishes bad fishes
<i>Direct appeal</i>	→ what is this (?)
<i>Indirect appeal</i>	→ I don't know the name (laughs)
<i>Transfer</i>	→ Chico Bento (.) he : he decided to:

<i>Grammatical Reduction</i>	<ul style="list-style-type: none"> → he wanted to: to have some (.) to have a moment (.) different with her → to see if they could find something to do different → Chico Bento fall down → they fallen on a on a river → they had to jump on the river → there were: fishes bad fishes (laughs) on the river → they got up the river
<i>Phonological Retrieval</i>	<ul style="list-style-type: none"> → the bees started to atta...attack them → he: invited her to: go to his ho... to his house
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.) and (..)
<i>Umming and erring</i>	→ Eh once (.) Chico Bento
<i>Lengthening a sound</i>	<ul style="list-style-type: none"> → he wanted to: to have some → he: (.) he said to her → he saw: (.) he saw: some flowers insi:de → when: when they entered the place the: the animal started to: to attack them → they: they thought → an:d Chico Bento fall down → he: he decided to: (.) go up in a: in a tree → some: some fruits → he: jumped on the tree → there was: a lot of bees → an:d to to escape from the bees → there were: fishes bad fishes → only: they only did bad things → he: invited her to: go to his ho...to his house
<i>Self-repetitions</i>	<ul style="list-style-type: none"> → he wanted to: to have some → he: (.) he said to her → inside inside a place → where where were → he went inside that place to to pick the flowers → when: when they entered the place → the: the animal started → to: to attack them → they: they thought → they didn't know what what to do → go up in a: in a tree → some: some fruits → they fallen on a on a river → to to escape from the bees → they they had to jump on the river → from the animals that attacked them them
<i>Appropriacy repair</i>	<ul style="list-style-type: none"> → he wanted to: to have some (.) to have a moment (.) different with her → they were they could be safe
<i>Rephrasing repair</i>	→ they start the bees started

PARTICIPANT 10	
Communication Strategy	Excerpts from the dialog
<i>Code-switching</i>	<ul style="list-style-type: none"> → É o : Chico Bento → shows amount of (.) piranhas
<i>Approximation</i>	→ show a (.) cow a cow
<i>Foreignizing</i>	→ in the middle of one camp
<i>Literal translation</i>	→ when he was picking the flowers happen that
<i>Circumlocution</i>	<ul style="list-style-type: none"> → show a (.) cow a cow I guess no the: (.) husband of the cow → the: (.) husband of the cow
<i>Transfer</i>	<ul style="list-style-type: none"> → has a: (.) amount of bees → she: stay hap... stay happy again → the the Antonieta's father

<i>Grammatical Reduction</i>	<ul style="list-style-type: none"> → in the middle of one <i>camp</i> → when he was picking the flowers happen that → uh show a (.) cow a cow → the: (.) husband of the cow eh: sh...she kicked in the ass of Chico Bento → he falls in the ground → Antonieta go go and uh talk to him → he decided to pick a: apple → when he: jump in the: in the tree → has a: (.) amount of bees that start to: to fly → then he jump with with Antonieta → an:d shows amount of (.) piranhas → Chico Bento (laughs) get out of the water and (.) gets a with with Antonieta → she: she: be mad with with him → then she has and then he has an idea an:d talk an:d say something to her → when they are (.) in love → Antonieta's father appear → she goes went out of her house and didn't say nothing to them → he: he takes her and go home and then Chico Bento stay: stay very sad
<i>Phonological Reduction (mumbling)</i>	<ul style="list-style-type: none"> → they were in a mee... in a meeting → she: stay hap... stay happy again
<i>Unfilled pauses</i>	<ul style="list-style-type: none"> → All utterances in the transcriptions marked with (.) and (..)
<i>Umming and erring</i>	<ul style="list-style-type: none"> → I will: (.) tell a name for her uh: Antonieta → they were eh boyfriend and girlfriend → Chico Bento eh: uh: decided to: give her a present → uh it was ah: some flowers → uh show a (.) cow a cow → Chico Bento eh was scared as eh: Antonieta → Antonieta go go and uh talk to him uhm nanã
<i>Lengthening a sound</i>	<ul style="list-style-type: none"> → É o: Chico Bento → an:d I will: (.) tell a name for her uh: Antonieta → then: Chico Bento eh: uh: decided to: give her a present → uh it was ah: some flowers → some flowers that she: that he (.) → the: (.) husband of the cow → as eh: Antonieta → the: (.) husband of the cow eh: → he decided to pick a: apple → when he: jump in the: in the tree → has a: (.) amount of bees that start to: to fly → an:d shows amount of (.) piranhas → she: she: be mad with with him because he doesn't do anything right → an:d talk an:d say something to her → she: stay hap...stay happy again → she: went → then he: he takes her
<i>Lexicalized pauses (fillers)</i>	<ul style="list-style-type: none"> → Antonieta go go and uh talk to him uhm nana → having a kiss and nanã
<i>Self-repetitions</i>	<ul style="list-style-type: none"> → in the: in the middle of one camp → uh show a (.) cow a cow → when he: jump in the: in the tree → that start to: to fly → after after him → then he jump with with Antonieta → she: she: be mad → with with him → the the Antonieta's father → he: he takes her

<i>Error repair</i>	→ some flowers that she: that he (.) started to keep → and they and then he : he takes her → she goes went out of her house
<i>Appropriacy repair</i>	→ Antonieta was they were → show a (.) cow a cow I guess no the : (.) husband of the cow → then she has and then he has an idea

PARTICIPANT 11	
Communication Strategy	Excerpts from the dialog
<i>Approximation</i>	→ Chico Bento talking about the beautiful (.) of the view → a big (.) uh animal → the animal look very furious → this animal hits him → they find (.) a lot of fish (.) dangerous fish fish that (.) bite them
<i>Indirect Appeal</i>	→ they jumped a... (.) I don't know what's this → they fall at the a: como é que é (?)
<i>Grammatical Reduction</i>	→ the picture shows uh: (.) two guys Rosinha and Chico Bento → suddenly they jumped → Chico Bento: are (.) are (.) catching (?) → a big (.) uh animal came → the animal look very furious to they → Rosinha can jump out this place where they they they were → Chico Bento was not so: so happy → Rosinha was a : running to see if Chico Bento was ok but it was fine → he decide to: → when he was at the tree → he: find a : a lot of bees → attacking they
<i>Phonological Retrieval</i>	→ some flowers to Ros... to Rosinha → the bees are attac...a...ttack a...
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.) and (..)
<i>Umming and erring</i>	→ the picture shows uh : (.) two guys → uh Rosinha Rosinha is sitting → eh she is looking: → an:d (.) uh suddenly → a big (.) uh animal → uh so Rosinha → this animal eh : → uh when they jump → eh bite bite them → they have to eh go out
<i>Lengthening a sound</i>	→ the picture shows uh : (.) two guys → they : are having a funny time → Rosinha is sitting in (.) a : bench → she is looking : → an:d (.) uh suddenly → Chico Bento : are (.) are (.) catching (?) → an:d → suddenly : a big → an:d they are very scared → Chico Bento was not so : so happy → this animal eh : (.) → an:d they fall at the a : → Rosinha was a : → then they decide to : → he decide to: to : → to : to get some fruit → an:d the : → he : find a : a lot of bees

	→ to: escape from the bees
<i>Lexicalized pauses (fillers)</i>	→ Well the picture shows
<i>Self-repetitions</i>	→ Rosinha Rosinha is sitting in (.) a: bench → she is looking: she is looking Chico Bento → they decide to have a a walk → Chico Bento: are (.) are (.) catching (?) → where they they they were → Chico Bento was not so: so happy → he decide to: to: → to: to get some fruit → when when he was at the tree → he: find a: a lot of bees → the bees are attac...a...ttack a:... (.) attacking (?) attacking → they have to run very very fast → eh bite bite them
<i>Error repair</i>	→ they jump in the into a river → when they jump to into the river
<i>Appropriacy repair</i>	→ they are loo...eh she is looking: → around the this beautiful place → they decide to: he decide to:
<i>Own-accuracy checks</i>	→ Chico Bento: are (.) are (.) catching (?) → the bees are attac...a...ttack a:... (.) attacking (?)

PARTICIPANT 18	
Communication Strategy	Excerpts from the dialog
<i>Code-switching</i>	→ they saw some (.) some piranhas
<i>Approximation</i>	→ the the the fishes
<i>Complete omission</i>	→ he has he had (--) idea
<i>Circumlocution</i>	→ like like a place with water
<i>Indirect Appeal</i>	→ I don't know the translation
<i>Transfer</i>	→ they stay inside of the water
<i>Grammatical Reduction</i>	→ uhm they were in a in a outside → she was like really impressed of him → and (.) go to take some flowers → the cow just (.) s:nack him in her bloo... in his blood → she just watched he's he's going through her (.) hand → an:d start to run → then they run → so they stay inside of the water → the the bees go away → have to go away → she almost have trouble with it
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.) and (..)
<i>Umming and erring</i>	→ and uh: Silvia → uhm they were in a in a outside → a really a really uh angry cow → he was like (laughs) uhm flying → he saw uh: a bunch of <i>bees</i> → he got her uh: by her hand again
<i>Lengthening a sound</i>	→ and uh: Silvia → he was: telling a lot of things to her → he was like kind of: liking her → an:d then suddenly → the: the cow → he: finally got to the ground → he saw uh: a bunch of <i>bees</i> → he got her uh: by her hand again → an:d start to run

	<ul style="list-style-type: none"> → they run right through a: (laughs) right through a: → an:d so they stay inside of the water → an:d suddenly
<i>Self-repetitions</i>	<ul style="list-style-type: none"> → they were in a in a outside → suddenly they they (.) they saw a cow → a really a really uh angry cow → he was like really really afraid → the: the cow → he he was like → she just (.) she just watched → he's he's going through her → he got up in a in a (.) fruit tree → they run right through a: (laughs) right through a: → like like a place with water → the the bees go away → they saw some (.) some piranhas → the the the fishes
<i>Error repair</i>	<ul style="list-style-type: none"> → in her bloo...in his blood → he has he had (--) idea
<i>Appropriacy repair</i>	<ul style="list-style-type: none"> → he took her frien...her hand → run through the water run outside the water
<i>Rephrasing repair</i>	<ul style="list-style-type: none"> → because sh... the cow was really big

PARTICIPANT 19	
Communication Strategy	Excerpts from the dialog
<i>Message abandonment</i>	<ul style="list-style-type: none"> → like (.) liked... so (.) there the:re there were
<i>Approximation</i>	<ul style="list-style-type: none"> → they they could pass a wall → jump in a in the water → they they saw some fishes → so...some mad fish
<i>All-purpose-words</i>	<ul style="list-style-type: none"> → they thought about a thing
<i>Complete omission</i>	<ul style="list-style-type: none"> → throw him away (--) the the wall
<i>Literal translation</i>	<ul style="list-style-type: none"> → with (.) eh the weather clean
<i>Overgeneralization</i>	<ul style="list-style-type: none"> → I think that's Chico wants → The two children alones → Luluzinha wants
<i>Transfer</i>	<ul style="list-style-type: none"> → after that they (.) they step the the wall → the the cow kicked the the Chico
<i>Grammatical Reduction</i>	<ul style="list-style-type: none"> → a little little guy that (.) his name is Chico → everything was all right → they thought about a thing → they they could pass a wall → after that they (.) they step the the wall and after that came a → there were the the two children alones → the cow going through them → the the cow kicked the the Chico and throw him away (--) the the wall → Luluzinha wents with he with him → he thought to: to take some fruits → when he was on the top of the tree → he look after to a of (.) a lot of o... a lot of bees → so he took Luluzinha and (.) run away → they they saw some fishes → Luluzinha got very angry with with Chico → he he thought about another idea → when they was when they were → the dad's Luluzinha came to bring her out from from from her from her home → Chico stayed alone
<i>Phonological Retrieval</i>	<ul style="list-style-type: none"> → and res... solve the the problem

<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.) and (..)
<i>Umming and erring</i>	→ eh the weather clean → I think like eh thirty seconds → Chico wants some eh : (.) → I think eh one méter one meter
<i>Lengthening a sound</i>	→ there are two children in the : → after they : they they → so (.) there the:re there were → so : after after some → he : he thought → to : to take some fruits → Chico wants some eh : (.) → but he : → in the the water they : → and : they run away → an:d (.) I think they they talk a little bit → the : the dad's Luluzinha
<i>Self-repetitions</i>	→ in the: in the forests → a little little guy → and a (.) a friend of him → after they: they they → they they could pass a wall → to bring some some flowers → they they thought it was ok → after that they (.) they step → the the wall → like a a mad cow that → is very very angry → so (.) there the:re there were → the the two children alones → so: after after some → the the cow kicked the the Chico → they (.) they talk a little bit → he: he thought → to: to take some fruits → in the in the tree → run away from the from the tree → to: to : get the bees away → from from them → in the the water → they they saw some fishes → Luluzinha got very angry with with Chico → he he thought about another idea → I think they they talk a little bit → and res...solve the the problem → the: the dad's Luluzinha → from from from her from her home
<i>Error repair</i>	→ having fun with the (.) a little little guy → Luluzinha goes with he with him → when they was when they were
<i>Different repair</i>	→ but he: when he was on the top of the tree → in the the water they:... I think eh one méter one meter below
<i>Rephrasing repair</i>	→ jump in a in the water in the lake → when they were in a good having a good fun

PARTICIPANT 20	
Communication Strategy	Excerpts from the dialog
<i>Code-switching</i>	→ he: (.) pulou the fence
<i>Approximation</i>	→ in the river there there are some (.) fishes

<i>Grammatical word coinage</i>	→ another grateful idea
<i>Literal translation</i>	→ touch him in his (.) ass → get an argue
<i>Transfer</i>	→ he and his girlfriend → he tried to pick some (.) fruits (.) for her → much bees → that (.) don't like he → his girlfriend become angry with he
<i>Grammatical Reduction</i>	→ when he get in → a bull a hang angry no (?) furious bull become and (.) touch him in his (.) ass → then he had another grateful idea → he tried to pick some (.) fruits (.) for her → he (.) jump into the tree → he saw some bees → he had to run out with her girlfriend → he had to (.) run out (.) the water → his girlfriend become angry with he → he had another idea → he just talk with her talk romantic things → she become more (.) passionate with he → she left she had to left
<i>Phonological Retrieval (tip-of-the-tongue phenomenon)</i>	→ a bull a hang angry
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.) and (..)
<i>Umiming and erring</i>	→ eh: (.) one day → he eh thinks to give some flowers to her
<i>Lengthening a sound</i>	→ eh: (.) one day → he is: with his girlfriend Rosinha → he: (.) pulou the fence → and he an:d he → to: jump in a (.) in a river
<i>Lexicalized pauses (fillers)</i>	→ Well this is a story
<i>Self-repetitions</i>	→ and he an:d he → to: jump in a (.) in a river → in the river there there are some (.) fishes → and (.) and then she (.) she become
<i>Error repair</i>	→ Chico Bento and her girlfriend (.) his girlfriend → he had another grateful idea great idea → when we when he
<i>Appropriacy repair</i>	→ a bull a hang angry no (?) furious bull

PARTICIPANT 21	
Communication Strategy	Excerpts from the dialog
<i>Message abandonment</i>	→ and a and a: and a... he's asking and she is by him
<i>Code-switching</i>	→ I guess (.) piranhas
<i>Approximation</i>	→ a few bad fish
<i>All-purpose-words</i>	→ sentimental stories about kids and stuff
<i>Complete omission</i>	→ he is trying to seem tough to his new girlfriend (--) walking around
<i>Grammatical word coinage</i>	→ the second (.) was getting up on a tree
<i>Direct appeal</i>	→ he: gets a like a: (.) how can I say the other word (?)
<i>Grammatical Reduction</i>	→ so (laughs) he got a horn → he's asking and she is by him → the second (.) was getting up on a tree → just as quick as he can → they discussed they get an argue → she's fathers
<i>Phonological Retrieval (tip-of-the-</i>	→ an:d he h... he has these few ideas

<i>tongue phenomenon</i>	
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.) and (..)
<i>Umming and erring</i>	→ getting (.) eh trouble with this
<i>Lengthening a sound</i>	→ an:d he is trying → and a and a: and a → an:d he h...he has these few ideas → an:d to get those bees (.) away → an:d (laughs) she's not getting very excited about the situation → he: gets a → like a: → an:d after all → an:d when → an:d I guess → it's a: one of those
<i>Self-repetitions</i>	→ and a and a: and a → he he find
<i>Error repair</i>	→ he's on the river in the river → he find he finds out → get him and her get them
<i>Appropriacy repair</i>	→ his choice is only (.) to fi... swim

PARTICIPANT 30	
Communication Strategy	Excerpts from the dialog
<i>Approximation</i>	→ a neighborhood yard → there were fishes there many fishes
<i>Restructuring</i>	→ the story begin first with a: Chico Bento was telling histories to Rosinha → an:d the: they were: they eat people
<i>Overgeneralization</i>	→ to: pick up some fruits → he: he always keep them in a: such a trouble
<i>Transfer</i>	→ ah he was very angry
<i>Grammatical Reduction</i>	→ Eh: the story begin → bu:t he was stop → he threw himself on the river → he run away from it → Rosinha get very angry → he had a great idea → told her → there was a solution for this problem → they coul:d date eh: there an:d that he liked her very much → she: hug him → her father su... surprise them → he try everything to: to get that day: (.) interesting → everything get wrong
<i>Phonological Retrieval</i>	→ her father su... surprise them
<i>Phonological Substitution (use of similar-sounding words)</i>	→ they try to beat them
<i>Unfilled pauses</i>	→ All utterances in the transcriptions marked with (.) and (..)
<i>Umming and erring</i>	→ Eh: the story begin → ah he was very angry → bu:t there were ah bees
<i>Lengthening a sound</i>	→ Eh: the story begin → in the: (.) in a park → after: they he went → to: (.) to → a: yard → to: pick some flowers

	<ul style="list-style-type: none"> → bu:t he was stop → after: they deci...he decided → to: pick up some fruits → bu:t there were ah bees → an:d (laughs) they also attacked him → he: he threw himself on the river → an:d t → he: → they were: → an:d Rosinha get very angry → all we: want → to do all we: → he: he always keep them → n a: such a trouble → an:d he had a great idea → an:d told her → they coul:d date eh: there an:d → and: (.) → she: hug him → and they were: and her father → an:d they get very frustrated → and: (.) he try everything → to: to get that → day: (.) interesting → and: I don't know what to say anymore
<i>Self-repetitions</i>	<ul style="list-style-type: none"> → in a park in a park I guess → to: (.) to a: yard → he he was very scared → he: he threw himself on the river → he: he always keep them → he try everything to: to get that day: (.) interesting
<i>Error repair</i>	<ul style="list-style-type: none"> → on the tree in the tree
<i>Appropriacy repair</i>	<ul style="list-style-type: none"> → in the: (.) in a park → after: they he went to: (.) to a: yard → after: they deci... he decided → all we: want to do all we: all he wanted to do
<i>Different repair</i>	<ul style="list-style-type: none"> → and they were: and her father

APPENDIX H
Individual Scores on Speech Rate – Session 1

Pre-Intermediate

Participant	min	sec	cent	Words	Speech Rate
1	1	49	15	93	51,12
2	5	0	0	267	53,40
5	4	45	93	218	45,75
6	5	0	0	342	68,40
12	1	52	0	129	69,11
13	2	8	20	84	39,31
14	4	57	0	209	42,22
16	3	10	55	202	63,61
17	4	55	67	380	77,11
33	3	0	0	296	98,67

Intermediate

Participant	min	sec	cent	Words	Speech Rate
22	4	56	74	343	69,35
23	3	41	0	246	66,79
24	4	55	0	395	80,34
25	5	0	0	525	105,00
26	3	44	0	500	133,93
27	4	52	0	494	101,51
28	5	0	0	424	84,80
29	4	49	0	421	87,40
31	4	52	0	329	67,60
32	4	44	0	607	128,24

Advanced

Participant	min	sec	cent	Words	Speech Rate
7	4	10	0	450	108,00
8	4	19	0	465	107,72
9	3	53	0	417	107,38
10	3	15	0	291	89,54
11	5	0	0	525	105,00
18	4	58	0	562	113,15
19	5	0	0	532	106,40
20	4	53	0	354	72,49
21	3	15	63	321	98,45
30	5	0	0	404	80,80

APPENDIX I
Individual Scores on Speech Rate – Session 2

Pre-Intermediate

Participant	min	sec	cent	Words	Speech Rate
1	1	25	0	128	90,35
2	3	59	30	314	78,73
5	4	58	0	193	38,86
6	2	5	90	221	105,32
12	3	23	64	206	60,70
13	3	49	0	226	59,21
14	3	33	0	174	49,01
16	4	38	0	202	43,60
17	2	38	0	179	67,97
33	2	34	0	278	108,31

Intermediate

Participant	min	sec	cent	Words	Speech Rate
22	4	21	30	351	80,60
23	4	42	0	307	65,32
24	2	56	70	241	81,83
25	2	39	93	255	95,67
26	5	0	0	530	106,00
27	4	10	0	530	127,20
28	5	0	0	401	80,20
29	3	1	40	265	87,65
31	2	37	65	213	81,07
32	5	0	0	506	101,20

Advanced

Participant	min	sec	cent	Words	Speech Rate
7	4	27	0	322	72,36
8	4	56	79	623	125,95
9	3	21	0	408	121,79
10	5	0	0	513	102,60
11	4	47	41	495	103,34
18	3	33	61	352	98,87
19	5	0	0	565	113,00
20	4	38	38	300	64,66
21	4	43	0	395	83,75
30	4	36	0	482	104,78

APPENDIX J
Individual Scores on Speech Rate – Session 3

Pre-intermediate

Participant	min	sec	cent	Words	Speech Rate
1	1	24	35	105	74,69
2	2	45	37	194	70,39
5	3	25	54	168	49,04
6	3	34	62	240	67,10
12	4	11	30	208	49,66
13	2	7	38	129	60,76
14	3	14	0	133	41,13
16	4	0	0	167	41,75
17	4	56	50	170	34,40
33	1	57	60	166	84,69

Intermediate

Participant	min	sec	cent	Words	Speech Rate
22	3	16	76	218	66,48
23	4	29	14	238	53,06
24	2	19	62	173	74,34
25	3	11	59	285	89,25
26	3	47	81	350	92,18
27	1	24	90	144	101,77
28	3	34	60	257	71,85
29	2	56	94	201	68,16
31	1	55	40	114	59,27
32	2	9	15	241	111,96

Advanced

Participant	min	Sec	cent	Words	Speech Rate
7	2	56	91	314	106,49
8	3	13	7	367	114,05
9	3	16	0	333	101,94
10	3	15	0	299	92,00
11	4	34	67	275	60,07
18	3	31	50	322	91,35
19	3	4	50	353	114,80
20	2	37	0	188	71,85
21	2	29	0	255	102,68
30	2	20	0	241	103,29

APPENDIX K

Mean scores of speech produced in each session

Pre-Intermediate					
	hour	min	Sec	cent	Mean:
1 st session		36	38	50	3,66
2 st session		33	3	84	3,31
3 st session		31	36	66	3,16
Sum:		100	77	200	
Total:	1	41	19	0	

Intermediate					
	hour	min	sec	cent	Mean:
1 st session		46	33	74	4,66
2 st session		42	27	67	4,25
3 st session		29	5	91	2,91
Sum:		117	65	232	
Total:	1	58	7	32	

Advanced					
	hour	min	sec	cent	Mean:
1 st session		45	25	0	4,54
2 st session		45	3	19	4,51
3 st session		31	23	8	3,14
Sum:		121	51	27	
Total:	2	1	51	27	

APPENDIX L

DESCRIPTIVE AND CORRELATIONAL STATISTICS

APPENDIX M

Instructions to Participants

I. **Narrative task:** *Retelling a fact in student's life*

The task you will perform now aims at eliciting your speech production in English. You will be asked to retell an event in your life that made you feel happy. Try to give as many details as possible. You have to speak as much as possible in five minutes. A stopwatch will be used to signal the beginning and the end of the task.

Creating a context:

- Do you have many childhood memories?
- What is your favorite one?
- And more recently, do you remember any event in your life that made you feel happy?
- Can you tell me one?

II. **Narrative task:** *Retelling the story of a movie*

This is the second task designed to elicit your speech production in English. You will be asked to retell the story of a movie you have watched which you have liked or disliked. You also have to say why you liked or not the movie. You will have five minutes to speak as much as you can. Do not forget to tell all the details you remember. A stopwatch will be used to signal the beginning and the end of the task.

Creating a context:

- Do you like going to the movies?
- How often do you go to the movies?
- What is your favorite kind of movie?
- Ok, now I want you to retell a story of a movie you have seen.

III. **Narrative Task:** *Telling a story represented in a comic book sequence*

This is the third task aimed at eliciting your speech production in English. You will be shown a sequence of pictures in a comic book and will have to describe this sequence, by creating a story. Try to retell what happened in the picture as if I had not read the story before. Give a detailed description. Try to be creative and speak as much as possible in five minutes. A stopwatch will be used to signal the beginning and the end of the task.

Creating a context:

- Do you like reading comic books?
- How often do you read them?
- What is your favorite comic book?
- Now, please, take a look at this sequence of pictures and try to imagine what happened here.

APPENDIX N
PICTURE SEQUENCE USED IN SESSION 3

APPENDIX O**Blueprint of Levelt's L1 Speech Production Model**

APPENDIX P

Consent Form

Title of study: Communication Strategies and L2 speech production

You are invited to be in a research study of the development of L2 speech production and communication strategies. You were selected as a possible participant because you are an EFL student at the pre-intermediate level and are in the process of improving your speech production in English. We ask you to read this form and ask any question you may have before agreeing to be in the study.

This study is being conducted by Gicele Vergine Vieira (MA candidate in linguistics) and Dr. Mailce Borges Mota Fortkamp and the Federal University of Santa Catarina.

Background information:

The aim of this study is to investigate the use of communication strategies in different stages of L2 development and their possible relationship with second language learning.

Procedures:

If you agree to be in the study, we would ask you to perform three different oral tasks. The first task consists of retelling a happy event in your life; the second task concerns the retelling of a story you have seen in a movie and the third task is a picture description.

Risks and benefits of being in the study:

There are no risks of being in this study. On the other hand, the benefits include your better understanding of how your speech production occurs. You will also help me to find out how to help other students to improve their oral performance.

Confidentiality:

The records of this study will be kept private. In the event of the publication of the results of this study no information will be included that will make it possible to identify a participant. Only the investigator and the advisor will have access to the records.

Voluntary nature of the study:

This study is not a requirement of your course or the University, therefore, you are free to decide if you want to participate or not. If you decide to be in this study, you are also free to drop out at any time you want.

Contacts and questions:

If you have questions, you may ask them now. However, you can also ask questions later if they come up. You can contact Gicele Vergine Vieira (gicelevieira@bol.com.br) at 00XX47 350-4494 or Dr. Mailce B. M. Fortkamp at 00XX48 331-9288.

You will be given a copy of this form.

Statement of Consent:

I have read the above information. I have asked questions and have received answers. I consent to participate in the study.

Signature: _____ Date: _____

Signature of Investigator: _____ Date: _____