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TREATING SPEAKING IN ITS OWN RIGHT: AN EXPLORATORY STUDY

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To God,
my family,
and my friends.

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ABSTRACT

TREATING SPEAKING IN ITS OWN RIGHT: AN EXPLORATORY STUDY

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Supervising Professor: Dr. Mailce Borges Mota Fortkamp

The present study investigates the implications of the treatment of speaking in its own right (mainly based on McCarthy, 1998) to the speaking performance of Brazilian learners of English as a foreign language. This was done through the comparison of the speaking performance of two groups of students (one that received the treatment of speaking in its own right for forty-five hours, and another one that did not receive the treatment) on a pre-test/post-test basis. The group that received treatment consisted of fourteen participants, whilst the control group had ten participants. Speaking performance was operationalized in terms of fluency, accuracy, complexity and weighed lexical density. Results were analyzed statistically with paired-sample and independent-sample t-tests. Findings suggest that the effectiveness of the treatment of speaking in its own right in the EFL classroom is not as linear as it might be expected, as none of the groups analyzed showed an overall consistently significant increase or decrease from the pre-test to the post-test, and the groups did not present significantly different gains after the period of treatment. These results are important in the sense that they imply the need for implementations to the treatment of speaking in its own right, such as more time for

treatment, specific material that addresses such treatment, and more empirical research to have a better understanding of the results that the treatment may bring to the speaking performance of L2 learners.

RESUMO

TRATAMENTO DA FALA COMO HABILIDADE ESPECÍFICA: UM ESTUDO
EXPLORATÓRIO

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2007

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O presente estudo investiga as implicações do tratamento da fala como habilidade específica (baseado principalmente em McCarthy, 1998) para a performance da fala de aprendizes brasileiros de inglês como língua estrangeira. A pesquisa foi conduzida através da comparação entre a performance de fala de dois grupos (um que recebeu o tratamento específico de fala, e outro que não recebeu o mesmo tratamento), usando a abordagem de pré- e pós-teste. O grupo que recebeu o tratamento tinha quatorze participantes, enquanto que o grupo controle tinha dez. A performance de fala foi operacionalizada em termos de fluência, acurácia, complexidade e densidade lexical. Os resultados foram analisados estatisticamente através de t-testes. As descobertas sugerem que a eficácia do tratamento da fala como habilidade específica não é tao linear como pode parecer a princípio, pois nenhum dos grupos apresentou ganho ou perda significativa na performance da fala depois do período de tratamento, além de que os grupos nao apresentaram ganhos significativamente diferentes entre si. Esses resultados são importantes devido ao fato de que eles indicam a necessidade de implementações para o

tratamento da fala como habilidade específica, tais quais mais tempo, e um material didático específico para o tratamento, além da necessidade de mais estudos empíricos que permitam um melhor entendimento dos resultados que o tratamento pode trazer para aprendizes de língua estrangeira.

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CHAPTER I

INTRODUCTION

1.1 Preliminaries

Speaking has been regarded by many scholars (e.g. Levelt, 1989; Levelt, Roelofs & Meyer, 2000) as a highly demanding and complex cognitive process that involves several different mechanisms. Levelt (1989) proposes a model in first language (L1) that shows how the process of speaking follows a series of steps from intention to articulation.

Scholars in Second Language Acquisition (hereafter, SLA) (e.g. De Bot, 1992; Poulisse & Bongaerts, 1994) have also given significant emphasis to the complexity of speaking in a second language¹ (L2), and addressed it as being different from the process of speaking in L1. Their models are based on Levelt's 1989 model, and therefore, speaking is once again seen as a highly demanding cognitive skill, maybe even more complex in L2.

Interested in the complexity of this skill in L2, several other scholars (e.g. Skehan, 1998; Bygate, 1998, 2001; Ejzemberg, 2000; Ellis, 2003; McCarthy, 1998; Fortkamp, 2000; Prebianca, 2004; Massarolo, 2005) have studied the teaching of L2 speaking. Some of them (e.g. Bygate, 1998, 2001; McCarthy, 1998; D'Ely & Mota, 2004) have defended the importance of the treatment and teaching of the speaking skill in its own right.

¹ In the present study, the terms "foreign" and "second" language are used interchangeably, with the same meaning. Therefore, the distinction made by Krashen (1981) between these two terms, as well as the distinction the same author makes between learning and acquisition of a new language, are not adopted in this investigation.

For the purposes of this dissertation, the term “speaking in its own right” means that the specificities of the speaking skill are taken into consideration when the skill is taught in L2 classrooms. These specificities, in the present dissertation, are: 1) the acknowledgement of speaking as a genre different from writing; 2) the teaching, discussion and practice of different spoken genres in the L2 classroom (namely, description, small talk, oral presentation, narrative); 3) the teaching, discussion and practice of different spoken registers, such as formal and informal; 4) the teaching and discussion of the concepts of pausing and hesitating, and the teaching of fillers (such as “you know”, “you see” and “well”, amongst others) as a means of diminishing silent time during speaking; and 5) the teaching of oral strategies that can be used a) before speaking (planning and rehearsing), b) while speaking (circumlocution, substitution of a word that is not recalled for another one which can be recalled, asking for clarification, active participation in speaking situation(s), monitoring performance), and c) after speaking (evaluating performance and planning for future tasks).

In order to investigate the effect of teaching speaking in its own right on the speech performance of L2 students, a group of learners², pre-selected for the investigation, received a treatment, which consisted of the treatment of speaking in its own right. This group was pre- and post-tested, so as to allow the analysis of the effectiveness of the treatment. These results were also contrasted to those obtained by a control group (i.e. a group that did not receive any treatment) in the same pre- and post-tests, so as to investigate whether any significant differences found in the results of the experimental group were a result of the treatment.

² The terms “learner” and “student” are used interchangeably in the present study.

In what follows, I present the statement of the problem, the context of investigation, the specific objectives and research questions proposed, the significance of the research, and the organization of the dissertation.

1.2 Statement of the problem

As there has been an increasing interest in the area of speech production and its implications for the English as an L2 classroom, with more and more studies in this area since the 1990s (e.g. Lennon, 1990; Riggenbach, 1991; De Bot, 1992; Poulisse & Bongaerts, 1994; Freed, 1995; Foster & Skehan, 1996; Skehan, 1998; Fortkamp, 2000; Ejzemberg, 2000; Bygate, 2001; D'Ely & Mota, 2004; Mota, Xhafaj & Figueiredo, 2005), scholars in Second Language Acquisition (e.g. Bygate, 2001; D'Ely & Mota, 2004) and Discourse Analysis (mainly McCarthy, 1991, 1998) have started to argue in favor of a differential treatment for the speaking skill in the L2 classroom.

However, there is still a need to systematically analyze the implications that such treatment of the speaking skill has to the L2 classroom, regarding both pedagogy and students' performance. Without such analysis, it is not possible to say what is truly necessary for the treatment of speech in its own right, nor what advantages it may bring to the L2 classroom.

Luoma (2004) argues that "there are a few studies that support the relevance" (p.18) of characteristics such as fillers, fixed phrases, and specific and generic words, amongst other specificities of the speaking skill, for assessing speaking. In other words, more empirical data is still necessary to support the treatment of the specificities of the speaking skill in its own right in the EFL classroom. Besides, an empirical analysis of such treatment may also present at least some of the problems and/or difficulties that

may arise from it, a factor that may also prove to be helpful in both pedagogical and academic terms.

1.3 Context of investigation

The general context of the present investigation is the area of SLA. This area is a solid field of research, with many advances being made in how it contributes to the teaching of an L2. These advances mainly involve the better understanding of the social, cognitive and linguistic factors that play a significant role in the way students learn an L2, and the field has now been able to contribute more to the needs and expectations of L2 teachers and learners.

Lightbown (2000) defends that “there is no doubt that there is now a rich literature of SLA research which can help shape teachers’ expectations for themselves and their students, and provide valuable clues to effective pedagogical practice” (p. 452). The field has taken different perspectives, ranging from cognitive aspects (e.g. De Bot, 1992; Poullisse & Bongaerts, 1994), to linguistic studies (e.g. Lennon, 1990; Ejzemberg, 2000), and to social factors that influence the acquisition of an L2 (e.g. Johnson, 2004).

Specifically, the context of investigation of this proposal is the area of Speech Production, giving emphasis to the analysis of the treatment of speech in its own right in the L2 classroom, mainly in terms of its implications to the L2 classroom and to the results in terms of oral production brought to the students who undergo such treatment. There has been a growing interest in this area in Brazil, with several different scholars addressing it in several different ways (e.g. Fortkamp, 2000; D'Ely and Mota, 2004; Prebianca, 2004; Massarollo, 2005; Mota, Xhafaj & Figueiredo 2005). As stated by Mota, Xhafaj & Figueiredo (2005), the majority of these studies are conducted by scholars at Universidade Federal de Santa Catarina (UFSC), with the main focus on

factors that affect L2 speaking (mainly Working Memory Capacity, with a number of studies under the Fortkamp's supervision).

1.4 Objectives and research questions

The objective of the present study is to investigate whether the gains in L2 learners' speaking performance are significantly different when they are exposed to the treatment of speaking in its own right, as defined in this dissertation. As previously stated, in order to investigate this issue, two groups were formed (one experimental and one control), with the objective of contrasting the results in performance achieved by each one in a pre- and post-test. The following set of research questions was proposed to the investigation:

Research Question 1: Is the gain in *fluency* achieved by the students in the experimental group significantly different from that achieved by the students in the control group?

Research Question 2: Is the gain in *accuracy* achieved by the students in the experimental group significantly different from that achieved by the students in the control group?

Research Question 3: Is the gain in *complexity* achieved by the students in the experimental group significantly different from that achieved by the students in the control group?

Research Question 4: Is the gain in *weighted lexical density* achieved by the students in the experimental group significantly different from that achieved by the students in the control group?

Therefore, the aspects of oral performance that were taken into consideration in the present study were those proposed by Foster & Skehan (1996) and Skehan (1998), namely fluency, accuracy, and complexity, as well as weighted lexical density, which has also been used by different scholars as a measure of speech performance (e.g. Fortkamp, 2000). These four constructs presented in chapter three, together with the ways by which each one of them was measured for the purposes of the present study.

It is important to note that these four research questions address four specific constructs that are used as measures of oral performance; hence, a careful and detailed analysis of each research question specifically should also bring an overall answer to whether the gains in *oral performance* achieved by the students in the experimental group significantly differ from those achieved by the students in the control group.

1.5 Significance of the research

This research should bring important insights to the area of SLA, especially with regards to L2 Speech Production. Its importance to the area of L2 Speech Production lies in the fact that it is, to the best of my knowledge, the first study carried out to investigate the implications of the treatment of speaking in its own right to the EFL classroom. Such implications are viewed both in terms of the results achieved by the learners in the two different groups investigated (experimental and control) and in terms of the pedagogy involved in such treatment.

Another factor that deserves attention is the fact that in Brazil, it is still difficult to address the teaching and learning of an L2 in a regular school, as stated by the National Curricular Parameters (“Parametros Curriculares Nacionais” – PCNs). According to the PCNs for High School, “the vast majority of schools base their L2 classes on the knowledge of the formal system of the target language” (p. 25) [my translation], which means that the specificities of the four skills, including speaking, are not taken into consideration.

This problem grows bigger due to the fact that the PCN for an L2 in High School itself diminishes the importance of the teaching of speaking in the foreign language classroom in Brazil (Paiva, 1997; Massarollo, 2005). “They give reading a higher status and justify its importance in detriment of the others abilities and specially that of speaking, saying that reading would mostly fit the social purpose of FL use in the Brazilian context.” (Massarolo, 2005, pp. 35-35). This, as Paiva (1997) states, reassures that there is a problem with the teaching of speaking in the L2 classroom in Brazil, but does not propose a solution to it.

This factor enhances the significance of the present investigation, in the sense that it brings support to the need of a new approach to the teaching of an L2 in Brazil, as well as to an improvement to the teaching of speaking, so that it may be given more than the little importance it is receiving at present. Therefore, empirical research is necessary, in order to give theoretical support to new methodologies and practices used in the L2 classroom.

1.6 Organization of the dissertation

The present dissertation is organized as follows:

Chapter 1 (Introduction) presents the objective and significance of the research, as well as the context of investigation to which it belongs. Chapter 2 (Review of the Literature) reviews the literature found relevant to the present study. Chapter 3 (Method) describes the research design, methodology and instruments. Chapter 4 (Analysis and Discussion of Results) presents and discusses the results of the study. Finally, Chapter 5 (Conclusion) summarizes the findings of the study, presents its main limitations and suggestions for further research.

CHAPTER II

REVIEW OF THE LITERATURE

2.1 General overview

Despite being a relatively new area (Fortkamp, 2000), the study of Speech Production has gained much attention in the past few decades, with scholars trying to understand, access, describe, and explain the processes involved in both L1 and L2 Speech Production. Mota, Xhafaj & Figueiredo (2005) presented a critical discussion of the literature on L2 Speech Production over the past sixteen years, with the objective of highlighting some of the most recent and important research that has been done in the area, both internationally and in Brazil. The study found nine major areas of study of LS Speech Production internationally (General aspects of the research about LS Speech Production, Models of L2 Speech Production, Lexical access, Fluency, Teaching of L2 Speaking, Planning and Repetition, Assessing Speaking, Factors that affect L2 Speech Production, and Brain studies regarding the area of L2 Speech Production), and five in Brazil (Treatment of speech errors, Tools in the teaching of L2 speaking, Classroom interaction as a fundamental part of the L2 learning, Pragmatics, and Effects of different tasks upon the L2 Speech Production).

As stated in Mota, Xhafaj & Figueiredo's study, the research that has been done internationally differs significantly from that conducted in Brazil. Much attention in Brazil is given to the teaching of L2 speaking and to the L2 classroom, whereas internationally, L2 Speech Production is mainly studied through a cognitive perspective, with more attention given to the learner, rather than to the teacher or to the classroom.

It is important to highlight, however, that there is a series of studies being conducted at Programa de Pos-Graduacao em Letras Ingles/Literatura Correspondente (PPGI), UFSC, under the supervision of Fortkamp, which, similarly to the research conducted and published internationally, focus on the learner, with a cognitive perspective. The majority of these studies are designed with the objective of understanding, describing and explaining the effect of Working Memory Capacity (WMC) over different features of Speech Production (such as pauses and hesitations, and speech performance).

Despite the differences between the studies being conducted in Brazil and outside of Brazil, it is clear that the area of Speech Production has become more solid over the past twenty years (Mota, Xhafaj & Figueiredo, 2005), with different scholars focusing on different features of this field of study, and addressing it through different perspectives. The present chapter reviews the literature on Speech Production which seems most relevant for the purposes of the present study, presenting models of Speech Production in both L1 and L2, important empirical studies that have been conducted in the field, and the concept of speaking in its own right.

2.2 Levelt's model of speech production

Levelt (1989) proposes an L1 model of speech production that has been widely discussed and reviewed by scholars in the area of L2 Speech Production (e.g. De Bot, 1992; Poulisse & Bongaerts, 1994; Fortkamp, 2000; Prebianca, 2004). The model proposes that there are both linguistic and conceptual processes involved in the production of speech, and based on this assumption, Levelt establishes four major components that constitute the model: a conceptualizer, a formulator, an articulator, and a speech-comprehension system.

In the conceptualizer, the speaker generates the message that he/she wishes to convey. At this moment, the message is not yet linguistic, so it is called preverbal message. The information that is to be conveyed is selected and organized in concepts, through macroplanning and microplanning. Macroplanning consists of the planning of the communicative goals and the accessing of the information to reach these goals, whereas microplanning is the planning of the form of the message, so as to convey it as wished.

The formulator is where the preverbal message is transformed into a linguistic (and thus verbal) structure, through grammatical and phonological encoding. Grammatical encoding is the formulation of syntactic constructions, such as noun phrases and verb phrases. Phonological encoding is the formulation of a phonetic plan for the utterance. This phonetic plan is the output of the formulator, and it is also known as internal speech.

It is in the articulator that internal speech is converted into overt speech. Overt speech is the actual speech that is produced verbally by the speaker. This is a motor process, as it involves the management of muscles in order to produce sound, and according to Levelt, it is a procedural process.

With the speech-comprehension system, the speaker is able to monitor his speech. This monitoring consists of comparing what was said (or is being said) to what was planned, and it happens not only during the production of overt speech, but also during the construction of the internal speech.

According to Levelt (1989), these four components are independent, which means that they work autonomously, and without any interaction with the other components. This enables them to work procedurally, and in parallel, thus enabling the speaker to produce fluent speech.

Levelt's model is important in the sense that it shows the process of speech production as a very complex one, divided into at least four other processes or steps, with four different autonomous components working in parallel in order to conceptualize, formulate, articulate and monitor speech, all at a very short period of time. This model was the basis of some of the models that were proposed for L2 Speech Production (e.g. De Bot, 1992; Poullisse & Bongaerts, 1994). De Bot's 1992 model is reviewed in the following section.

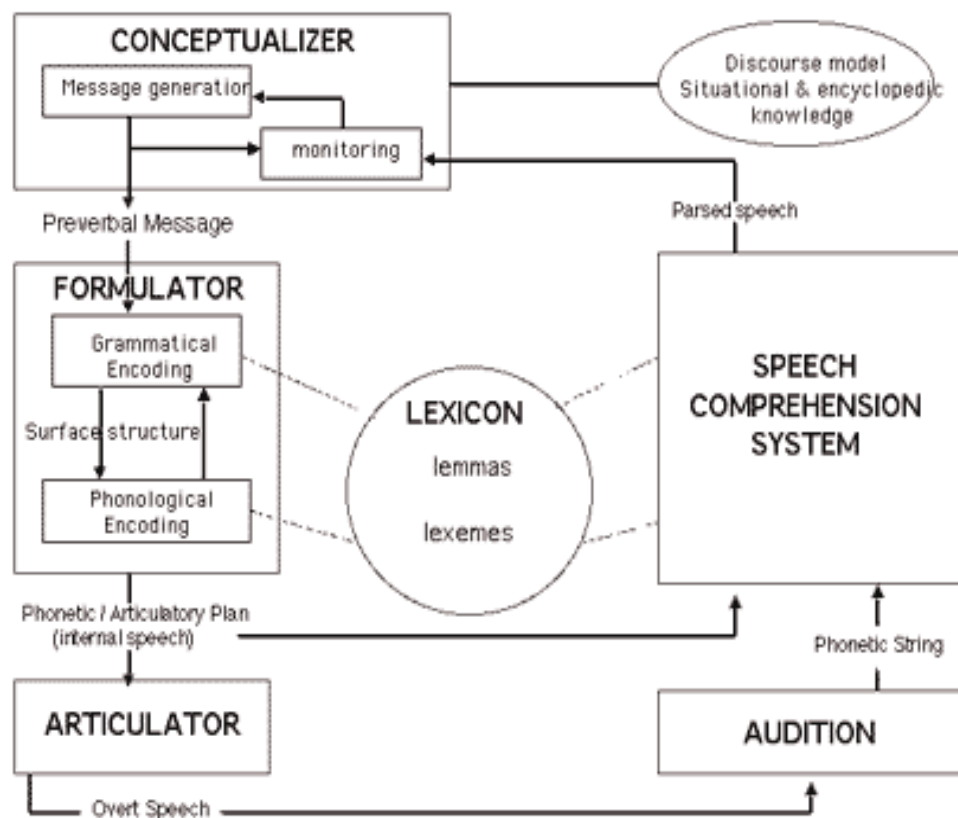


Figure 1 – Levelt's Speech Production Model (1989, p.9)

2.3 De Bot's bilingual model of speech production

De Bot (1992) proposes a bilingual model of speech production which attempts to account for the changes that take place to Levelt's 1989 model when an L2 comes

into place. Therefore, his model is based on Levelt's, but the fact that there is another language present makes the whole process of speech production more complex.

According to De Bot, the first change that occurs in the bilingual model (when compared to Levelt's monolingual one) is the fact that the speaker needs to choose the language in which to convey the message. De Bot argues that this takes place in the conceptualizer, during microplanning.

As regards the formulator, De Bot defends that there are two speech plans, produced concomitantly, one for each language, which means that there are two different processes for grammatical and phonological encoding (one for each specific language). Therefore, the lexical items of each language are organized into different subsets. This would explain why code switching occurs, as there are two plans being formulated simultaneously, but only one of them is being articulated as overt speech.

Finally, the articulator, according to De Bot, is the same for the two languages. This would imply that the sounds of the two languages are stored together in the articulator, which would explain why there are phonological interferences from the L1 to the L2.

Therefore, as previously stated, De Bot's model proposes to explain the changes that take place to the components in Levelt's model when the speaker speaks an L2. This is very important for the area of L2 Speech Production in the sense that the model problematizes the production of L2 speech, presenting it as a complex and cognitively demanding process, a fact which must be taken into account by the area of L2 Speech Production as a whole.

2.4 Empirical studies

Since the beginning of the 1980s, there has been a growing number of empirical studies in the area of L2 speech production, most of which focus on the concept of fluency in L2 speech production (Fortkamp, 2000). These studies focus on several different aspects of L2 speech production, such as fluency (e.g. Lennon, 1990; Riggensbach, 1991; Ejzenberg, 2000; Kormos & Dénes, 2004; Derwin et. al, 2004), lexical access (e.g. Ameel et al., 2005), planning (Foster & Skehan, 1996; Ortega, 1999), repetition (e.g. Bygate, 2001; Silveira, 2004), L2 speaking strategies (e.g. Cohen, Weaver & Li, 1998; Prebinca, 2004; Reis, 2004), and factors that affect L2 speech production or performance (e.g. Fortkamp, 2000; Verhoeven, De Paw & Kloots, 2004). However, in the present section, I shall focus solely on the empirical factors that are directly related to the objective of this investigation, namely fluency, planning and the task-based approach, and teaching strategies.

2.4.1 Fluency

The vast majority of the studies that investigate fluency mainly focus on addressing the variables that determine what fluent speech is, addressing it through different perspectives (e.g. Lennon, 1990; Riggensbach, 1991; Freed , 1995; Lennon, 1990; Ejzemberg, 2000; Kormos & Dénes, 2004; Derwin et. al, 2004).

For example, Lennon (1990) conducted a study with the objective of investigating which variables are good indicators of fluency. In order to do so, the researcher selected a number of measurable variables that might be good indicators of fluency, and these variables were subdivided into two groups: temporal variables (unpruned words per minute, pruned words per minute, total unfilled pause time, total filled pause time, mean length of runs, T-units followed by pauses, total pause time at T-unit boundaries, and mean pause time at T-unit boundaries), and dysfluency markers (repetitions, self-corrections, filled pauses and self-corrected words).

Lennon (ibid.) analyzed speech samples from four German adult EFL students before and after residence abroad based on these variables. The data was also submitted to native-speaker teachers of English, who judged fluency based upon their experience and beliefs. Lennon's results indicated that speech rate and decrease in the number of filled pauses were the main indicators of fluency improvement. His claim was that this supports the existence of two main factors that determine fluent speech: a temporal variable, and a dysfluency marker variable.

Lennon (1990) also discusses the two senses in which the word fluency is used. The "broad sense" (p. 389) encompasses all the other aspects of oral proficiency. Lennon mentions what these other components are – "*correctness, idiomaticness, relevance, appropriateness, pronunciation, lexical range* and so on" (p.389) – but he does not define any of them. Some researchers in the area of Speech Production seem to have this broad view of fluency, as is the case of Kormos & Dénes (2004), but many others seem to agree that fluency is only one component of oral competence, which corresponds to Lennon's "narrow sense" (pp. 389-390) of fluency. When seen in this narrow sense, fluency is usually associated with temporal variables, such as speech rate (Ejzemberg, 2000; Riggensbach, 1991; Lennon, 1990; Fortkamp, 2000), pausing/hesitation phenomena (Riggensbach, 1991; Lennon, 1990; Fortkamp, 2000) and mean length of runs (Derwing et al., 2004; Fortkamp, 2000). However, different scholars defend the use of different measures of speaking fluency, such as self-correction (Lennon, 1990), repetition and formulaic speech (Ejzemberg, 2000).

Riggensbach (1991) also defends that there is more to the term fluency than only temporal variables. Her study analyzed speech samples from six nonnative speakers of English. Unlike Lennon (1990), however, she also analyzed speech in interaction. Therefore, according to this study, the term may be distinguished in two different ways:

fluency in monologues and fluency in conversations. In the former case, her study supports Lennon (1990), as she found that speech rate and number of filled pauses were good indicators of fluency. As for fluency in conversations, she defends that fluency is also related to the ability to “initiate topic changes” (p. 439), make “substantive comments and responses” (p. 439) and “show anticipation of end-of-turns as evident by *appropriate* latching and overlapping” (p. 439).

In another empirical study addressing fluency, Ejzenberg (2000) collected speech samples from 46 Brazilian speakers of English at different levels in order to investigate what differentiates the speech produced by fluent speakers as opposed to the speech produced by less-fluent speakers. The samples were analyzed both quantitatively and qualitatively. The results of the quantitative analysis suggested that the fluent participants spoke faster than the less fluent ones, which gives support to the importance of a temporal variable to the concept of fluency. The qualitative analysis, in turn, indicated that the fluent speakers better organized their speech, and thus avoided interruptions. Once again, this is support that fluency encompasses more than only quantitative aspects.

Yet another variable that has also been considered as a variable to judge a speaker’s fluency is pronunciation. For instance, the Modern Language Association (MLA) classifies good and superior speakers based not only on speed, but also on how well a nonnative speaker can approximate native speech in vocabulary, intonation and pronunciation (Spolsky, 1995). Therefore, the role that pronunciation plays in identifying fluency has also been investigated empirically.

For example, Derwin et. al (2004) had both untrained and trained raters evaluate their 20 participants’ speech samples based on fluency, comprehensibility, accentedness and goodness of prosody. The participants were Mandarin students of English at

beginning level, and they were submitted to monological and conversational tasks. The study more found support to the influence of comprehensibility than to the influence of accentedness upon the raters' judgments of fluency, and this seems to indicate that the term 'fluency' is better judged based on factors other than pronunciation.

The studies mentioned and reviewed above are just some of the examples of studies that have been concerned with the variables that are part of the fluency construct. They are very important to the area of L2 speech production in the sense that they give a much better understanding of fluency, a term commonly used in order to evaluate students' speech performance that is still ill-defined in many cases (Mizera, 2006). The majority of these studies give support to the concept that there are two main factors affecting judgments and perceptions of fluency. The first factor is a temporal one, which regards primarily speech rate, as well as other factors such as pause time and mean length of runs. The other factor seems to be quantitative as well as qualitative, as it has to do with factors such as organization of speech, and dysfluency markers, such as self-corrections and filled pauses.

2.4.2 Task-based approach and studies that investigate planning

There are other empirical studies in the area of L2 speech production that concern aspects of this area other than fluency, and that are also extremely important and relevant to the field. For instance, there are several studies (e.g. Foster & Skehan, 1996; Ortega, 1999) investigating the influence of strategic planning over the performance of a task. These studies are based on the Task-Based Approach to L2 learning. The main focus of the task-based approach is to have communicative activities in the L2 classroom that focus on meaning. According to Oxford (2001), tasks are "activities that can stand alone as fundamental units and that require comprehending,

producing, manipulating, or interacting in authentic language while attention is principally paid to meaning rather than form” (p. 19).

Thus, as defended by Skehan (1998), the task-based approach engages meaning and enables communication, with the challenge of contriving “sufficient focus on form to enable interlanguage development to proceed without compromising the naturalness of the communication that tasks can generate” (p. 4). With this belief about task-based instruction, Skehan proposes that, pedagogically, there are three main goals to be addressed and achieved in L2 performance: a) fluency, which concerns both communication and meaning, taking into account “speech rate, pausing, reformulation, hesitation, and redundancy” (Fortkamp, 2000, p. 73); b) accuracy, which concerns “freedom from error” (Foster & Skehan, 1996, p. 304), and therefore is related to form; and c) complexity, which also concerns form, and “concerns the organization and internal elaboration and structuring of what is said” (Fortkamp, 2000, p. 73).

When addressing the focus that the speaker gives to these three factors (fluency, accuracy and complexity), Skehan (1998) defends the notion of what he calls limited attentional resources, which means that learners focus their attention on different aspects of their speech at different times. In other words, the limited attentional capacity that human beings have means that it is not possible to concentrate on fluency, accuracy and complexity at the same time.

As previously stated, there have been empirical studies following the task-based approach, and I shall review the two that have seemed more important to the present study, in the sense that they have given support to the notion of planning before performing a given task. The first one of these studies is Foster & Skehan (1996), which was a very complex study, as it focused not only on the notion of planning, but also on the influences that task design may have upon the speaker’s performance on a certain

task. The study consisted of 32 EFL learners at pre-intermediate level from different language backgrounds, divided into three different groups (no planning, planning, and planning with guidance), who had to perform three different activities (personal information exchange task, narration, and decision-making task). According to the results, there was an effect for planning on results for fluency and complexity on all tasks, and for accuracy only for the second group (planning without guidance). Foster & Skehan interpreted this as evidence for the limited attentional capacity. In other words, the learners had to focus their attention to some specific aspects of their speech (in this case, fluency and complexity), giving less or no attention to the other(s), accuracy in this case.

Ortega (1999) also investigated the effects of planning over the performance of tasks. This study consisted of 32 participants who had to retell a story under two different conditions: no planning, and planning (for 10 minutes). Once again there was evidence for an effect of planning over performance for fluency and complexity. As for accuracy, this was not so clear-cut. The researcher also justified this based on the limited attentional capacity of the participants, giving support to Foster & Skehan's 1996 study.

The studies reviewed in this section are important to the present study mainly because of their support to the effect of planning over performance, and planning is one of the important factors to the teaching of speaking in its own right, as shown in chapter 1. Besides, when the results are analyzed and discussed, the concept of limited attentional resources is a very important one for the explanation of results, and Skehan (1998), Foster & Skehan (1996), and Ortega (1999) defend its effect over performance.

2.4.3 Teaching strategies

Many empirical studies have also addressed the importance of the teaching of speaking strategies in the L2 classroom (e.g. Cohen, Weaver & Li, 1998; Prebianca, 2004). Cohen, Weaver and Li (1998), for instance, conducted an experimental study seeking to investigate the role of speaking strategies to the teaching of the oral competence in the EFL classroom. They had 55 participants at intermediate level, thirty-two of which comprised an experimental group who received treatment in the classroom, and twenty-three who were part of what they called the comparison group. The treatment consisted of strategies-based speaking instruction during ten weeks, in which participants were instructed on strategies to use before, during, and after speaking. All participants (in the comparison and experimental groups) had to complete three speaking tasks (self-description, story-retelling, city description) on a pre-posttest basis, so as to see whether the teaching of strategies enhanced performance. Their findings suggest that the use of strategies does enhance speaking performance, as the experimental group outperformed the comparison group in the third task. The researchers also concluded that some specific strategies were linked to some specific tasks, whilst others (namely idioms, previewing lessons, attention to language form, word-for-word translation, avoidance of translation, and remembering words by image) seemed to be effective for all cases.

The study conducted by Cohen Weaver & Li (1998) is important to the present investigation in the sense that the use of strategies was one of the items chosen as part of the treatment of speaking in its own right. The strategies chosen for the treatment were based on the ones used in their study, and the fact that their investigation showed significant results of the use of strategies over speaking performance was a decisive factor in this sense.

2.4.4 Importance of the empirical studies reviewed

The empirical studies reviewed in this section are of great importance to this study due to their relevance and empirical support to some of the most important aspects of the investigation, namely fluency, task-based approach, and strategies. In the next section, I review the studies that directly concern teaching speaking in its own right, as defined in chapter 1.

2.5 Literature concerning the treatment of speaking in its own right

The treatment of speaking in its own right has been addressed by different researchers in different ways. Some of these scholars (e.g. Bygate, 1998; McCarthy, 1998; Luoma, 2004) did not necessarily use the term ‘speaking in its own right’, but it is evident from their studies that speaking was the focus of their study, and the discussion presented by them enhances a necessity to give a specific treatment to the skill. The present section presents the literature that addresses the treatment of speaking in its own right, giving special emphasis to the proposal presented by McCarthy (1998), and reinforcing his claims with other literature (Bygate, 1998, 2001; D’Ely & Mota, 2004; Luoma, 2004; Burns, 1998) that also favor a specific treatment to speaking. Therefore, this section is divided in two different sub-sections: McCarthy’s 1998 proposal; and other studies addressing the teaching of speaking and its specificities in the EFL classroom.

2.5.1 McCarthy’s 1998 proposal

McCarthy (1998) analyses the features of speech in context, distinguishing the act of speaking from the act of writing, and thus giving speech a new perspective, with its own peculiarities. He describes the spoken genre, stating that “spoken language has its own grammar and lexicon” (p.47), and arguing that “the best data for a pedagogical theory of spoken language is everyday, informal talk” (p. 47). The claims made in this

book are based on corpora studies of spoken language, brought together in the Cambridge and Nottingham Corpus of Discourse in English (CANCODE). McCarthy acknowledges the problems of time and money in the collection and transcription of spoken data, as well as the problems with recording equipment, that may not record as well as desired, but he emphasizes the importance of such data to the teaching of speaking, on the basis that it brings authentic data to the classroom. For instance, he says that there are certain expressions that are taught in classrooms (e.g. “I disagree”), but that do not have a high number of occurrences in real spoken language, at least based on the studies conducted by the CANCODE.

The first specificity of speaking that McCarthy discusses in his book is the idea of spoken language and the notion of genre. He mentions other studies in the area (Swales, 1990; Christie, 1986; Reid, 1987; and Martin, 1992), claiming that they are important in defining genres, in the sense that they emphasize “the socially-rooted nature of genres and their recognisability for participants within ‘discourse communities’” (p. 26). In this way, the genre (or genres), be it written or spoken, encompasses the context of culture and context of situation (Eggins, 1993), as the participants themselves are very important for the recognition of such genres, as well as for their participation in them.

Therefore, McCarthy argues that there is a difference between the notion of genre and the notion of register, in the sense that register gives a better understanding “of the different factors that influence linguistic choice” (p. 27), but does not encompass the context of culture and context of situation up to an extent that define what each situation actually is. For instance, teaching about register and the linguistic choices that have to be made in a business meeting (formal vocabulary and grammatically correct structures) does not imply that one is actually teaching what a business meeting is,

taking into account “how participants show their recognition of being engaged in such a generic activity” (p.27).

Given this social perspective of genre, McCarthy goes on to defend that the idea that “genre is a useful concept that captures the recurrent, differing social compacts (i.e. co-operative sets of behaviour) that participants enter upon in the unfolding discourse process, whether writing or speaking” (p. 32). In order to support this idea “that generic activity has a socio-psychological reality for language users” (p. 33), McCarthy then proposes four dimensions in genre-oriented behavior may be found in texts: expectations, recollections, formulations, and instantiations.

Expectations have to do with resources used by speakers to signal the generic activity in which they are going to be engaged before or during the actual interaction. Signaling may happen with a specific utterance (such as “this is true”, indicating truth in what one is about to say), a specific word (such as the topic shift marker “but”, or the connector “also”, indicating that there is additional information still to be given), or by other activities (such as laughing, smiling, or gesturing).

Recollections have to do with the previous participation of the individual in a certain social activity. For instance, when a speaker asks “have you heard the one about the donkey?”, this indicates that the generic activity which is going to take place (or is already taking place) is that of a joke, and the fact that the speaker has already been exposed to this type of sentence engages him/her in the process of recollection.

Formulations occur while the social activity is taking place, with one or more speakers summing up where they believe discourse is at that specific moment. When a speaker asks, for example, “so this is what you mean by being silly”, he/she is asking for clarification about a specific thing that is part of the discourse taking place, and

he/she gives the other participant(s) of the social activity the chance to confirm his inference or reformulate it.

Finally, instantiations give the participant(s) in the act of discourse the possibility of activating a new set of goals in discourse. McCarthy states that “they enable transactional elements to proceed more efficiently (for example, signaling a change of mind in ordering food in a restaurant)” (p. 37), and they may be “interactionally-oriented (e.g. compliment/joking)”.

McCarthy argues that the spoken genre must be taken into consideration when the speaking skill is being targeted in the classroom. According to him, participant goals and relationships are “central to a theory of spoken genre” (p. 47). He also defends that the first step in building teaching syllabuses and materials is to observe examples of real encounters by participants, thus focusing on real interactions and authentic language, rather than something unreal. It is no use teaching speaking if this specific skill, with its own specificities, grammar and genres, is not differentiated from the other skills.

After the discussion on the issue of spoken genres, reviewed above, McCarthy (1998) proposes what should be taught about spoken language. He defends that the L2 class must include the structural, transactional, and generic features of spoken language, the last of which has already been reviewed above. The structural features are subdivided into transaction, exchange, and adjacency pair. Transaction is defined as a structure “to label stretches of talk identified by certain types of activity at their boundaries” (p. 51), such as “now then!”, and “good!”. McCarthy gives importance to the issue of the “teachability” (p. 51) of transactions, raising four questions: 1) if discourse features are automatically transferred from L1 behavior to L2; 2) if this transfer from L1 to L2 can occur effectively without lexico-grammatical input; 3) if the teacher/learner awareness of the spoken language is sufficient to address the possible

problems raised by questions 1 and 2; and 4) if communication is adequate, satisfactory and satisfying without the features of transaction. These questions are important for the development of a course that treats speaking in its own right, as proposed in the present investigation, in the sense that they are related to one specific feature of the structure of the spoken language. When addressing the first two questions, McCarthy defends that the fact that learners may pick up certain features of the spoken L2 should not be taken for granted; i.e. they must be addressed in the L2 classroom. His claim is that it is important to “enable the appropriate contextual environments to be created in the classroom and in the teaching materials” (p. 52). That is why this specific feature of the spoken language (transactions) was addressed in the course designed for the purposes of the present study, in the study of discourse markers. McCarthy also gives much importance to answering the third question. He believes that the teacher must be aware of the spoken language as well as create the necessary conditions for his/her students to also become aware of them. This, according to him, is what drives the goals of the entire book, and may only be accomplished through the analysis of real spoken data.

Exchange is defined by McCarthy as “the minimal structural unit of interaction, consisting of an initiation and a response (for example, a question and its answer, or a greeting and a return greeting)” (p.52). However, McCarthy also calls the attention to another feature of the exchange, namely the follow-up, which he considers very important for the learner’s repertoire. Briefly, the follow-up is the moment in which the person who initiates the exchange (e.g. asks the question) responds to the other person’s answer. McCarthy believes that despite the formulaic nature of such responses, there must be contextual conditions for the occurrence of the follow-up. This is important because once again McCarthy is emphasizing the role of the contextual environment

created by the teacher in order to give specific and adequate treatment to speaking, rather than the simple teaching of lexical and grammatical features of the language.

Finally, the adjacency pair consists of how participants “position themselves socially in relation to their interlocutor(s)” (p. 54). In other words, this specific feature involves the negotiation of meaning between two or more participants in a conversation, as well as the achievement of goals in the interaction, as it happens in openings to telephone conversations, congratulations-sequences, and seasonal greetings. McCarthy defends that there are a number of formulaic structures that may be taught to learners, thus enabling “fluent, natural and culturally and pragmatically appropriate adjacency pairs to be realised” (p. 55). Despite the fact that I agree with the author and acknowledge the importance of teaching these specific formulaic structures in the L2 classroom, it is important to say that they were not included in the treatment of speaking in its own right as proposed by this study, due to the fact that more emphasis was given to more generic features of the spoken language in this investigation. My view is that adjacency pairs are more specific, and therefore should be taught after more generic features are discussed and practiced in class.

The transactional features of spoken language (also called interactional features) are also subdivided into three categories by McCarthy: turn-taking; discourse marking; and information staging. The first one of them (turn-taking) generates cultural problems, in the sense that pausing time may take longer depending on the culture. Besides, acceptance of forms of interruptions also varies amongst cultures. McCarthy also presents a third problem to this specific transactional feature, which is related to “the noises and verbalisations made by listeners to show understanding, continued interest, etc” (p. 58). This may be a problem to the teaching of turn-taking in EFL, as the context of culture of the target language may differ from that of the learners. However,

McCarthy defends the teaching of turn-taking in the classroom, arguing that there must be a focus on the combination of lexical items and culturally acceptable behavior. This is very important for the treatment of speaking in its own right designed for the purposes of this study, in the sense that learners analyze real spoken data, and thus the culture of the target language must be taken into consideration.

Discourse markers, defined as markers “widely used to signal many different functions in conversation” (p. 59), are also seen as very important by McCarthy, due to their naturalness and high frequency in real conversations. Therefore, he defends their inclusion in the L2 classroom, once again emphasizing the importance of addressing both the lexical items and culturally acceptable behavior. However, he also believes that there is no guarantee that these markers will ever be used by the learners in real pair-work activities, thus it would be better to wait for natural opportunities to arise for them to be used.

As for information staging, McCarthy states that it addresses the grammatical level of spoken language, rather than the lexical and cultural ones. The term “information staging” is defined as how the word-order for the clause in a language is manipulated in informal speech, so that the speaker can give more emphasis to specific entities or events of his/her speech. This, in my view, is another factor that deserves attention and study, but it is very specific, and therefore it did not suit the generic purposes of the present study.

As previously stated, the generic features of the spoken language have already been reviewed and discussed in this chapter. However, it is still important to once again emphasize the importance given by McCarthy to the teaching of this feature, based on the claim that they encompass a social involvement of the participants in the conversation. According to him, emphasis must be given to two problems. The first one

is the fact that openings and closings may differ amongst cultures, a factor that may bring interesting discussions to the L2 classroom, and the second one is the fact that learners may have more difficulties in certain elements of a certain genre (such as the 'evaluation' function in narrative). Both of these problems were taken into consideration for the design of the treatment of speaking in its own right as proposed in this study, due to their relevance and importance to the teaching, discussion and practice of spoken genres.

Based on the concepts presented above, McCarthy (1998) goes on to propose an approach to EFL in which students will learn *about* the spoken language and its specificities, through what he calls the "three Is" (Illustration, Interaction and Induction) as opposed to the "three Ps" (Presentation, Practice and Production) of the Communicative Approach.

In brief, "Illustration" is the exposure to real data, where the students have the opportunity to see how native speakers of the language speak in real contexts, taking into account not only what words and expressions they use to convey their ideas and feelings, but also how they interrupt one another, how they take turns, and how they react to certain situations. As defended by McCarthy, this moment is very important in the sense that the learners are being exposed to authentic conversations in the target language, as they happen in real environments. Although the author seems to defend that this exposure should be done through the analysis of transcriptions of text, I strongly believe that there must be an exposure to real audio-visual data, in which the learners have the chance to see the interaction taking place in a real setting, and thus enabling them to have a better perception of the target culture in terms of things such as pauses and turn-taking. It is possible to do this through the recording and showing of talk-shows, reality shows and interviews, recorded in the target language. These shows

bring a variety of different moments in which speakers narrate, describe, tell anecdotes, make jokes, take turns, pause, hesitate, use discourse markers, etc.

“Interaction” is the talk about language, the moment learners have to interact and analyze the specific language items that they have recently been exposed to. This interaction is regarded as important in the sense that students discuss the real data presented with the aim of reaching conclusions from it. These discussions may address many different topics, mainly the generic, transactional and structural features of the target spoken language, and should enable learners to become more aware of these features.

Finally, “Induction” is the moment of reflection and conclusions about the L2 discourse. At this point, exposing and discussion have already occurred, thus learners have the opportunity of reflecting about the language to which they have been exposed and which they have recently discussed. This, according to McCarthy is the moment when learners become aware of the new concepts that have been discussed and/or practiced.

It is important to note that the “three Is” is not meant to be a new methodology, according to McCarthy, but to be done “in tandem with the syllabus where the lexico-grammar and intonational components are discourse sensitive and not merely sentence-based abstractions” (pp. 67-68). This is very important in the sense that it supports the notion of not only teaching the language (i.e. the lexico-grammatical features that are part of the language), but also teaching about the language, which means teaching the cultural, social and generic aspects that are part of the L2 environment and interactions. Besides, it does not have the objective of being a methodology per se, but instead, it is a proposal of how to approach the specificities of speaking, something that according to

McCarthy (1998) and other authors (e.g. Bygate, 1998, 2001; Burns, 1998; D'Ely & Mota, 2004) has become more and more necessary in L2 teaching and learning.

Despite the emphasis that McCarthy (1998) gives to teaching about the spoken language, he also discusses lexico-grammatical aspects of spoken language that are important to the teaching of speaking. In this discussion, he distinguishes spoken grammar from written grammar. His first claim is that these two grammars are not very different, but it should never be assumed that they are the same either. Therefore, an analysis of real spoken language produced in real settings must be taken into account in the teaching of speaking. According to McCarthy, the main differences between the spoken grammar and the written one include the prevalence of certain types of ellipsis in speaking, different types of speech reporting in spoken and written, and pre- and post-posed items in conversation (topics³ and tails⁴).

However, as previously stated, McCarthy also discusses the similarities shared by written grammar and spoken grammar. This discussion is reinforced by the analysis of three structures in both modes: 1) the 'situation-event' pattern in narratives – in which “tense-aspect choices seem to play a significant role in creating the conditions for interpretation of the relationship among sequences of clauses, and patterns of such sequences have become conventionalised for narratives within our cultures” (p. 96) in both modes; 2) the use of *used to* and *would*, also used in narrative, and presented by the author as being used similarly in the two modes; and 3) narrating the future, which brings some differences between the two modes (mainly the use of *be to* in written

³ Topicalization happens when a certain element of a clause comes in the beginning of the clause in informal speech, with the objective of giving emphasis to this specific element. An example of when this happens would be in a clause like “Aline, her name is”.

⁴ Tails are also seen by the author as important features of the spoken language. They are defined as “the mirror image of topicalization, in that they repeat a pronoun that has been used earlier in the clause” (p. 15). An example of this phenomenon happens in a clause like “She’s really nice, Aline”.

grammar), but also suggests certain similarities amongst the two (mainly the use of *will* and *going to*). These factors led McCarthy to suggest a pattern of co-occurrence of situating and sequencing verb tenses in both modes (written and spoken).

Therefore, McCarthy argues in favor of contextualized grammar, in which learners have the chance to analyze real “episodes” (p. 105) of both spoken and written grammar use. This, according to him, would help avoid “just picking out examples of tense/aspect usage in texts for atomistic, local interpretation” (p. 106), and enable a better understanding of the meanings of tenses. Besides, they would assist learners in being in contact with everyday functions, as well as in distinguishing problematic choices, such as ‘going to’ versus ‘will’. Finally, they would also help in the distinction between spoken and written grammar, and in the comparisons of English to other languages.

After the discussion of spoken and written grammars, McCarthy goes on to discuss the vocabulary of spoken language. The main difference between the nature of vocabulary in the spoken mode as opposed to the written mode, is that in the former, there is more than one speaker. This factor usually brings with it many specificities of the spoken language, such as negotiation of meaning, role-shifting, topic-shifting, and dependence upon situation. Another specificity of spoken vocabulary is the fact that there is real-time planning, as opposed to a more strictly previous plan in writing. Finally, there is the existence of “prefabricated lexical expressions which facilitate fluency and which are often idiomatic in structure and meaning” (p. 110).

When discussing the use of idioms, McCarthy defends that they have to be looked at in context, based on the interaction between speaker and listener, as they are “highly interactive items” (p. 146). He, based on an earlier publication (McCarthy & O’Dell, 1994), mentions three different categories for the teaching of idioms: idioms

connected with praise and criticism, idioms for describing people, and idioms connected with problematic situations, but unfortunately, the author does not elaborate on them. He does, however, raise a very important issue for the teaching of idioms, which is the question of how to do controlled practice of them. This, according to the author, implies in the need for very relevant and significant situations for simulation, in order to make the need for specific language items as high as possible. Besides, he defends that it requires more than just a presentation of such items; instead, it is necessary to discuss them in class, with discourse-based methods, such as the three Is, discussed earlier.

In brief, McCarthy's 1998 book brings very important discussions and interesting proposals to the teaching of speaking in the L2 classroom. The most important ones for the purposes of the present investigation were presented above and are summarized below:

- a) the importance of the analysis of real data when addressing speaking in the L2 classroom;
- b) the importance of acknowledging the existence of spoken genres, with a social perspective that puts the speaker in the position of direct participant of the genre, and the importance of addressing these genres in the L2 classroom;
- c) spoken language has structural features (e.g. transaction, exchange, and adjacency pairs), transactional features (e.g. turn-taking, discourse marking, and information staging), and generic features which must be taken into account for the teaching of L2 speaking;
- d) the proposal of the three Is (Illustration, Interaction and Induction) to the teaching of L2 speaking, which is a different approach from the three Ps in the sense that the three Is bring a discourse-based approach, in which learners also learn about the language;

e) spoken language has its own grammar and vocabulary, and the way these manifest may be similar to the way they do in written language, but this must not be taken for granted; especially when it comes to vocabulary, there are many other factors, such as real-time planning and negotiation of meaning, that play a very important role in speaking performance;

f) idioms play a very important role in the performance of spoken language, especially in terms of fluency, as they are prefabricated items; however, they should be taught in context, and practicing them should require elaborate simulations of real-life situations.

Other scholars have also addressed important factors concerning the teaching of L2 speaking in different ways, many of which support some of McCarthy's 1998 beliefs, and give theoretical basis for the present investigation. Some of the most important discussions of these publications for the present study are reviewed below, but only briefly, due to space constraints.

2.5.2 Other studies addressing the teaching of speaking and its specificities in the EFL classroom

The approach to the teaching of the specificities of the spoken language is also addressed by Bygate (1998), although not with as much detail. Bygate also characterizes spoken languages, giving importance to many of the features described by McCarthy (1998), but also presenting what he calls "features of the speech stream" (p. 21), such as pauses and hesitations. He argues in favor of the identification of the "genuine" speech discourse to the area of language pedagogy, differentiating oral skills from written skills, as does McCarthy (1991, 1998). In terms of language pedagogy, he argues in favor of an approach to oral production that must be first controlled and practiced so as to become spontaneous (Bygate, 2001).

D'Ely and Mota's 2004 study also defends the teaching of the specificities of speaking. In their study, they qualitatively analyzed the relation between teacher, pedagogical theory and material, specifically analyzing how the teacher used the course book in class in the implementation of oral activities. The basic claim was that speaking was not treated in its own right by the teacher; rather, it was "a means to reach various objectives" (p. 65).

The study also concluded that the specificities of the spoken language are not present in the material they analyzed. According to the researchers, there is no specific moment in the course book for the treatment of speaking in its own right, which means that "there are no activities in which specific aspects of the speaking skill, such as types and frequency of pausing and hesitations, turn-taking, or discourse markers that are characteristic of speaking, are explicitly approached" (p. 76) [my translation].

The same issue of teaching materials is also addressed by Burns (1998). This study calls the attention to the fact that representations of real authentic spoken language in teaching materials are not easily found. Once again, like in McCarthy (1991, 1998) and Bygate (1998, 2001), the issue of analyzing authentic spoken interactions is discussed, and seen as a major factor to the successful teaching of speaking.

Burns also highlights the importance of activities that deal with "negotiation, and the sharing of information", which can be used to "enhance learners' abilities to anticipate strategically the kinds of oral communication needs that may arise in conversational management" (p. 103).

These are just some of the examples of other researchers and publications that have argued in favor of a differential treatment to the teaching of speaking. This, as stated previously, gives more theoretical support to the need of the present investigation as an empirical analysis of an approach to speaking that centers around its specificities.

CHAPTER III

METHOD

In this chapter, I present the method adopted in order to carry out the present study. The chapter is organized into eleven sections. In section 3.1, I restate the objective and research questions proposed by the study. In section 3.2, I present the participants of the experimental and control groups used in the investigation. In section 3.3, I present the teachers that conducted classes for each of the two groups. In section 3.4, I give a description of the materials used in the research. In section 3.5, I give a full description of the treatment used with the experimental group. In section 3.6, I present the instruments used in the investigation. In section 3.7, I state how the data was analyzed. Finally, in section 3.8, I present the key to conventions of transcript that were used to present the data for the study.

3.1 Objective and research questions

As stated in chapter 1, the objective of the present study is to investigate whether the gains in L2 learners' speaking performance are significantly different when they are exposed to the treatment of speaking in its own right, as defined in this dissertation. In order to investigate this issue, two groups were formed (one experimental and one control), with the objective of contrasting the results in performance achieved by each one in a pre- and post-test. In order to reach this objective, the following set of research questions was proposed to the investigation:

Research Question 1: Is the gain in *fluency* achieved by the students in the experimental group significantly different from that achieved by the students in the control group?

Research Question 2: Is the gain in *accuracy* achieved by the students in the experimental group significantly different from that achieved by the students in the control group?

Research Question 3: Is the gain in *complexity* achieved by the students in the experimental group significantly different from that achieved by the students in the control group?

Research Question 4: Is the gain in *weighted lexical density* achieved by the students in the experimental group significantly different from that achieved by the students in the control group?

3.2 Participants

The present investigation was conducted at “Universidade Federal de Santa Catarina” (UFSC), more specifically at Centro de Comunicação e Expressão (CCE), with two groups of participants: one experimental, and one control. In what follows, I present the selection process used in order to form the experimental group, and then go on to present the two groups themselves.

3.2.1 The selection process

The experimental group was exclusively formed for the purposes of this study⁵. In order to form this group, it was necessary to have a long and cautious selection

⁵ An extra-curricular group was not chosen to be the experimental group due to the fact that all the elements of the treatment which are aimed at being tested must be present in the experimental classes, thus requiring someone familiar with the theoretical background of this study to be the teacher. Besides, it was also important to avoid interfering in the syllabus followed by the extracurricular courses, and this was inevitable in the experimental group, as more classroom time was given to speaking.

process, so that the right number of eligible participants could be chosen. The selection process began in June 2005, when I posted advertisements at UFSC inviting those who were interested to participate in a study in which the participants would get a free English course during one semester. Over one-hundred people showed interest in the course, and they were all invited to participate in the selection process. This process consisted of a written test and a subsequent oral test (only the ones who passed the written test were invited to take the oral test), with the objective of selecting those candidates who were at the upper-intermediate level.

The written test consisted of a single composition in which students had to write about themselves, their field of study, their goals in the field, and how the English classes would help them achieve these goals. Assessment of their level was based on their texts' cohesion, grammatical accuracy, and whether or not they addressed all the items proposed. Only thirty-five candidates were chosen to go on to the oral test, as they were the only ones whose level was suitable for the study.

The oral test consisted of an interview related to what the participants had written in their written assignments. Interviews were recorded on ten Sony MC-60 mini-cassette tapes. The audio-recordings were made with the use of a Panasonic Voice Activated System RN-305 recorder. More than one recording was done in each one of the cassettes, as recordings were done individually at specific times. Assessment of their oral level was based on perceptions of fluency, accuracy, and complexity.

Therefore, 3 raters (two Brazilian and one American) helped in the assessment of volunteers' written and oral performance, so as to reach a final agreement on the candidates to be selected. The three raters were first-year students in the "Letras Ingles/Literatura Correspondente" Masters Program at UFSC, and they all had at least one year of EFL teaching experience. They read the written exams and listened to the

oral recordings (thirty-five in total), and then suggested which candidates they thought were the best ones for the course, based on their perceptions of cohesion, grammatical accuracy and completion of task on a scale from 0 to 5 (for the written test), and fluency, accuracy and complexity on a scale from 0 to 5 (for the oral test).

Candidates to be selected for participation in the study were expected to be at the upper-intermediate level, due to the fact that at this point learners can already communicate in the target language, and research has suggested that it is during this level that students in general have the highest improvement in their overall oral proficiency. At the end of the selection process, 25 students were invited to take place in the course. A sample of the written test may be found in appendix E, and the rating sheets used by the raters may be found in appendices F and G.

3.2.2 The experimental group

There were three drop-outs prior to the beginning of the course, so initially, the control group consisted of twenty-two students (twelve male and ten female). The participants' ages ranged from seventeen to thirty-one years old, and they were undergraduate and graduate students at several different programs at UFSC. Six of these students left the course (all of them had to move back to their hometowns, due to the strike at UFSC in the second semester of 2005), and two of them missed over twenty-five per cent of classes, thus being unable to take the post-test. Hence, the final pool of participants in the experimental group was fourteen students (nine male and five female).

3.2.3 The control group

The control group was selected amongst the ones already formed for the extracurricular courses at UFSC. The criteria for selection were the overall level of proficiency (based on their level at the extracurricular course), which had to be the same as the one for the experimental group. The group initially consisted of fourteen students,

all of whom were enrolled in either undergraduate or graduate courses at UFSC, and whose age ranged from eighteen to twenty-eight years old. Ten of these students were male and four were female. Throughout the semester, another five students (three male, two female) joined the class from other extracurricular groups. However, these newcomers could not participate in this study as they had not been pre-tested in the beginning of the semester. Four of the students who were pre-tested also had to be dropped from the study, due to the fact that by the end of the study, they had already missed more than twenty-five per cent of classes; these students were not post-tested. Hence, the final pool of participants in the control group consisted of ten students (eight male and two female).

3.3 The teachers of the experimental and control groups

Both the teacher of the control group and the teacher of the experimental group are current doctoral students at PPGI-UFSC. Both of them have had between five and ten years of teaching experience in this area (EFL), and they both hold a Masters Degree in “Ingles/Literatura Correspondente” from UFSC. They are both female teachers at their early thirties.

3.4 The course book

The course book material used for both groups was the same, as this was a main variable to be controlled in the present study. The course book chosen was the first half (units 1 through 8) of *Passages I* (Richards & Sandy, 2000), due to the fact that this was the material used by the Extracurricular courses at UFSC for the upper-intermediate level.

3.5 Instruments

The present study consisted of a pre-test and a post-test of participants' speaking performance. Each test had three speaking tasks: picture description, personal narrative, and interview. The pre-tests were recorded on 36 Sony MC-60 mini-cassette tapes, one for each participant (i.e. each student's recording of the description, narrative and interview tasks was on one single tape). The post-tests were recorded on 24 Sony MC-60 mini-cassettes, one for each participant. The number of post-test tapes was smaller than the number of pre-test tapes due to the fact that there were fewer participants for post-test. The audio-recordings were made with the use of a Panasonic Voice Activated System RN-305 recorder. One recording was done in each one of the cassettes because of the fact that recordings were done individually at specific times.

3.5.1 The pre-test (August 15 and 17, 2005)

The pre-test, which aimed at assessing the speaking performance of participants in both groups prior to the treatment given to the experimental group, occurred in the first week of classes. Participants were individually invited to leave the classroom and were taken to a different room, in which they were instructed on what to do. The reason why this was done individually was because part of the test was an oral interview, in which there was interaction between the participant and the researcher. Due to this individual aspect of the test, two days were necessary for it to be concluded with all participants.

The test consisted of three different parts, being two monologues and one dialogue. The two monologues used (description and narrative) were chosen due to their wide use in empirical studies in speaking (e.g. Foster & Skehan, 1996; Derwinet. Al, 2004; Fortkamp, 2000; Prebianca, 2004; Yuan & Ellis, 2003; Bygate, 1999). The

dialogue was chosen mainly because of the dialogical aspect of the treatment, which consisted of many different interactive activities.

The first part of the pre-test was the picture description. Each participant was asked to describe an advertising picture for a brand of clothes, showing many young people on the streets wearing clothes made by this brand and striking different poses. The picture was taken from an American magazine (*Esquire*, February 2005), and participants were asked to describe it as fully as they could, including every possible detail (see Appendix H). The participants were given as long as they thought was necessary to observe the picture before actually speaking, and they were allowed to ask questions about the task, if necessary. Once they were ready to begin, they would indicate it, and recording would start. Once they began the description of the picture, they could not ask any more questions or interact in any manner with the researcher, until the completion of the task.

The second part of the pre-test consisted of a narrative. Participants were asked to narrate a real story that had happened to them based on the picture they had just described, or at least on part of it. The main objective of narrating a real story was the fact that students would be more involved in the story itself, as they had taken place in it, as well as the fact that they would be telling a story to someone who had never heard it before. The story could be based on the picture as a whole or on one specific part of the picture that called their attention. The story should also be told with as much detail as possible. Once again, the participants were given time to remember a specific story and ask any questions to clarify doubts, but after the beginning of the narrative, no interaction was allowed.

Finally, the participants were interviewed on one specific topic (festivals) by the researcher. The topic of the interview was also based on the picture, and the interview

focused on the participants' opinions and attitudes towards the chosen topic, as well as their past experiences regarding this topic. As this was an interactive task, interruption was allowed (i.e. participants were allowed to orally interrupt the interviewer at any moment of the interview).

The participants were not given a time limit for producing any of the speech samples (picture description, narrative and interview), as the objective was for them to talk as much as they thought was possible or necessary at each moment of the pre-test. The whole pre-test lasted an average of ten minutes per student, including instructions, clarification of doubts and performance.

3.5.2 The post-test (December 07, 2005)

The post-test was carried out in a similar way to the pre-test. It happened on the days assigned for the groups to have their oral tests for the end of the semester, so it took place 28 classes after the pre-test, which was the time in which treatment occurred. A similar picture, also taken from a commercial advertisement, was selected for the description and as a basis for the follow-up activities. This time, the picture advertised a brand of musical products (see Appendix I), showing several different images, each representing a famous band. The selection of a picture different from the one used in the pre-test was based on the fact that the treatment focused on the development of participants' overall oral proficiency, rather than the improvement of their speaking performance in one specific task. Moreover, different scholars (see Bygate, 2001b; Ellis, 2003; Ortega, 1999; and Foster and Skehan, 1996) have shown research that gives support to an effect of task repetition over results of post-tests, which means that if the same task that was given in the pre-test had been given in the post-test, gains might have occurred due to task repetition, rather than an effect of treatment.

One difference between the pre-test and post-test was that the latter was carried out in one single day. The students in the experimental group were asked to come at appointed times so that all the participants could do the post-test. As for the control group, participants stayed a little longer in order to finish the test. They had been previously consulted on that and had agreed to stay as long as necessary. Once again, the activity lasted an average of ten minutes for each participant (in both groups), despite the fact that the time of speech increased.

For the narrative, once again participants were asked to narrate a real story that had happened to them based on the picture they had just described, or at least on part of it. The interview was also based on the picture used for the description, and this time the topic was a musical event that the participants had already been to.

3.5.3 Questionnaire

A questionnaire was given to the students in both groups answered. It had questions about their language learning and personal backgrounds.

3.6 The treatment

In this section, I present the treatment of speech in its own right that was given to the students in the experimental group. The treatment consisted of five different specificities of the spoken language, as stated in chapter 1: 1) the spoken genre as opposed to the written genre; 2) different spoken genres (namely description, small talk, oral presentation, narrative); 3) register in speaking; 4) pausing and fillers; and 5) oral strategies.

The first three classes of the treatment were designed to introduce each student to the teacher, to the other students, to the course book material that was going to be used in class, and to the treatment that was going to be given to them. The treatment

itself only began after those three classes. From then on, during each class, the teacher of the experimental group focused on a specific activity addressing one of these aspects, either introducing it, discussing it or practicing it with the students. Between thirty and forty-five minutes of classroom time was devoted to this activity, and the remaining time was used for activities in the course book (or based on the course book). Therefore, at least one-third of every class was addressed to activities dealing with the treatment of speaking in its own right.

The way in which each of the above aspects included in the treatment was introduced, discussed and practiced in class was either based on different authors (e.g. McCarthy, 2004; Ur, 1981; Oxenden and Latham-Koenig, 2005; O'Dell, 1997) or created collectively by myself and the teacher of the group. Two main factors were taken into consideration for the preparation of the activities: 1) the use of authentic material for illustration⁶; and 2) McCarthy's proposal of the 3 Is (presented in chapter 2). In what follows, the activities used for each one of the five specificities chosen to be part of the treatment are presented. To see the activities themselves, as well as other extra material used, go to appendix K.

3.6.1 Spoken language X written language – 1 class

On the first day of class addressing the treatment, students were shown part of an episode of the American TV series "Friends", entitled "The one with the List", in which the male characters in the series are describing one of the female characters. After watching this, they were given a written description of an actress (Jennifer Aniston, from the same TV series, "Friends"), and were asked to discuss how the two

⁶ Some of the materials used for illustration, mainly the videos, were not necessarily illustrations of real oral interactions (e.g. the "Friends" videos, and the movie "Dead Poets' Society"), but they were still considered by the researcher as relevant for the purposes of illustrating authentic language, in the sense that they were written for an audience of native-speakers of English. Therefore, it was assumed that the language used in these materials illustrates, up to a certain point, the way in which some oral interactions may happen in real life.

descriptions were different. They were then given an activity in which they had to discuss with a partner what differences that they perceived between written and spoken language. This pair discussion was followed by a whole-group discussion in which every group stated what differences between these two modes (spoken and written language) they had found.

The classroom teacher then introduced students to the concept of spoken language being different from written language, and presented the specificities of the spoken language that were considered the most important ones for the present study, based on McCarthy (1998) and Luoma (2004). These specificities were: openness and negotiation of meaning, role-shifting, topic-shifting, dependence upon situation, real-time planning, spoken genres, and spoken register.

This activity and presentation by the teacher had the objective of enabling students to become aware of these specificities and to see the spoken language in its own right, as opposed to written language. Issues of appropriateness and coherence were discussed at this point, which helped students become aware of the necessities to consider context of culture and context of situation when speaking.

3.6.2 Register – 2 classes

The second specificity of speaking that was addressed in the treatment was that of spoken register. The first activity concerning this specificity happened on the second day of the treatment. It consisted again of illustration through the use of videos. Students watched part of another episode of the TV series “Friends” (entitled “Pilot”), and the first 15 minutes of the movie “Dead Poets’ Society”. The two scenes show spoken language being used in very different ways. The “Friends” passage chosen mainly consists of informal talk between friends in a cafeteria, whilst the scene from the movie shows a formal oral presentation being given by a principal of a traditional

school in the U.S.A. Students were then assigned to work in pairs and discuss 6 questions about the register used in the passages, concerning mainly the vocabulary, fixed phrases and structural work used for each of these situations.

On the following class, students were once again asked to work in pairs. Each pair was given a worksheet with the following three activities: 1) a question on what affects the way we talk; 2) a categorization activity, in which examples of expressions used in oral language were given, and the students had to say where they would expect to hear and/or use these expressions; 3) five role-play situations, two of which each pair of students had to select and then role-play. After role-playing the situations for the first time, each pair was asked to role-play at least one of the situations again, but this time in front of the whole group. The other students had to evaluate whether the language being used for each role-play situation presented was appropriate for the situation. The teacher guided them in this evaluation.

3.6.3 Spoken genres – 10 classes

McCarthy & O’Keefe (2004) describe different ways in which the narrative and the small talk genres may be addressed in the ESL/EFL classroom. However, I believe that there are at least two other genres which are important to focus on in the ESL/EFL classroom: description and oral presentation. The first one is important due to the fact that it is used in scientific studies (e.g. Fortkamp, 2000); the other one (oral presentation) is important because of the real necessity of students at undergraduate and graduate levels to present seminars and defend theses and dissertations. Therefore, I decided to work with four different genres, rather than two: description, narrative, small talk and oral presentation, in this order. The reason why this specific order was selected is the fact that the first two genres (description and narrative) are mainly monological,

whereas the other two (small talk and oral presentation) are, at least up to a certain extent, dialogical⁷.

The first genre that was addressed was the picture description, and it was addressed for two classes. The real data given to the students for analysis this time was their own descriptions for the pre-test, and a real-time description of the same picture done by the teacher. The teacher made sure that students understood that they were being given their own descriptions with the objective of analyzing the language used, and what else they could have done so as to make their own descriptions better. Therefore, each student was given a copy of the tape-script of the descriptions that he/she had done in the pre-test. The teacher then described the picture herself, and each student was asked to contrast the teacher's description to his/her own. After that, students were given a worksheet with seven reflexive questions about their own descriptions. They had to answer these questions individually, with the objective of reflecting upon their own work and finding ways in which they could improve their next picture descriptions. On the following class, students described the same picture once again, with the objective of practicing the aspects that were discussed about picture description (e.g. organization of the description, talking about the message conveyed by the picture, use of adjectives and formulaic language to enrich description).

In the following two classes, the genre that was addressed was the oral narrative. It was addressed in a similar to the description, in the sense that on the first day students were given the tape-scripts of their own narratives and a worksheet addressing their own performances for that. The teacher used their answers to the worksheet so as to help students perceive how they could improve their own narratives. They also read a real spoken narrative, taken from McCarthy (1998, p. 154), with the objective of contrasting

⁷ Despite this differentiation between monological and dialogical tasks and genres, it is acknowledged here that genres that are mainly monological may also occur in dialogues.

it to their own narratives, and seeing what the narrative from the book had that theirs did not. On the following class, the students had to narrate the same story that they had narrated for the pre-test once again, and then they had to compare their second narrative to the first one based on four factors: narrating tenses, description within the narrative, details, and linking words. As a follow-up activity, the teacher gave the students different slips of paper (one to each student) with random words (e.g. CD, bedroom, went, visited, travel, plane, rose, etc.), and they had to tell a story that had happened to them with those words, with the objective of practicing the narration of events with the features that had been discussed on the previous class and previous activity (narrating tenses, description within the narrative, details, and linking words).

The following genre to be addressed in class was small talk, once again during two classes. In order to address this particular genre, students were first asked to discuss four questions: 1) What is small talk?; 2) What are some common topics usually addressed during small talk?; 3) Do you find it easy to start a small talk?; 4) Do you find it easy to carry on small talk? These four questions were discussed by the students, and as follow-up, they were given two examples of small talk, one from McCarthy (1998, p. 53), and the other from Tracy (2002, p. 141). Students had to read the two examples and compare them. The objective was to make them aware of the exchange that takes place in small talk (as described by McCarthy, 1998, and reviewed in chapter two of the present dissertation), which implies the importance of both participants taking place. On the following class, a set of different situations involving small talk, together with sentences or questions that help start small conversations, was given to each student. The students had to read them, and then practice some of them with a partner. This activity was taken from Englishclub.com.

The final genre to be presented, discussed and practiced in class was the oral presentation, which lasted 4 classes. In order to work with this genre, the teacher herself first gave an oral presentation of her field of work, and the research that she was conducting at the moment. The students were asked to watch and take notes on the differences between this specific genre and the other ones that had been discussed in class so far. Specific emphasis in the follow-up discussion was given to two differences: 1) difference in register (formal); and 2) difference in the context of situation of the genre, as this time there is a silent audience who is only allowed to speak after the presentation finishes, thus giving much more focus to the presenter. Students then talked about their feelings towards this specific genre. As a follow-up activity, still in the same class, students were separated into groups. Each group had to decide on a topic to be presented in class, and one person to present it. On the following class, they brought material to discuss and prepare the presentations together (each group prepared its own presentation). On the next two classes, the presentations occurred. The maximum time given for each presentation was 10 minutes. The presenter of each topic was the only person allowed to talk until the presentation finished. After that, questions were allowed, thus giving the opportunity for the other students to interact with the presenter. After each presentation, the speaker had to say how he/she felt, and the other students had to say what they had found positive and negative about the presentation.

3.6.4 First Review – 2 classes

For the next two classes, the teacher reviewed with the students the three specificities they had discussed and practiced up to this point. The first review addressed the differences between spoken language and written language, and the notion of spoken register. The second review addressed the four spoken genres that had been presented, discussed and practiced. Both reviews consisted of the students writing

down what they remembered about each of the topics, what they thought they had learned and how relevant the topic was to them, and then discussing it as a whole group.

3.6.5 Pausing and fillers – 2 classes

Bygate (2001) discusses the issue of pausing and hesitation phenomena as an important one in the teaching of speaking. In order to deal with such phenomena, I believe that the teaching of discourse markers is necessary (based on McCarthy, 1998; Bygate, 2001; and Cordeiro, 2001). Therefore, this was the main strategy addressed when teaching students to fill silent time.

The first thing that was done was the showing of a real-life interview of Madonna by Oprah Winfrey (from September 16, 2003). Students were asked to watch part of the interview (when Madonna is talking about a controversial moment that happened in the American Video Music Awards), and in which the interviewee makes many pauses. Students were asked to take notes on why, when and how she pauses her speech, and what she does to avoid silent time during these pauses. On the following class, students were asked to answer why, when and how people pause based on the interview they had seen. Based on students' answers, the teacher presented the idea of discourse markers that can be used in order to fill silent time. Based on McCarthy (1998) and Cordeiro (2001), the discourse markers that were selected were: "well", "you know", "you see" and "I mean". These markers were not practiced by students due to the fact that the researcher and teacher thought that no activity could make their use spontaneous, based on McCarthy (1998, p. 60). However, students were still given the chance to discuss, in pairs, where the markers could have been used in their pre-test, with the objective of minimizing silent time.

3.6.6 Speaking strategies – 6 classes

As stated in chapter 2, Cohen, Weaver & Li (1998) describe different strategies that may be taught for students to use before speaking, during the speaking act, and after speaking. This study was used as a basis to the elaboration of the activities that focused on strategies during the course.

Therefore, the strategies that were chosen to be taught during the treatment were the following: 1) before speaking – planning and rehearsing; b) while speaking – circumlocution, asking for clarification, substitution of a word that is not recalled for another one which can be recalled, correcting grammar while speaking, and repetition; c) after speaking – evaluating performance and planning for future tasks.

The strategies that are used before and after speaking were presented and practiced together with the teaching of genres. Planning and rehearsing were presented and practiced when the learners had to prepare their oral presentations. Performance evaluation and planning for future tasks were presented and practiced when the students were evaluating their own performances in the description, narrative and oral presentation tasks.

The strategies that are used during speaking were taught as a separate element. First of all, the teacher asked the students to name the biggest difficulties that they have while speaking. After sharing their answers with the whole group, students were exposed to the notion of speaking strategies in general, and asked if they knew anyone that they could use in order to overcome their difficulties.

On the following five classes, the teacher presented the five different strategies during speaking, and had students discuss and practice them. Once again, this was done with the transcripts of the students' pre-tests. In each one of the five classes, the students were exposed to one new strategy (circumlocution, asking for clarification, substitution of a word that is not recalled for another one which can be recalled,

correcting grammar while speaking, and repetition), and they had to identify parts of their speech in the tape-scripts in which they could have used the new strategy presented to enrich their performance. After this activity, their ideas were shared with the rest of the group.

3.6.7 Second Review – 2 classes

Once Again, for the next two classes, the teacher reviewed with the students the new specificities that they had discussed and practiced. The first review addressed the issue of pausing and discourse markers. The second review addressed the strategies that had been taught. Again, both reviews consisted of the students writing down what they remembered about each of the topics, what they thought they had learned and how relevant the topic was to them, and then discussing it as a whole group.

3.7 Data Analysis

The data collected was analyzed quantitatively so as to reach the scores for fluency, accuracy, complexity and weighted lexical density (WLD) of each speech sample. The transcripts of the tests may be found at appendix A, together with the conventions used for transcription.

3.7.1 Fluency

Fluency, for the purposes of this study, is addressed as a temporal variable, and it reflects continuous L2 speech (Ejzenberg, 2000; Freed, 1995; Lennon, 1990; Fortkamp, 2000). It was assessed through unpruned speech rate, which, according to Fortkamp (2000), reflects the relationship of articulation to silence. The calculation of unpruned speech rate used is the same used in several other studies (e.g. Fortkamp, 2000; Prebianca, 2004), where it is measured by dividing the total number of spoken

words by the total time of speech (in seconds) and then multiplied by sixty, so as to reach the number of words spoken per minute.

3.7.2 Accuracy

Accuracy, in the present study, reflects syntactical, morphological, and lexical precision. Therefore, following Fortkamp (2000), it was measured on the basis of number of errors per one-hundred words. In order to do this, it was necessary to divide the total number of errors of each speech sample by the total number of words produced in the sample, and then multiply the result by one-hundred. All errors in syntax, morphology and lexical choice were considered, including repetitions.

Words or expressions in any language other than English were also considered errors, unless when they referred to something specific in that language (e.g. a person's name, the name of an institution, the name of an event, etc). Errors that were corrected soon after they were produced were not counted.

3.7.3 Complexity

Following Skehan (1998) and Foster & Skehan (1996), complexity reflects elaboration of syntactic patterning (cf. Iwashita, 2006). In the present study, the analysis of this construct is based on the number of dependent clauses per minute. Following Fortkamp (2000), dependent clauses analyzed included subordinate clauses, clauses with subject deletion, coordinate clauses and infinitive constructions, except modals. The total number of dependent clauses in each sample was divided by the total time of speech in seconds, and then multiplied by 60.

3.7.4 Weighted lexical density

Weighted lexical density was considered in the same way as it is considered in Fortkamp (2000). It reflects the proportion of content-carrying items in the sample, as opposed to items that are simply used as structural tools (e.g. prepositions, conjunctions,

and pronouns). An item is defined as a linguistic unit or token carrying meaning; this leads to a differentiation between item and word, as the former may consist of more than one single word, as it happens in phrasal verbs, multiword verbs and idioms.

According to O'Loughlin (1995), a lexical item consists of nouns, adjectives, verbs, adverbs, multi-word verbs, phrasal verbs, idioms, and contractions of pronouns and main verbs, all of which count as one single item. A grammatical item, in its turn, consists of modals and auxiliaries, determiners (articles, demonstratives, possessive adjectives, quantifiers and numerals), pronouns, interrogative adverbs, prepositions, conjunctions, discourse markers, interjections, reactive tokens, and contractions of pronouns and auxiliary verbs. Lexical and grammatical items are both linguistic items.

Following Fortkamp (2000), every item used only once in a speech sample was considered a low-frequency item, and every item used more than once in the same sample was considered a high-frequency item. Low frequency items weighted twice as much as high-frequency items. The number of weighted lexical items in each speech sample was divided by the weighted linguistic items (i.e. the sum of lexical and grammatical items) in the same sample. The result was multiplied by 100, so as to reach a percentage number. The sum of all the points in each speech sample was the score the sample received for weighted lexical density.

3.8 Procedures

In order to conduct the present investigation, it was first necessary to obtain permission from the coordinator of PPGI (Dr. Mailce Borges Mota Fortkamp at the time) to use a room at CCE-B, UFSC, from August 2005 to December 2005. The permission to use the room, together with the permission to conduct the study was granted by the Dr. Fortkamp in June 2005.

After receiving permission, the researcher went on to advertise the treatment to students at UFSC who were willing to participate in the investigation. This was done through written advertisements that were posted in various parts of the University and also via email.

The researcher also contacted the two teachers prior to the beginning of the study. The teacher of the experimental group was invited to participate in the study, and promptly accepted. The teacher of the control group was asked to give permission for the study to be conducted with the students in her class, and permission was also promptly given. Prior to that, permission to conduct the study with the extracurricular courses at UFSC had already been granted by the coordination of the Language Department at UFSC.

Participants who were invited to participate in the study had to sign a consent form. There were two different consent forms, one for the experimental group, and another for the control group. The one for the experimental group (see appendix C) stated participants' consent in taking part in the differential treatment given to speaking in classes and in being tested and recorded for pre- and post-tests. The one for the control group (see appendix D) only included their consent to participate in the study through the recording and testing, as there was no differential treatment given to the participants in this group.

The data used for the investigation were collected individually in a room at CCE, UFSC. Participants were asked to come at assigned times, and they had to complete 3 tasks for the pre-test and 3 tasks for the post-test. Participants were instructed first in written form, and then orally, and were able to ask questions about what they were supposed to do. They were told that they should speak as much as possible in each of

the tasks. Instructions were given in English, and questions had to be asked in the same language. The data was collected by the researcher himself.

3.9 Analyses of data

The data was analyzed statistically through the use of independent sample and paired-sample t-tests, so as to check the statistical differences within the groups and between the groups in each of the four categories of speaking performance chosen for the study (fluency, accuracy, complexity and weighted lexical density) both in the pre- and post-tests. The gain obtained by each group (score for post-test minus score for pre-test) was also analyzed in each of the four measures of speaking performance, as this is the main objective of this study.

The independent-sample t-tests were necessary to contrast groups in the pre- and post-tests, and to contrast the gains obtained by the groups. The paired-sample t-tests were important to compare results of pre- and post-test within the same group, thus reaching a t-number. The data was also submitted to skewedness and kurtosis evaluation, so as to check whether it was possible to use parametric tests, and to Levene's test of equality of variances⁸, so as to see whether both groups had similar levels before the beginning of the semester. The alpha level was set at 0.05.

3.10 Key to conventions on transcript

The data was transcribed based on Ejzemberg (2000), as the conventions used by this author are simple and objective. The elements that were considered for transcription were: a) pauses and unfinished utterances (...); b) question intonation (?); character's talk (""); and emphasis (*italics*).

⁸ Levene's test of equality of variances is a statistical measure used to examine whether variances across samples are equal. If the test shows that there are significant differences between samples, different statistical tools (that do not assume equality of variances) are used for the analyses of data.

CHAPTER IV

RESULTS AND DISCUSSION

In this chapter, I present the results obtained from the statistical analyses of the data collected, as well as the discussion of these results, with the objective of answering the research questions proposed by the present study.

The chapter is divided into nine sections: Descriptive statistics, Equality of variances, Analysis of results within the same group, Analysis of results between groups, Comparing gains between groups, Analysis of final grades, Analysis of questionnaires, Discussion of results, and Summary of results.

4.1 Descriptive statistics

The fluency, accuracy, complexity and weighted lexical density scores of both groups (for each one of the tasks in the pre- and post-tests) were submitted to descriptive statistical analyzes (descriptive statistics and frequencies), with the objective of establishing whether there were major problems of skewedness and/or kurtosis with any of them. This was necessary to ensure that the data could later be submitted to parametrical tests. No major problems of skewedness or kurtosis were found, although some of the normal curves plotted showed a slight tendency to be positively or negatively skewed. Hence, it was possible to submit the results of the pre- and post-tests to parametrical statistical tests when comparing the mean scores of both groups.

4.2 Equality of variances

Equality of variances was determined with the use of Levene's test. In all cases, the assumption of equal variances was satisfied for the pre-test, which means that the two groups had an approximately equal variance on the dependent variables (fluency, accuracy, complexity and weighted lexical density). Nevertheless, in two of the post-tests (when testing accuracy in the description task, and when testing weighted lexical density in the interview task), this assumption was not satisfied. This, however, was not a problem for the statistical analysis, as it was still possible to define whether there was a significant difference between the mean scores of the groups.

4.3 Analysis of results within the same group

The analysis of results within the same group is necessary to investigate whether there were significant differences between the results obtained in the pre-test and the results obtained in the post-test by each group in each one of the tasks. Although the issue of significance in differences of results is extremely important here, increase and decrease in results are reported even when they were not significant, as this is an important issue for the explanation of the comparison between the groups (section 4.4), the comparison between the gains achieved by each group (section 4.5), and the discussion of results (section 4.7). Paired-sample t-tests were used in this analysis. The performance of each group was analyzed separately. The results, together with the t-values, are presented below.

4.3.1 Control group

There were no significant differences between the mean results obtained by the control group in the description tasks of the pre- and post-tests. There was a decrease in the mean scores for fluency (i.e. the score for the post-test was smaller than that for the pre-test) and an increase in all the other scores, yet none of these differences was

significant. T-values were 1.508 for fluency, 0.349 for accuracy⁹, 0.44 for complexity and -0.309 for weighted lexical density.

Similarly, differences in the mean scores of the pre- and post-tests in the interview tasks were not significant. Once again, there was a decrease in the mean fluency score ($t = 2.098$), and an increase for the accuracy ($t = 2.024$), complexity ($t = 1.72$) and weighted lexical density ($t = -1.051$) scores, but these differences, again, were not significant.

The narrative scores, however, showed a slight difference from the other ones in terms of mean score differences. The weighted lexical density score presented a significant increase ($p < .05$; $t = -2.438$), although the other scores behaved in a similar way to that presented in the description and interview tasks. That is, the fluency mean score decreased ($t = 1.878$), whilst mean scores for accuracy ($t = .097$) and complexity ($t = -.989$) increased.

In sum, there was only one significant difference in the mean results for the pre- and post-tests of the control group, suggesting that there were no major changes in the overall speech proficiency of this group after the semester (see table 1 for t-values and increase/decrease of means achieved by the control group).

However, it is interesting to observe that all fluency scores for this group decreased (even if not significantly), whilst the others increased, which shows that there is a pattern in the way the results behaved. This pattern may provide support to the idea of limited attentional resources suggested by Skehan (1998), as the participants seem to have concentrated a higher amount of attention on more qualitative aspects of their speech than on fluency (in the post-test), which is a more quantitative aspect, at least

⁹ It is important to note that increase in accuracy means that there was a decrease in the number of errors per one-hundred words, and vice-versa.

when seen as a temporal variable. The fact that these differences were not significant may be due to several factors, discussed in 4.7.

Table 1

T-values for control group

	Fluency	Accuracy	Complexity	W. Density	lex.
Description	Non-significant Decrease (t = 1.508)	Non-significant Increase (t = .349)	Non-significant Increase (t = .440)	Non-significant Increase (t = -.309)	
Narrative	Non-significant Decrease (t = 1.878)	Non-significant Increase (t = .097)	Non-significant Increase (t = -.989)	Significant Increase (t = -2.438)	
Interview	Non-significant Decrease (t = 2.098)	Non-significant Increase (t = 2.024)	Non-significant Increase (t = - 1.720)	Non-significant Increase (t = -1.051)	

4.3.2 Experimental group

The results presented by the experimental group do not follow such a clear-cut pattern as the ones presented by the control group. In the description task, there was a non-significant increase in the mean scores for fluency (t = -.612) and lexical density (t = -.341), but the mean scores for accuracy (t = -.312) and complexity (t = 1.183) presented a slight non-significant decrease.

The narrative task also showed increases in fluency (t = -.371) and lexical density (t = -.846) mean scores, and a decrease in the mean scores for accuracy (t = -.

800). Nevertheless, there was a significant increase in the mean scores for complexity in the narrative task ($t = -2.345$), which was the only task in which this specific item (complexity) had an increase.

The interview task shows a completely different pattern of results. First because there was a decrease in mean scores for fluency ($p < .05$; $t = 4.389$), unlike what occurred in the other two tasks. On the same task (interview), there was also a decrease in accuracy ($t = -.626$) and complexity ($t = .366$), although these differences were not significant. Only in terms of weighted lexical density (for the interview task), did the results show an increase in means, yet not a significant one.

Table 2 summarizes the results presented by the experimental group. The following aspects deserve attention when observing these results:

- a) there were only two significant differences in the results achieved by the experimental group, suggesting that, similarly to what happened to the control group, there were no major changes in the overall speaking proficiency of this group;
- b) the results obtained by the experimental group do not follow one single pattern for all tasks, as it happens with the results obtained by the control group. The difference in task (whether it was a description, narrative or interview) seems to have influenced the results of the group, which suggests the possibility of a task effect (see Foster & Skehan, 1996). In other words, the nature of each task may have influenced the way students behaved when producing their speech samples. Nevertheless, as the same did not seem to have occurred to the control group, the argument in favor of a task effect loses strength. In other words, if there was indeed an effect of the nature of each task upon the speech samples produced by the experimental group, the same would be expected to have happened to the

control group. It is important to highlight, however, that the experimental group was exposed to a discussion on different spoken genres and their usage in everyday life, whilst the control group was not. This may have influenced the participants in the experimental group, thus leading to different expectations towards different tasks; and this might have been the cause of the task effect, if it did actually occur. However, as this is still not the key factor analyzed in this study, this discussion will not be emphasized.

- c) accuracy results decreased in all cases for the experimental group; this may have happened due to the fact that none of the topics included in the treatment directly approached this aspect of speaking; i.e. there was no differential treatment for this specific measure in the experimental group; this suggests the necessity of such differential treatment, if accuracy is to be an element of measure of oral proficiency;
- d) there may have also been an effect of limited attentional resources in this group, similarly to what occurred to the control group, but in a different way; whilst the students in the control group seem to have given priority to accuracy, complexity and lexical density, it may be argued that students in the experimental group paid more attention to fluency and lexical density in the monological tasks, and only to lexical density in the interview. The results achieved in the interview, however, deserve a further discussion, and this discussion is presented in section 4.7.

Table 2

T-values for experimental group

	Fluency	Accuracy	Complexity	W.lex. Density
Description	Non-significant	Non-significant	Non-significant	Non-significant
	Increase	Decrease	Decrease	Increase
	(t = -.612)	(t = -.312)	(t = 1.183)	(t = -.341)
Narrative	Non-significant	Non-significant	Significant	Non-significant
	Increase	Decrease	Increase	Increase
	(t = -.371)	(t = -.800)	(t = -2.345)	(t = -.846)
Interview	Significant	Non-significant	Non-significant	Non-significant
	Decrease	Decrease	Decrease	Increase
	(t = 4.389)	(t = -.626)	(t = .366)	(t = -1.051)

4.3.3 Limitations of this analysis

Despite the attempt to explain the results presented by the paired-sample t-tests, it is important to acknowledge that these results are not enough to answer the research questions proposed by this study. In order to do so, it was necessary to compare the mean scores of both groups in the post-tests, so as to investigate whether the groups presented significant differences in their post-test mean scores, as well as the differences in gains between the groups, which is the major object of the present investigation. The results of these analyses are presented in sections 4.4 and 4.5.

Another important consideration about the analysis of results within the same group is the fact that the high majority of results did not show a significant increase or decrease in the post-tests. This means that there were no major changes in the groups

after the semester in which they were submitted to this study, at least in terms of fluency, accuracy, complexity and weighted lexical density of speech; however, this fact does not mean that the gains achieved by the groups and the comparison made between the two groups will show similar results, nor does it mean that this comparison must be disconsidered or not explained.

4.4 Analysis of results between groups

The contrast between the mean scores of the groups before and after the treatment is one of the most important factors to establish whether this treatment caused any differences between the two groups. This analysis between the mean scores of the groups was done with the use of independent-sample t-tests. The presentation of the results is divided into four different sections: description, narrative, interview, and overall analysis. Table 3 summarizes these results.

4.4.1 Description

The description task was the one that presented the highest number of significant differences between mean scores in the pre-test and post-test. Significant differences ($p < .05$) were found between the mean scores of the groups in the post-test results for fluency and weighted lexical density ($t = 2.161$ and $t = 4.078$, respectively), suggesting that in these two cases the results achieved by the experimental group were significantly better than those achieved by the control group. It is important, however, to analyze these results more carefully, so as to better explain them.

In the case of fluency, as we have seen in 4.3, the increase in the mean score of the experimental group was not significant when compared to the results of the pre-test. However, it is important to recall that the control group had a decrease in the fluency mean scores in the description task; it was this decrease together with the slight increase

of mean score obtained by the experimental group that caused the significant difference between the experimental and control groups. In other words, in this case, the significant difference in the mean scores obtained by both groups was not only caused by the gains achieved by the experimental group, but also by a decrease in the results of the control group, which does not suggest that the treatment was the main cause for this difference.

The case of lexical density is also peculiar, though in a different sense. This was the only case in which the groups showed a significant difference before the treatment; that is, the experimental group had already achieved a significantly higher result than the control group even before the differential treatment occurred. However, this significance in difference ($p < .05$) became even more evident in the post-test ($p < .01$), despite the fact that both groups had an increase in results.

In this case, it may be argued that the treatment was a main factor in determining the difference between the groups. However, the fact that they were already significantly different in the pre-test may also suggest that the experimental group was better prepared to improve than the control group. This discussion enhances the necessity to also compare the gains of both groups (i.e. mean scores for post-test minus mean scores for pre-tests), which is the main goal of this study. This comparison is presented in section 4.5.

In terms of accuracy and complexity ($t = -1.905$ and $t = 1.460$, respectively), no significant differences were found between the two groups after treatment, in spite of the fact that in both cases the mean scores for the experimental group decreased whilst the scores for the control group increased.

4.4.2 Narrative

The results for the narrative tasks also show a significant difference between the mean scores for fluency achieved by the two groups in the post-test ($p < .05$; $t = 2.299$), similarly to what occurred to the results of the description tasks.

However, once again this difference may be explained by the fact that there was a decrease in the mean scores obtained by the control group, whereas the experimental group presented a small increase in these scores. Once again, this may suggest that the difference between the scores achieved by the two groups was not necessarily caused by the treatment.

Results for accuracy, complexity and weighted lexical density ($t = -.599$; $t = -.313$; $t = -.082$, respectively) presented no significant differences between the two groups.

4.4.3 Interview

The results for the interview task showed no significant differences in the mean scores obtained by the two groups in any of the measures analyzed. However, one factor is particularly interesting in the analysis of the results achieved by both groups in terms of accuracy ($t = 18.032$): the results of the two groups differed significantly in this aspect in the pre-test, with the results of the experimental group being significantly better than those of the control group, but this significant difference was no longer present for the post-test. This suggests that the control group improved significantly in this aspect, when compared to the experimental group, which showed no major improvements in this specific measure.

As previously stated, results for fluency ($t = -1.657$), complexity ($t = .651$) and weighted lexical density ($t = -1.269$) also showed no significant differences between the groups.

4.4.4 Overall analysis

In general terms, it may be argued that this contrastive analysis between the two groups analyzed suggests a positive effect of the differential treatment over the results of the post-test. In other words, the fact that the experimental group achieved results that were significantly higher than those achieved by the control group in three of the measures analyzed may be considered as an indicator of the effectiveness of the treatment.

This argument gains strength when the following factors are taken into consideration: a) that although there were only three times in which results of the post-tests significantly differ, these differences always favored the experimental group; b) that the treatment only lasted one school semester, and only approached some more general aspects of the treatment of speaking in its own right, and still, some significant differences were found between the two groups in the post-test. Therefore, if seen from this perspective alone, it is plausible to argue that the treatment was effective, and that it would have been even more effective if the treatment had lasted longer and other specificities of the speaking skill had been approached.

However, as previously stated, these results must be analyzed carefully, as factors other than the treatment itself may have been the cause of such significant differences. The discussions presented in sections 4.4.1, 4.4.2, and 4.4.3 seem to indicate that. In addition, the analysis may not be seen from this perspective alone, which is why an analysis of results within the same group, and a comparison of the gains achieved by each group were also taken into account.

Table 3

Comparison between the results of the groups in the post-test

	Fluency	Accuracy	Complexity	W. lex.	Den.
Description	Significant difference	Non-significant difference	Non-significant difference	Significant difference	
Narrative	Significant difference	Non-significant difference	Non-significant difference	Non-significant difference	
Interview	Non-significant difference	Non-significant difference	Non-significant difference	Non-significant difference	

4.5 Comparing gains

The analyses of the results within each one of the groups and the comparison between the results achieved by the groups in the pre- and post-tests are of extreme importance, in order to better understand how the groups behaved in the pre- and post-tests. Nevertheless, none of these analyses is enough to answer the research questions proposed in the present study, which aims at investigating the differences in *gains* between the groups. At first, this may sound similar to what has been presented so far, but comparing the gains (if any) achieved by the two groups is different from comparing the actual scores of these groups.

The term “gains”, for the purposes of this study, is defined as the difference between the scores achieved by the groups in the post-test and the scores obtained in the

pre-test (i.e. $g = pst - pt$; where “ g ” stands for the gain, “ pst ” stands for the results of the post-test, and “ pt ” stands for the results of the pre-test). Gains for each individual participant were calculated, and the results obtained for each group were analyzed once again in terms of descriptive statistics, equality of variances, and comparison of means.

This time, however, problems of skewedness and/or kurtosis were found in four of the analyses done, being three of them in the description task (when measuring gains in fluency, accuracy, and complexity), and the other one in the interview task (when measuring gains in fluency). This forced the use of non-parametric tests for these four occurrences. Hence, in these four cases, Wilcoxon’s u-tests were used to compare means, instead of the t-tests used for the other cases.

As table 4 shows, no significant differences were found between any of the gains presented by the groups in any of the measures analyzed. This fact is an extremely important one for the present study, in the sense that it roughly answers all the research questions negatively; that is, *there were no significant differences between the gains achieved by the experimental group and those achieved by the control group after the differential treatment received by the latter*. However, this fact must not be observed in isolation, which means that the factors which may have led to these specific results must be considered. The probable explanations for these results are presented and discussed in section 4.7 (Discussion of results).

Table 4

Gains achieved by experimental and control groups in all the tasks

		Gains in Fluency	Gains in Accuracy¹⁰	Gains in Complexity	Gains in w. Lex. Density
Description	Experimental	4.4143	0.2264	-0.3900	0.5086
	Control	-8.6730	-0.5070	0.3330	0.7820
Narrative	Experimental	2.6443	0.6464	1.2014	1.5507
	Control	-18.5320	-0.1250	0.6780	6.2640
Interview	Experimental	-26.9529	0.6329	-10.93	2.1171
	Control	-11.8800	-3.2860	0.5360	2.7550

4.6 Analysis of questionnaires

Students in both groups answered a questionnaire about their language learning and personal backgrounds; the majority of students in both groups had already studied English for over five years, and they had similar thoughts and feelings towards their English learning background; that is, in the majority of cases, students showed a positive attitude towards learning English as a Foreign Language. Only one student in the experimental group stated that he did not enjoy learning English so much; the same occurred amongst two of the students in the control group.

The questionnaire given exclusively to the experimental group did not seem revealing in terms of students' feelings and attitudes regarding the treatment to which they were submitted. The majority of students declared that they enjoyed the differential

¹⁰ For the accuracy results, a negative sign (-) indicates that there was gain, as there was a decrease in the number of errors.

course and learned much with it, although one of them said that she found the methodology used “confusing”.

Two other students also said that they expected to use the book more in class, and one other student stated that she expected more grammar in class, but none of them pointed these factors as major difficulties or problems. Besides, it is important to highlight the fact that these students represent a minority, which does not minimize the importance of their comments, but does make them a small sample in terms of how representative these answers were amongst the whole group.

Finally, it is important to state the students in both groups were also asked to answer questions related to the oral tests. This time, opinions varied from student to student (i.e. some students preferred the narrative task, whilst others showed preferences for the interview or description), and no clear overall preference could be inferred, which means that no notorious conclusion could be reached.

4.7 Discussion of results

A differential treatment given to a specific skill inside the EFL classroom brings the expectation that this specific skill will be enhanced in a way, or up to a certain extent, that will not be reached by a group that did not receive the same differential treatment.

In the specific case of this study, it is necessary to consider the significant differences between the results obtained by the groups in the post-tests as a *possible indicator of an effect of the treatment over the results*, but this fact, as discussed earlier, does not put an end to the discussion over the effectiveness of the treatment. It may be argued that in the three times when there was a significant difference between the mean scores achieved by the groups, these differences were not caused by the treatment alone.

This argument gains strength with the contrastive analysis of the gains obtained by the groups in the speaking skill after the treatment, as there were no significant differences between them. This, as previously stated, roughly answers the research questions proposed in this study negatively, a fact that might be surprising at first.

These results obtained in this study, however, deserve more careful explanation and discussion, as there are at least some important factors to consider when attempting to explain them.

First of all, it is necessary to observe that the time given for the treatment was a period of four months, due to the fact that this is an MA study, and thus time is limited. This is an extremely short period of time for such significant changes to occur, as many issues of the speaking skill had to be discussed and practiced during this time.

Moreover, it was the first time that these specific students in the experimental group were submitted to an approach of speaking in this manner. It would then be an over-expectation to believe that these students would acquire all that was discussed and practiced in class regarding the treatment of speaking in its own right in such a short period of time, especially when other aspects (in the course book) also had to be approached in class.

Further studies concerning this specific matter (the treatment of speaking in its own right) must take this into consideration, and try to apply a treatment that lasts a minimum of one year, thus allowing more time for deeper discussions and practice in class, as well as a better adaptation of students to the new approach. This, however, may still be a short period of time for the objectives of the treatment of the speaking skill in its own right.

Another important factor that deserves attention is the fact that there is not a specific material designed for the purposes of the treatment of speaking in its own right,

something already considered crucial by different scholars in the area (Bygate, 2001; D'Ely and Mota, 2004; Burns, 1998). This may not seem a big problem at first, as extra material was prepared for the purposes of the treatment, but this raised a number of difficulties during the experimental course, and the major ones are presented here:

- a) although a specific logic was followed in the course, it was not always possible to link the specific material prepared for speaking to the topics present in the course book; this lack of a link many times broke the classes into two very distinct moments (one moment dedicated to the treatment and another one dedicated to the topics on the book), which constituted a problem for the flow in class;
- b) the time allowed for the activities prepared for speaking was not always as long as necessary, once there were other activities to be done in the classroom. This led to an adaptation of the activities in some cases, which was not considered ideal for the study;
- c) some of the activities done in the course book also demanded more time than expected, which sometimes made students have to stay longer in class for the discussion or practice of the speaking activities, a fact which is also not considered ideal for the study.

It is also important to consider the difference between the nature of the treatment and the nature of the activities used to test the students in the pre- and post-tests. The treatment consisted of several activities that were dialogical in nature, that is, that demanded interaction between the students. However, two out of the three activities in the pre- and post-tests were monological (description and narrative), due to

methodological reasons. This may have influenced the results of both the pre- and post-tests in the description and narrative activities.

The interview task, on the other hand, was dialogical, and yet the treatment did not yield significant differences between the groups. Nevertheless, some factors must be considered when analyzing the results obtained in this specific task, before any conclusion is drawn:

- a) not always are students prepared to answer questions on the topics presented, as the topics may not necessarily interest them. This influences the interaction that happens between the interviewer and the interviewee, as the former needs to try to get the latter involved in the dialogue, since s/he is the one who is expected to speak more;
- b) students may be influenced by an affective filter when being interviewed, as there is another person involved in the task. The fact that this other person is testing them may enhance this affective filter, as testing situations seem to have this effect;
- c) the method used to test the monological speech samples may not be an adequate one to a dialogical situation; a dialogue involves more than the factors analyzed in the present study (see Riggenbach, 1991); other factors such as turn-taking and the initiation of topic changes may be included in the analysis of an interview; these topics were not analyzed in the present study due to time constraints and to the quantitative nature of the study itself; a more qualitative approach to the analysis of the data might show different results in this aspect.

Finally, it is important to highlight the fact that only some of the specificities of the speaking skill were selected to be included in the differential treatment. Although these specificities were carefully chosen from the literature on L2 Speech Production, and have been previously discussed by various scholars in the area (e.g. McCarthy, 1998; Bugate, 2001), there may still be some problems with the way in which each of them was treated inside the classroom, and/or there may be other specificities that were not included and might play an important role in the speaking ability of EFL learners.

One important issue that was not addressed specifically in the experimental treatment, for instance, was the issue of accuracy in speaking. Although one of the specific aspects discussed in the treatment approached the differences between spoken and written language, the treatment did not contemplate this specific aspect (accuracy in speaking) as one specific unit or set of exercises to be practiced and discussed. This specific measure was only addressed in class when students made specific errors or mistakes. This may have been the cause of the results students achieved for accuracy in the post-test.

Another important factor that was not presented and/or discussed during the course was the way in which students' speeches were going to be evaluated. In other words, students in the experimental group were not introduced to the concepts of fluency, accuracy, complexity and weighted lexical density, a factor which may be decisive for the enhancement of their speaking, at least when these measures are the parameters for the evaluation of their speaking proficiency.

Luoma (2004) argues that it is important for those who will be evaluated to know exactly what the basis of their evaluation will be. Hence, it may be argued that a course with the objective of treating a specific skill in its own right must make the learners aware of how this specific skill is defined and evaluated, so as to help these

learners achieve better results. Having activities that aim at helping students become more fluent, accurate, complex, and have a higher level of weighted lexical density when speaking, might not be enough if students are not aware of what these concepts are and how they are tested.

The reason why this specific aspect was not discussed in the experimental class, however, was the fact that it might be a very influential factor for the results, and the focus of the study was not specifically on the evaluation of speaking but on a differential way of treating it inside the EFL classroom; knowing how evaluation will take place is not necessarily a specificity of the speaking skill, but simply an additional piece of information that students in the experimental group would have, and that would most likely influence the results.

This factor deserves more thinking, however, and this discussion should not be disconsidered when another study of the same nature of the present one is conducted in the future.

4.8 Summary of results

The present study had four specific research questions, all of which addressed the difference between gains achieved by the experimental and control groups in four different quantitative constructs of the overall speaking proficiency, namely fluency, accuracy, complexity and weighted lexical density. The basic question, then, was whether there would be significant differences between the gains achieved by the two groups analyzed.

However, it is important to note that the analysis and discussion of results did not focus only in the analysis and discussion of gains, but also in the analysis of increase or decrease that occurred within the results of the same group, the comparison

of the results achieved by the two groups in the pre- and post-tests, and the main implications (found in this study) of the treatment of the speaking skill in its own right to the EFL classroom. All of these factors are acknowledged as important ones to the understanding, analysis and discussion of the results.

Therefore, the main findings of the present study concern these four aspects.

These main findings are summarized below:

- a) none of the groups analyzed showed an overall consistent significant increase or decrease in fluency, accuracy, complexity and/or weighted lexical density; significant differences within the same group only occurred twice in the experimental group (a significant increase in complexity in the narrative task, and a significant decrease in fluency in the interview task), and once in the control group (a significant increase in weighted lexical density in the narrative task); the issues of task effect (Foster & Skehan, 1996) and limited attentional resources (Skehan, 1998) were presented with the objective of discussing the pattern (or lack of a pattern) presented by the results obtained by the two groups;
- b) the experimental and control groups only showed significant differences in three of the post-tests: twice in the description task (fluency and weighted lexical density), and once in the narrative task (fluency); it is important to highlight that in all the cases when the groups differed significantly in the post-test, this difference favored the experimental group, a factor which may be considered as an indicator of a positive effect of the treatment; however, this was not the main argument of the present study, as the comparison between the gains achieved by the groups was considered essential to answer the research questions that were proposed.

- c) the groups did not present significant differences in the gains achieved after the period of treatment, thus answering all the research questions negatively; issues of time, course book material, the monological aspect of the description and narrative tasks, inappropriateness of assessment of results in the interview, and the lack of discussion on the measures used for evaluation were presented as possible explanations for this result;
- d) the issues raised in the explanation of the results led to five different implications of the treatment of the speaking skill in its own right in the EFL classroom:
- 1) need for more time to conduct a course of this nature, thus providing the opportunity to better discuss and practice the issues already present in the treatment used for the purposes of the present study;
 - 2) need for a specific course book material in which the treatment of speaking in its own right is present, with the objective of linking the issues related to speaking to the topics related to the other three skills (listening, reading and writing) and to the grammatical points presented in each of the units;
 - 3) necessity of teacher training, a factor which did happen in the present study, but which must be emphasized, as teachers who intend or need to deal with speaking in its own right will need to be familiarized with the literature on L2 Speech Production;
 - 4) necessity of the inclusion of other specificities of the speaking skill in a course that deals with speaking in its own right; some good examples are the issue of turn-taking, adjacency pairs, topicalization, and introduction

to topic changes; Conversation Analysis is an area that may bring helpful contributions in this sense (see McCarthy, 1998; Burns, 1998);

- 5) assessment may be an important topic to be included in a course that approaches speaking in its own right; showing learners the different ways in which they may be assessed and providing them with practice of different assessment measures may prove to be particularly helpful in the enhancement of speaking.

CHAPTER V

CONCLUSION

In the present chapter, I present the conclusions which may be drawn from the analysis and discussion of the data collected. These conclusions here presented include not only the conclusions concerning the study itself, but also my personal conclusions on the treatment of speaking in its own right and the implications of such treatment to the EFL classroom.

In addition, I also present the pedagogical implications of the present study, as well as its limitations. Based on these limitations, and on the findings of the study, I suggest further studies in the area, which, at least in my point of view, should bring new insights and discussions to the area of L2 Speech Production.

5.1 Conclusions concerning the study

As stated throughout the different chapters of the present study, the necessity of treating the speaking skill in its own right, respecting and taking into account its specificities, has already been discussed by several different scholars in the area of L2 Speech Production (e.g. McCarthy, 1998, 2004; Bygate, 1998, 2000; D'Ely and Mota, 2004; Burns, 1998; Luoma, 2004), all of whom favor such differential treatment to this skill.

The present study tried to investigate this differential treatment and the possible results it may bring to the EFL classroom and to learners' oral proficiency through an empirical perspective, with an experimental design. The results of the investigation suggest that the effectiveness of the treatment of speaking in its own right in the EFL

classroom is not as linear as it might be expected; that is, having such a treatment does not necessarily imply that learners' oral proficiency will improve significantly, at least when oral proficiency is analyzed in the way that it was in the present study.

Therefore, there are two main conclusions concerning the study itself. The first one is that a course in which the treatment of the speaking skill in its own right is implemented demands a complex pedagogical process that will imply changes in the course book material to be used in the classroom, in the knowledge and perspectives of the teacher toward this skill, and consequently, in the way the skill is presented, discussed, practiced, and evaluated in class.

The other important conclusion of the study is that treating only some of the specificities of speaking in the EFL classroom does not necessarily give the treatment of this skill in its own right the complexity that it deserves. Issues of continuity, constant evaluation of progress (through the use of different evaluation tools; see Luoma, 2004), and duration of discussions and units, are extremely important for the overall success of the treatment. Therefore, it is important to reinforce the claim already made in favor of the necessity of a longer course for the application of a treatment of such nature.

5.2 Pedagogical implications

The main pedagogical implications of the present study are related to the implications of the treatment of the speaking skill in its own right to the EFL classroom. As stated in chapter IV, the study defends the importance of time, course book material, teacher training, assessment, and other specificities of speaking for this treatment, as presented below.

5.2.1 Implications of the treatment of speaking in its own right to the EFL class

The discussion presented in chapter 4 (4.7) is specifically important for the presentation of the main implications of the treatment of speaking and its specificities to the EFL classroom. These implications are crucial to be considered when implementing a course of this nature, and they are presented below:

- a) a course that aims to treat the speaking skill in its own right must last longer than simply one school semester (approximately four months), due to the number of issues that must be discussed and practiced and the complexity of such issues. Continuity is one key aspect for a course of this nature to present significantly differential results when compared to regular courses¹¹, and it would be advisable to have a least one year for this course; the longer the course lasts, the more opportunities learners will have to discuss and practice the various specificities of the speaking skill;
- b) as already discussed and defended by other scholars in the area of L2 Speech Production (Burns, 1998; Bygate, 2001; D'Ely and Mota, 2004), it is necessary (or at least strongly recommended) to have a specific course book that treats speaking in its own right, in order to have a course of this nature; such treatment of the speaking skill requires much focus and must not be separated from the other issues discussed in class; therefore, having a specific material designed for the specific objectives of this course would facilitate the role of the teacher and the flow of the class, once grammatical issues, as well as the other skills (namely listening, writing and reading), would be linked to the issues discussed in the speaking activities and vice-versa. It is important to observe that this does not mean that the other skills will receive a secondary treatment or less attention

¹¹ The term “regular courses” used here means the courses that do not give a differential treatment to the speaking skill.

than speaking, but the activities proposed in each unit (in all four skills) should be linked in such a way that would help the flow in class and the continuity from one class to the next;

- c) The teacher of a group in which the speaking skill is treated in its own right must be prepared and familiarized with the specificities of this skill; this was the case in this experimental study, yet not all EFL teachers are familiar with these specificities, due to the fact that they have just started to receive more attention from scholars in the area; this demands teacher training, because of the complexity involved in each one of the specificities of the speaking skill;
- d) The specificities of the speaking skill that were part of the differential treatment prepared for the purposes of the present study are not the only ones that deserve attention when working with this skill; in fact, the aspects present in the treatment prepared for this study may even be considered introductory ones to the treatment of this skill, as they are more general; other specificities of speaking, such as turn-taking and adjacency pairs (McCarthy, 1998), should also receive attention, as they approach issues that are related to the analysis of real-life speech and the understanding of how speaking happens in different settings, and the area of Conversation Analysis has important contributions in this aspect. Besides, some specific aspects still need further academic studying before they can be implemented in a course that treats speaking in its own right. For instance, the issue of pausing patterns in the target language (currently being studied by Xhafaj), and how this can be included in a course still deserve more empirical study. Materials that are prepared with the aim of treating the speaking skill in its own right should at least consider these issues;

- e) The treatment of speaking in its own right must be concerned with the issue of how speaking is assessed, so that this discussion may be raised in the classroom. If the concepts of fluency, accuracy, complexity, lexical density, turn-taking, and idiomatic expressions, to name just a few, are important in the assessment of learners' overall speaking proficiency, it is important that these concepts are presented, discussed and practiced, whenever possible, in the EFL classroom.

These implications show the complexity of having a treatment of speaking that proposes to approach the specificities of this skill. Much preparation (in terms of familiarity with the literature on L2 Speech Production, teacher training, design of a specific course book, amongst others) is still necessary before a course of this nature can be implemented in schools, and providing this preparation is an interesting objective for those who wish to contribute to this area.

5.2.2 Other implications

The treatment used for the purposes of the present study, described in chapter III, also constitutes a pedagogical contribution in itself, as it compiles different specificities of speaking, and shows some different ways in which these specificities may be treated in the EFL classroom. The manner in which this skill was approached in the treatment may, therefore, be used as a preliminary guide for teachers who wish to approach the skill in a similar way. However, as discussed earlier, these specificities presented in chapter III are viewed as introductory in the present study, which implies in a necessity to include other specificities.

Finally, it is important to highlight the fact that the majority of the students who were in the experimental group stated that they enjoyed the course and found the treatment given to speaking helpful, which shows that there was no resistance to the

course itself. As stated in chapter IV, only one student had a negative impression of the methodology used, stating that it was “confusing”, a fact which may be seen as an isolated case.

Pedagogically, students’ positive attitude towards the course may be regarded as an indicator of their willingness or at least openness to participate in a course that treats speaking in the manner that it was treated in the present study. This is an important factor in the sense that it shows positive affective results towards such treatment. Had the results presented a negative attitude, it would be necessary to discuss the reasons for such attitude and try to overcome affective problems in future versions of the course.

5.3 Limitations of the study

The present investigation is exploratory in nature, which increases its limitations in different aspects. The main limitation caused by this exploratory nature was the general aspect of the treatment conducted with the experimental group. In other words, the treatment used in the present study encompassed more than one aspect of the treatment of speaking in its own right, and the effectiveness of each one of these aspects could not be individually evaluated. This means that some of the aspects approached in class may have had only little or even no effect upon the overall oral proficiency of the learners.

Furthermore, as previously discussed, the aspects included in the course were general ones, which limited the time available for the inclusion of other, more specific characteristics of speaking. This, however, was necessary, in the sense that the characteristics that were more specific could not have been approached without the discussion and practice of the general ones.

This fact led to another limitation of the present study which was also discussed earlier: Time. This was a limiting factor in the sense that it was not viable to conduct a longer course, in which more specificities of speaking would have been approached, nor was it possible to invest more time on analyzing the data in other different ways, a factor which could have led to different results and conclusions. The constructs of fluency, accuracy, complexity and weighted lexical density themselves could have been analyzed in different ways.

Another limitation of the present study lies in the fact that the teachers of both groups were different. Therefore, it may be argued that the results obtained in the analysis of results were due to teacher difference, rather than the independent variable under investigation (treatment of speaking in its own right). However, this (teacher difference) was a variable over which I had no control, as only one group could be formed for the purposes of this study, and there was no intention to interfere in any of the extracurricular groups at UFSC.

Two other limitations lie in the statistical analysis used in the present study. The first one is the fact that there were only twenty-four participants in the study (fourteen in the experimental group and ten in the control group). In spite of the fact that this number is enough for the analysis that was performed (ten is suggested as the minimum number for a group when t-tests are used), it would be ideal to have a larger sample. Nevertheless, it is still important to remember that this small sample did not interfere in terms of skewedness, kurtosis, and consequently normal distribution.

The other statistical limitation of the study is the fact that many t-tests were conducted in the analysis of the data. I am aware of the fact that this may have interfered in the significance of results, but it is still necessary to justify that each factor (fluency, accuracy, complexity, and weighted lexical density) had to be analyzed

individually in each one of the tasks (description, narrative, and interview), and the t-tests are ideal in this aspect.

Finally, it is important to consider the fact that the effectiveness of the treatment was measured in terms of fluency, accuracy, complexity and weighted lexical density, and the treatment itself did not specifically address these four aspects. In other words, the results might have been different if the measures of speech performance had been those specifically addressed by the treatment (i.e. the spoken genre as opposed to the written genre; different spoken genres; register in speaking; pausing and fillers; and oral strategies). As previously stated, the analysis of speech performance in terms of fluency, accuracy, complexity and weighted lexical density was chosen due to its reliability, based on the fact that it had already been used in other studies (e.g. Fortkamp, 2000; D'Ely, 2006).

5.4 Suggestions for further research

Based on the limitations presented in the previous section of the present chapter, a few different suggestions are proposed for further research on the treatment of speaking in its own right.

The first one is a set of studies, rather than a specific one. The suggestion is that different experimental studies specifically address only one specificity of speaking throughout one whole semester. Each study would then analyze one specificity of speaking, investigating it individually, and being able to contribute with an analysis of the specificity alone to the teaching of speaking in class. For example, one study could only address the issue of spoken genres, whilst another one would focus on the teaching of fixed phrases, and so forth.

Another suggestion would be to investigate a group for a period longer than one single semester. This should enable the investigator to include other specificities of speaking in the treatment and/or spend longer when dealing with each one of the specificities included. As stated previously, two school semesters would be a minimum suggested. Two years, i.e. the whole intermediate or advanced course, would be ideal for the researcher to make stronger claims.

It would also be interesting to have a similar analysis to the one presented in this study, but this time with the same teacher in both groups. Although I acknowledge the difficulty in being able to do this, I still find it interesting in the sense that it would control one variable which may be viewed as a very influential one on the results.

Yet another suggestion for further research would be to create a specific course book material, in which the treatment of speaking would occur in its own right. The material could then be used as treatment in an experimental study contrasting two groups: one in which the material would be used, and another one in which it would not. In this case, the material itself would be the independent variable. Despite the complexity of developing such a study, its advantage would lie in the fact that the course book material might reveal interesting ways of dealing with the specificities of speaking.

In terms of data analysis, two suggestions are made: in the first one, the same study could be conducted with a different statistical analysis, so as to investigate whether a different statistical tool would implicate in different results from those obtained in the present study. Different statistical tools could even be used to analyze the data of *this present study*, with the objective of re-analyzing the data in a different way. The other suggestion in terms of data analysis is that the researcher investigates whether different measures of fluency, accuracy, complexity, and weighted lexical

density would yield different results from the ones obtained in the present study. A more qualitative approach to each one of these constructs, for example, could be used.

Finally, an analysis of the data that operationalizes speech performance in terms of the specificities used in the treatment (namely the spoken genre as opposed to the written genre; different spoken genres; register in speaking; pausing and fillers; and oral strategies) might show different statistical results, and therefore such analysis is here suggested.

To sum up, it is important to state that the treatment of speaking in its own right as a whole still needs and deserves further and deeper investigation so that more consistent conclusions may be drawn, thereby bringing new insights to the areas of Second Language Acquisition, more specifically Speech Production, and EFL teaching. The suggestions for further research presented here are only some of the studies that may be conducted in the area, and other studies may clarify the doubts that still remain concerning this new, differential approach to the teaching of English in the EFL classroom.

5.5 A final word on the study

The present study has an extreme personal importance to me, both as a EFL teacher and as a researcher in SLA, more specifically in Speech Production, in the sense that it allowed me to investigate the speaking skill more deeply, thus leading to a better understanding of this skill, as well as a broader view of all the complexities and specificities that it involves.

As an EFL teacher, the thorough study and better understanding of speaking as a skill in its own right has helped me to become aware of the fact that we, teachers, cannot simply take for granted that students know how to speak. Instead, it is necessary

to understand that speaking is a skill that has its own nature, with its specificities and difficulties, and therefore not only is it important and possible to teach it, but it is also necessary to do so.

The acknowledgement of the fact that speaking is a skill in its own right should, therefore, reflect upon one's teaching practice in the EFL classroom. It is true that this understanding brings several questions that are yet to be answered, as well as a number of difficulties (the ones presented in the presented study, in my view, are just a few of the ones that may appear), but its future benefits, at least in my point of view, will prove satisfactory for both teachers and learners.

As a researcher in the area of SLA, and more specifically in the area of Speech Production, my main personal conclusion is that there must be several more studies about speaking and the production of speech in order to better operationalize, understand, test, and evaluate speaking as a skill in its own right. The way in which this term ("speaking in its own right") has been defined (even in the present study) still does not encompass all the specificities and complexities of the skill.

If this difficulty of understanding the term amongst scholars seems to be factual, amongst EFL teachers, it is, at least in my view, undoubtedly so. As other scholars have already discussed (e.g. D'Ely & Mota, 2004; Bygate, 2001; Burns, 1998), teaching materials have not yet incorporated the treatment of speaking in its own right, and my personal belief is that teachers are not yet familiar with the term, which also means that they are not prepared to deal with speaking in this manner.

This implies first in the necessity of better understanding the treatment of speaking in its own right, so that EFL teachers can be trained to incorporate such treatment to their classes.

Another necessity which cannot be overlooked is that of testing this treatment of speaking in its own right empirically in several different ways, as it was done in the present study. As previously stated, important empirical investigations on this treatment should include the testing of different specificities of speaking individually, as well as the testing of a specific material in which speaking would be regarded as an individual skill with its own specificities, and thereby treated in its own right.

The experience of EFL teachers must not be ignored in these aspects. Rather, EFL teachers should be encouraged to test different materials that treat the speaking skill in its own right. Their opinions regarding these materials are of extreme importance to the area.

Learners' opinions regarding the treatment of speaking in its own right must also be considered when testing different materials. A thorough analysis of their feelings, difficulties and opinions towards this treatment should also be helpful in the design of appropriate course books.

Hence, it would be helpful if EFL schools and institutes, as well as universities and schools in which an L2 is taught should be considered taking part in this complex process, so as to enable their teachers and students to contribute with their opinions and feelings concerning the treatment of speaking as a skill in its own right in the EFL classroom.

To conclude, it is important to state that the treatment of the speaking skill in its own right, in my opinion, is a complex and highly demanding pedagogical process, especially at the meantime, due to the fact that it is a new way of dealing with this skill. Hence, its implementation requires much thinking, analysis (both quantitatively and qualitatively), and cooperation between EFL teachers, EFL learners, and SLA researchers.

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APPENDIX A

TRANSCRIPTIONS

Transcription Conventions:

- a) pauses and unfinished utterances (...);
- b) question intonation (?);
- c) character's talk ("");
- d) emphasis (*italics*);
- e) interviewer talk (underlined)

Pre-test**Experimental Group****Participant 1**

Description

Ok, eh... we have here... a very confused... picture, eh... we have written here uh... "the future, a musical believe in"... eh... look somethings... 70s or... eh... some people jumping, eh... some people, eh... looks like some, somebody dancing, everyone dancing in the... uh... on the street... eh... a big banners written di-diesel, diesel gas, uh... eh... how can I say this?... eh... many colors, uh... buildings around... uh... cars... I guess... one car... uh... some umbrellas and... trees uh... just young people, hum... I think so. Yeah.

Number of words: 88

Narrative

Ok, let me try... uh, some time ago I... I was passing a... crossing a street uh, with some friends and uh... at that time... we was in four and uh... while we... crossing the... street uh... come... a car, very... very speedy and... one of us uh... tried to stop the car... with a signal... and... the car no, no... no... the driver not see us and eh... eh... eh... my friend jumps... in the car ... (laughs)...uh... after that, the driver put out the, the car, and go...eh... how can I say?... spell, uh... hard words at us, and uh... after that... how we are in, in four, eh... some time... before the, the man out of the, the, the car, he see... he saw us, eh... in major number... so.... And... after ele... he puts in uh... a wheel...eh... in back to, to car... and... for go out (laughs), and we go out too, no, no problem.

Number of words: 160

Interview

What's your opinion about festivals in general?

Uh, festivals... eh... I don't, I don't have many interests in festivals uh... I like more encounters... where we uh... have some fun, eh... festivals eh, look so-something eh, commercial, ...and where people... go just to... uh... spend money (laughs)... eh... no, no have more interest than this... you go more to... to show, show you (laughs)... to see others and show you.

Have you ever been to any festival or not?

Yes, eh, I was sometime... sometimes but... uh... not was something... interesting... (laughs)

Why not?

Eh... eh... the events eh... was less interesting than the... eh... the people around... The, the people were just walking uh..., like zombies, uh...

Yeah, I know.

(Laughs)

And what festival was that?

Eh... was, was uh... many time ago, in the... Rio Grande do Sul... in the... in the time eh, was a type of... original... eh... eh... have some group... band groups uh... playing... and... many... expositors... thousand peoples... like zombies... (laughs)

Really? What do you think about festivals like carnival and Oktoberfest, cultural festivals like these?

Uh, no looks culture to me, it's just a... way to... call people to... spend money... and drink a lot, and make... how can I say, that... it's sign to... to freedom... "libertar"... people go to... to make things that no making in normal uh... life (laughs)

Ok, thank you.

Number of words: 183

Participant 2

Description

Uh, so... in this picture I can see... a lot of information... come from... coming from... everywhere... is a, it is a... propaganda... from... uh... clothe store, I think so... there are people... dancing on the street... and... some... buildings... and the sky was blue... and... the people are... jumping... very happy... some guys, I think so is... a little bit gay... no problem... and there are many, many... trees and... flowers and... everything is beautiful, there are many colors... there is a... in the middle part of the picture, there is a... a black power... very nice... and a guy is holding... she... and there is a girl... in a cowboy style... and another guy is holding... this girl... and there is a... only one car in the picture... and a pub... in the right... So... and a cafeteria, too... in the other part of the picture... ok, I think is it.

Number of words: 153

Narrative

Ok, I will... make a little, eh... dissertation about this picture... based on, on a little... history that I have... had... haded... hum... some years ago... and looking this picture I can... I can remember... the last day of... my...uh... high school... because every, everybody is happy, and everybody is... in... jumping... and in that day... in the end of the high school... I can remember that... everybody who had, who had passed on the exams... was very happy, similar in the picture, and everybody... was waiting for the summertime... and... everybody is not jumping... on that time, but... the happiness on... our faces

was very similar to, to these guys in the picture... and... everybody planning... what u... what university they... would try to... ingress... and... but... eh... with the... the worries about the future... don't... eh... the worries don't, eh... can't remember the word... everybody was worried about the future, but this worry don't... don't... don't make the, the happiness of that time... be away... stay away. I think is it.

Number of words: 172

Interview

What's your opinion about festivals in general?

Hum... I like very much the festivals, and my opinion about this kind of... of... eh... entertainment is... there is very, this, this, this kind of entertainment is very good for... for everybody, since eh, young kids to... to old people, because they, they... can... uh... join everybody the same thing, in the same time, in the same... place... I think is it.

Have you ever been to any festival?

Yeah, yeah... I have been in some festivals, and... when you... told me about this festival... (laughs) there's... many histories about that... eh... I was in... on the festivals... from... eh, Philips Monsters of Rock and... some festivals here in Florianópolis, this Philips was, was in... São Paulo state, and... here in Florianópolis I was on the festival of Nations... and... in Itajaí, the festivals about the ... the food ... of the place... called "Marejada"... not the food, the festival called "Marejada"... and... is something... very near to this picture, because... in the festival everybody is happy, and... everybody is... enjoying... the situation.

Tell me one specific thing you remember in these festivals. Tell me about one of them specifically.

Ok. I can remember, uh... in the Philips eh, Monsters of Rock, I was fifteen, and I can remember all the... uh... the waiting... eh... uh... everybody was... waiting for one specific group... to play... called "Iron Maiden"... and... before Iron Maiden, was playing Skid Row and everybody was... screaming, because... eh, anybody likes this, this kind of music, eh... Skid Row... and... when... the Iron comes play... was very... it was... nice... very nice.

And why do you like Iron Maiden?

Oh, so, I like Iron Maiden because... the way that... the guys played... is very, very... professional... I think so.

Do you play any instruments yourself?

No, no.

Okay, thank you very much.

Number of words: 306

Participant 3

Description

I see a lot of... young people... dancing in the street... hmmm... there is a car in this street too... they, they look very happy... they use a... they use modern clothes... the weather looks hot... I think that's it... There are two, two buildings, one is more, more... modern... and the oth... the other is older... uh ... a big building and a small too... the car is gray... I think so.

Number of words: 73

Narrative

Eh... the picture looks to me... eh... a carnival that I... participated in the past... in my town... because... I dance... look, eh... I danced in the street, very happy, in a very hot weather... and I... listen to a loud sound... a very agitated and... drinking... it's what I remember, my, my carnival in the past, in my town... I was with my friends... in... front of the... the pub... in my town, in the corner, like the picture too... and... there was a... a sound car... a sound car... in the street... that playing music of carnival, typical music of carnival... and, the street is very crowded of people... many people of the, the, the town went to the, the, the... that corner, and, and dancing together, and drinking a lot, and a very hot weather... I think so.

Number of words: 141

What's your opinion about festivals in general?

My opinion?... I like, uh, I like when I... I went to festival that the, the people... is just have funny... drinking, dancing, but... eh... there isn't fights... and violence... this don't eh... I don't agree... I, I think that people... would... go to the festivals only to have fun... to, to... to stay with friends, to, to have a conversation... and drinking, dancing... see nice people... eh... know nice peoples... but not with violence, with... ignorance... and, and fights.

Have you ever been to a festival in which there was violence?

Yes, I already looked... a, a lot of... in many opportunities... and... to me, the, the, the festival, eh... finishes... we ...always... go out... and, and don't participate more, because is very... violent... is very violent...

Have you been to any other kind of festival other than carnival?

Kind of festivals?... No, I don't remember... I, I, I go to, to shows, specific shows of one singer... not a festival but... not a big show, but eh... I, I used to go to.

Did you see any violence in any of these shows?

Sometimes... sometimes... here in Florianópolis... it's not common, but... in my town it's... very useful.

Why do you think so?

I don't know, the people is different, the culture is different... the education level is different... and... my town is very small... so the people knows each other and have... specific... fights... the group of young people... I don't like this in, because, there is more common than here.

Ok, thank you.

Number of words: 242

Participant 4

Description

Ok, so... let me try to... to say what I... what I'm seeing... hmmm, there're... there are a lot of people... in the street... and... they're kind of dancing (laughs)... and it's a happy... picture... you know and... very... full of movements and colors, and... I'm not really sure (laughs)... what is all about, you know, but... they seem happy... and dancing... and uh... I don't know... and... what else can I say?... hmmm... There are buildings and... I don't know, I'm not sure this is in Brazil (laughs)... hmmm... I, I don't know eh... what kind of... publicity this is... you know... what, what they're selling... I think it's... something about music... which makes sense because... they're dancing (laughs), and... I don't know what else... I can, I can say, this is... this is uh, weird (laughs)... Ok, I think I'm finished because I don't think I can... say anything else... about it, okay?

Number of words: 155

Narrative

I'm not really sure about it, but uh... the only thing I can associate with this picture is... my... I'm not sure how... how I'm gonna say it, but... my graduation... on the... college... college? I'm not sure if it's college... okay?... and... and we... after the whole... formal... and social... party... uh, we made a party of our own... and we all... went to the street and went to a... bar... that we used to go... and... there we kind of made a party and... this is the most close (laughs)... of... of the picture I can... associate with... and it was really fun, you know... we don't eh... end... dancing on the street but... we made a... a really good party, with music and so... this is the closest... I can... remember... it was really nice, you know, we are... friends, and... there were kind of... 20 people, I think... and... we went to this bar... that we, it was familiar to us, and... we put the tables... in the street, you know, and we... end up talking... and laughing... and telling stories... and heard music, hearing music, and all the... that kind of stuff but... this was really fun... and... we... I, I think I went home... about... 4... o'clock... in the morning... so it was really nice (laughs)... oh, one friend of mine... he... get really... he got really drunk, you know (laughs)... eh... because... he was kind of... having a crush... on a friend, a-another friend of mine, and... but he... she was with... another boy... so... it broke her heart, his heart... so he... end up drinking a lot... and he... I'm not sure, but I think he... took... some... glucose shots... you know, because he was... bad, you know... in a bad conditions.

Number of words: 299

Interview

What's your opinion about festivals in general?

Festivals?

Any kind of festival.

Any kind of festivals... I really like the music ones (laughs) because I really love music, I think I'm... I'm kind of repeating this in all of our interviews [referring to the interviews of the process of selection of students for this group] but...eh... I, I've never been into a festival, and... this is really bad, because... I live here in... in Florianópolis, and... this is not a kind of place that... we don't have a lot of festivals and ... shows... and that kind of stuff, you know... this is a... a small town in my opinion, so... but I really, I'd love to go to... to some kind of concert, and that kind of s, that kind of thing, I don't know if that's the... eh... but I really like, I'd really like that, and... I saw the... G8 concert... I don't know, the Live Aid, and... I really thought... 'oh, my God, I wish I could be there', so...

You saw that on TV?

On TV, for sure.

Ok. And have you ever been to carnival or a specific concert that you liked, or to Oktoberfest, or...

No, I've never been... in any of that, because ...I'm... really... uhm... I don't travel a lot, you know, and... I... I don't like really carnivals (laughs)... it's not my kind of thing, you know, but... I really like... I don't know, I, I wish I could have this opportunity, but... I've never... been to this.

Any specific festival you would like to go to, except for Live Aid?

I don't know... they're all about music, you know... and there are... some shows I wish I could be there... but, like Pink Floyd... a Pink Floyd concert, you know, and... I don't know... some... things in a... in that... that way, but... I, I can't think... one specific... right now, but... that kind of s... eh, Rock in Rio... you know, I, I... I wanted to be there... and I couldn't... cause I, my age, it was not... good enough... you know... especially when Guns and Roses came the first time... you know... I really like them and... but I was only 12, so... my parents didn't like so much (laughs)... uh, in Rio de Janeiro, you know, so I... I was not there.

Ok. Thank you.

Number of words: 297

Participant 5

Description

There, there are many people... eh, eh... happy, very happy, uhm, eh, they use happy clothes, and, uh, eh... people in the downtown... downtown city, in the... street... eh, they... can have an... eh... the people... dancing, or... or something...eh... I think this is uh downtown, because there are many buildings... and... same in a party, but uh... a party in a market, market.

Number of words: 64

Narrative

Eh... when I... was uh, 15 years old, I... I maked dance, I... I dance in a ballet, in a ballet and a jazz dance... I, I danced street dance too, and... isn't eh... in the street, but the, the dance, the name is street dance. Uh, I liked very much, I, I make a presentation in a theater... I... eh... to, today I like very much dancing, I, I like see the... spectacles, spectacles, the, the, the and the... I participated in, eh... when I was... 16 years old, in the... municipal... theater in São José dos Campos, when I was 16, I participated in a shopping, shopping center, eh... eh... we and uh... another... friends eh... presentated a street dance, in the... shopping center, very nice, and my, my teacher is a... eh... a group, eh... Rasta group, a company... in São Paulo, the, eh... the teacher, eh... eh... make a presentation in Faustão...

Number of words: 156

Interview

What's your opinion about festivals in general?

I know... a little bit eh... about festivals. I don't see a festival, but uh... I think it's inter, interesting... I, I would like to know, to see a festival. What kind of festival?

Festivals in general: dancing, music...

Oh. Ah, oh... festivals... of dancing I see it very much, I like very much, Joinvile... I like and... CIC... theater, I like very much the festivals I see... all the festivals of the dancing, I like the music festivals... everything, I like very much music... I like uh... festivals of uh, of the... rock show, that I like... very much, at the, see the... Curitiba pop festival (laughs).

Was it good?

Yes, yes... the Pixies, I like it, oh, very much.

Tell me more about the festival.

Oh, there are many people, uh... very very very nice bands, uh... and... good music for...eh... the people... which like the... kind of music, eh... and this, this, this year I... I intend to... to, to go a, again in the pop festival, but for, for... for... at the other, another band... Wheezer

When is the festival?

Eh... in, eh... 24, 24... Oc, October 24.

What bands played in the last festival?

Hum, I, I don't know the other bands, it's a... little bands, uh... eh, in... eh... Rio Grande do Sul, Curitiba, São Paulo, but li-little bands... I don't know... nice, too, nice...but isn't eh... Pixies.

I know, I know. Ok. Thank you.

Number of words: 209

Participant 6

Description

This is a picture, eh... with very colors... very people, I think the people are dancing, uh... the... It's the dancing... in, in a big... street or in an avenue... eh, I think it's uh... for marketing to... eh... to publish something... I don't know what, there is a... a... a label? ... eh... with write Diesel, uh... other, other people... eh, other people... eh... on the back... eh... doing the same thing, dancing... the same uh... the, in the same manner... in the same expression in the face... but I don't know what, about, about what... I don't know... there is a co, a couple... eh... feeling, feeling something too... uh... and dancing too... eh... two buildings, there, there are two buildings... and I think uh... uh... there is a... a car... trees... that is what I can tell you about... the picture.

Number of words: 144

Narrative

Well, I remember, the first thing I remembered when I... I saw the picture, was the, the... was the carnival, eh... of this year... 2005, and uh... because... me and my friends we, were... on the street... dancing, singing... there were many... people, cars, and the street was lar-large, was large too... like the, that in, in the picture...and uh... there wasn't a, a, a specific story, but I remembered the carnival and uh... we are... eh... we were fun, in that moment too... not exactly like these people, because I think these people is training... very similar... in the dancing, but uh we, we were... fun, we, uh... eh... it was wonderful and I think this, this picture, eh... eh... this picture ... seems, this picture seems... something fun, something uh... I forgot the, the words. Fun.

Number of words: 138

Interview

What's your opinion about festivals in general?

I think... it's necessary, necessary to... any country and city, because... eh... it is a manner to...celebrate, to... unite people, and it's, eh, define a tradition of the place, eh... any festival, I think uh... eh... gives a...ident... To identify... to identify the city, the, the place, I, I think that is...it.

Yeah?

Yeah.

Have you ever spent carnival in Florianópolis?

Yeah, yeah.

Tell me about carnival in... I never imagined carnival in Florianópolis. Tell me about it.

Neither I. But this year I went to, to... downtown... the carnival is... traditional here, in downtown, uh... in Cachaçaria da Ilha, you know? Some, some bars like that. In front of Cachaçaria, in that avenue. Gama... I think Gama D'Eça. Ok. There is a... a... gas station... there is a gas station, with... eh... where the people stay there, eh, drink a lot, dance a lot, uh... with costumes, with uh... there was, there was men, eh... dressed the...uh...the clothes of woman, it's very interesting and funny too.

Yeah, I know, very similar...

I like it, but it's just on Saturday. The other days is... in... eh... any, any place.

Ok, so on Saturdays this specific carnival is downtown.

Ok, eh.

Because I'm considering staying in Florianópolis for carnival next year.

Yeah.

Would you recommend it?

Yeah, I think I will... be here... another uh... in the, in the next carnival, I think. (laughs). I liked it, in the Saturday.

Oh, ok, good. Thank you.

Number of words: 188

Participant 7

Description

Uh... the people in this picture seems to... to be very happy...uh... I, I guess they are in the 70s... cause of their clothes... they are dancing a lot, uh...pro, probably because their happiness... uh... what else?...like a... manifestation...of happiness (laughs), I don't know what, what to say, uh... many... clothes, eh... colors in their clothes, uh... it seems to be... abroad, not here in Brazil...uh... I'm not sure, but I think Diesel is a... a trademark of a... a company that makes... clothes... interesting buildings... beautiful girls (laughs), uh... and I think that's it, you know, I can't say anything else... I think that's it. Ok.

Number of words: 105

Narrative

Uh, once I went to a party, uh... and I... I broked with my girlfriend... and then... in the party, we started drinking beer, and beer, more beer, lots of beer and... and suddenly I found uh... a friend of my ex-girlfriend, and then (laughs), and then you can imagine what happened (laughs), plenty of beer in your head, so... uh... strange feelings happened, and so... it happened, ok? The problem uh... what happened after this, eh... this meeting... a lot of trouble for me in the university because of the, the... the friend of my ex-girlfriend oh... (laughs) but in the party we are very happy like this people in the picture (laughs)... but after (laughs) we were not so happy because we were in big trouble (laughs) so... it was very funny, uh... in summary, uh... I... I was with this, this girl to, eh... at least two, two years and a half, although all the problems...(laughs) the new girlfriend... (laughs)

Number of words: 155

Interview

What's your opinion about festivals in general?

Festivals are very fun, uh...in fact, I... had never been in a, in a big festival, only in small shows with uh... one or two bands, uh... but I would like to go in a festival, in a huge festival like Rock in Rio, or a festival similar, Woodstock...

Have you never even been to carnival, or something like this?

Yes, yes, in carnival... although I, I don't like carnival so much but uh... I've been to some interesting parties.

Tell me about one of these carnivals, festivals you've been to.

A... long time ago... uh... when I lived in Jundiaí, it was very funny, we went, we went in this... in those parties, we drank a lot, and... we made lot of party there, we had fun... no, no... there is no special history to tell now (laughs)

No ex-girlfriends, or...

No, no ex-girlfriends and no new girlfriends (laughs)

Ok. And you said you would like to go to Rock in Rio, and festivals like this, yeah? Any reason in particular?

Uh... I like music very much, I like it. So... when you go... in a, in a show or in a festival so you can... you can feel the vibration, you can see, you can listen uh, you can evaluate how uh... expertise... are they, they are. So... normally when you listen music when it is record in a room with lots of uh... apparatus, you know? So the sound is perfect, but when you... listen it in a... in live... sometimes it's very very bad, and much worse than studio... records.

Ok. Thank you.

Number of words: 215

Participant 8

Description

Uh, I see... people dancing in the crossroad... uh... Many buildings...uh... only.... Uh... people... with...hair floating, and... much green. Only this.

Number of words: 21

Narrative

Eh... in Fridays, I... usually play soccer with my friends, and... in the center of the city. And... we have... one friend... with a car... a little car. A little car!... and... we crowded that car with people... people... who... have played football, and we were... dirty of play football. And we... stopped... in the front of uh... uh... uh... a dance club... And uh... we... uh... switched on the CD player and put a... old, old, really old “ agoda”... CD...and start playing that CD... much loud... in the front of a party house. It was so funny, and... we... laugh, we were laughing... for... days before that.

Number of words: 108

Interview

What's your opinion about festivals in general?

Uh, festivals are uh... a...a good thing to... to...attend... cause you see your favorite bands and favorite singers too...at live... something... great.

Really?

Yeah.

Have you ever been to a festival yourself?

No, no, uh... I didn't like, eh... didn't... reach many opportunities to see my favorite bands in... a festival.

Really? But have you never been to a festival like Oktoberfest, or carnival, or something like this?

No, no, I, I don't like to... go out when... I... don't like the... the party or the festival.

Really? But have you ever been to a concert that you liked or something like that?

No, no, no, really no.

No? Ok Thanks.

Number of words: 66

Participant 9

Description

Uh... it's kind of Hair... musical... I think that's the... that's the word, and... fashion... people dancing... and trying to sell... clothes... it's Diesel... (laughs)...I think that is enough.

Number of words: 29

Narrative

Uh... some time ago, uh... I was walking down the street, and... it was carnival... and... I saw many people dancing, eh... and doing some... noise, and something... they used to be happy, I don't know, so... I don't know, it's... difficult do describe... uh... what's the name of the street? Is... Felipe Schimdt... Felipe Schmidt. Colorful or colored clothes? Colorful clothes, eh... they were... they were playing samba... people were dancing... that's it.

Number of words: 74

Interview

What's your opinion about festivals in general?

Can you repeat?

Yes. Your opinion about festivals.

This kind of celebrate uh... happiness, but... people drink too much, and... it's kind... it's the way they... can express eh... what are they feeling... what they're feeling... and... it's a kind of... to express... what you feel inside.

Have you ever been to a festival yourself?

Yes. (laughs).

Tell me about one or two.

Uh... university... parties, and... from my... course... and it was very happy eh... eh... events.

Why? Tell me more about it.

Eh... we had... four bands, eh... playing... doing their shows, eh... their concerts... people drinking, dancing... eh... too much... noise... ah... it was very happy, I can't, uh... tell you... all the things.

Because it's a secret? (Laughs)

Laughs.

Ok. But you told me that going to festivals is good, you said, but people drink too much. Do you see this as a negative thing?

When people eh... can't control... themselves, I think... it very dangerous.

When they can't.

They can't. But... if you can control yourself, it's ok, but... if you drink, don't drive. (laughs).

Thank you.

Number of words: 118

Participant 10

Description

Ok, uh... I can describe as a... open place... looks like, eh, downtown... eh... have a lot of people... looks like dancing, or... or... just... maybe a party, eh... there are people around the... buildings... and... along the... streets... eh... dancing couples... and... there are cars... it's a... a sunny day... a lot of, eh... ads on the... building, eh... it's a... nice picture... and I think is it.

Number of words: 69

Narrative

Eh, I remembered when I traveled... abroad with my... girlfriend, eh... this kind... this kind of a, old, old buildings, when uh... when... when we... just stayed... to take pictures, and... asked for people to take pictures, eh, our pictures... with the... buildings, eh... backside... I remember this in my trip to, to Spain, when, where... we visited a lot of beautiful places, beautiful buildings, and take a lot of pictures, and... have to borrow people to take pictures of us, and... it was uh... nice places to visit... it was... a very nice travel, and... ok.

Number of words: 97

Interview

What's your opinion about festivals in general?

Eh, festivals are good to... to show the, the culture... of the people, and... have a traditional, the, the... the people have to, the countries have to have a... a tradition, doing festivals, and... parties, and... special dates... that remember... something about... eh... the culture, ok.

And you have you ever been to one of these festivals?

Oh... just the... I remember now the, the, the carnival, and... the big festivals like this.

Tell me about one carnival you went to.

Oh... I went to a carnival at... Laguna... it was a... carnival on the, on the streets... eh, a large, a lot of people... remember, I remember this.

Tell me more about this carnival, I mean, who did you go with, and things like that.

Uh, was the, the first carnival I gone with the, with my...eh... graduation friends... it was a... a... it was very nice, because the, the first carnival we go together... we are very young, a lot of fun, eh... lot, eh... when... lot of nights... going together... and the beach, all the day, it was... it was a very nice carnival.

Really? Is Laguna a nice place? Would you suggest it for somebody to go to Laguna?

It's a, it's a nice place, have a... historical buildings, they have uh... important histories, yes, it's a nice place to visit.

Thank you.

Number of words: 172

Participant 11

Description

It has uh... buildings... some people... jumping... a people in, uh, in the ground... more people jumping, a Diesel, eh... merchandising... "agoda e"... traffic coming... a car... eh... a car... behind the people... this is the merchandising for the future... "a musical to believe in"... oh... ah... more people in the... at the building... watching the, the people jumping... it's a kind of strange, strange... magazine... merchandising, but I don't know what they are selling, and... they are doing... they are crazy... is it.

Number of words: 82

Narrative

Well, my... was my girlfriend... I had... some girlfriends, but... now I'm single... and looking for... a beauty and... good one... now... I have a, a car too, I have, I've seen the car in this figure... I remember about my car... I've changed my car... recently... so I'm paying the bills (laughs)... a, about this buildings, last year we... I've... I've moved to this... to another... building... my... now I have, I'm living in Estreito... in Florianópolis... and... and about these parties... I've... participating of a party... something like... this... of this figure... with the people... jumping... crazy... eh... drinking... some, some beers, and... and... and laughs... they like this laugh... these people... well... I don't remember... now... these people is... jumping like in a party of my... finish course... well... when I... I've got my gra, my undergraduating title... the final, final party... we had a... party with people jumping... drinking... eh... loving... (laughs)... and now... today... maybe today or tonight... I will go to a party with eh... uh... it seems like uh, it looks like this, this... party with crazy people (laughs).

Number of words: 183

Interview

What's your opinion about festivals in general?

Very good, because we can uh, we can... know... many... interesting people... some... girls... and... we can, can... speak with, about my life and my... and my research, and my... family... with people, and... know... them... eh... this, this is... equals.

You talk about your research and your family in festivals?

Depends on the people I'm... I'm talking about... because I've been in a... in a... in a... festival, I've participated... I've known a people eh... that are researching about uh... some things, uh... things... related to my research... so we can, uh... change some ideas and... and materials, and sites, websites... but it's a... an isolated case, uh... (laughs)... generally, we can think about girls, beer... cars... and other, uh... other things.

Ok. And have you been to many festivals?

Not... not many festivals...

Tell me about one you went to.

Uh, are festivals... in a ... in a musical shows?... can be?... in a musical shows of... Festa do Pinhão, in Lages... Santa Catarina... ok?... Show of... Capital Inicial group... and uh... I've made... I've met... some friends of... from Joçaba, my... my... birth... my origin city... so... this is the last one, but I've... I know... I want to... to went... to go... sorry... I want to go to another festival... recent...eh... soon.

Really?

Yes.

Thank you.

Number of words: 188

Participant 12

Description

Well... the picture... is not a natural picture, it seems people are dancing on the street... it's not a... an image that you can see in reality, in real life... uh... there are some buildings... on... on a... on the back, eh, beside, eh, behind the people that are dancing... uh, there is a... tall building... seems, eh... made with bricks, eh... seems to be a restaurant... on the right side there's a... old-fashioned building... that seems to be some... residential building... there's something written Diesel... and... uh... the people that are on the... the first... the first plain of the... picture... they... seems to be, to have a... main role of... the picture, of something that seems to be a musical, "The future, a musical to believe in". I never heard about this musical Diesel, or...future or something like that... There's a... awesome girl... that's being held by someone that I can't see, but I can see it's a man... but I don't see his face... uh... there's a couple on the right side... the woman is wearing a top and some jeans, and she's being held also by... another man...and there is another one that's sat in the floor... in the middle of the street... and he's trying to... and he's uh... raising his hand... to the... woman with the top, and she has a hat, too... The people... of behind, they're dancing...and there's a car... on this side... it seems to be a café, on eh... the other side... I think it's that...

Number of words: 256

Narrative

I'm gonna tell the story about, uh... when I ...was in San Francisco... I think that's interesting, cause this... building here, on the right, it reminded me some buildings that I pictured in San Francisco... I was taking pictures of... the city, while my father, when I went I was with, with my family in a car, when my father was driving... uh... through San Francisco streets... uh... well, I was taking pictures and I also had a... little camera... and so I just turned on the camera, and... started to... register everything, every building that I thought was... interested, interesting... and... well, at, at that time I was studying architecture, now I'm an architect, so my... point of vision, eh... like this here... eh... was related to the... what I wanted as an architect... and... uh, we were... uh... I was registering everything, the buildings and then we went uh... to the Golden Gate... we were crossing the... Golden Gate uh... bridge... when my... brother told me "Joice, stop uh... stop uh... filming the... the, the bridge, and film that thing", it was a Ferrari... that was uh... passing through us... so was "film that thing, that red thing that's go, coming uh, on that way". And... so I did it. It was a good time, I went... two or three times in San Francisco.

Number of words: 226

Interview

What's your opinion about festivals in general?

You mean... uh, dancing festivals, or... the singing ones, like... uh... like music festival?

I mean any kind of festival.

I like some, uh... uh... music festivals... I didn't... go to... to many festivals, but the ones I went... it was funny, but... it's something that you... have to go with your friends, it can't be just you and... one or two friends... it has to... have too many people that you know, or that you can meet there. But dancing festivals I don't like too much, I... used to dance when I was a child, and we... were dancing on those... festivals, with costumes, and people doing many things... and... I did that for... six years... after that, I couldn't bear that anymore... (laughs).

Really?

I don't have, yes, I don't have a good uh... I didn't have... a good experience all the time, and I think I was too tired of all that.

Really?

Yes, so uh, about uh... 15 I... gave up dancing, and... I just went to dancing festivals with my sister, cause... she kept dancing.

Tell me about one of those festivals specifically. One that you participated in, or one that you went to just to watch.

Eh... one of the best ones... I was a vampire... uh, my, my class was a vampire... and there were uh... some other creatures... of the forest, all night creatures, and... I don't remember exactly the story, but it was, uh... the good will against uh... evil... and uh, we were the bad ones.

That's great. Thank you.

Number of words: 225

Participant 13

Description

Well, here, the... there is a.. a street, I don't know where, what's the place... probably not in Brazil...uh.. and there is a street with a lot of people... and.. crazy... (laughs)... and... they are probably dancing.. and there is only one car... and... there are trees and... apartments... People are, uh, their arms... in the air, everybody, everybody... .. I see a lot of colors here... ok, that's it.

Number of words: 70

Narrative

Uh... when I went with two friends to a party, to the rave.. and (laughs) we went to the party, everybody like dancing, dancing so like this picture, but... there was like so much people, so much people, and they danced so much, and... the... actually we went to get out very very early, cause... there were, so much pe..., so much people there, then we can't move in this party... it was in... Ilha do Calcario, last year... but... not just like a rave, but something similar, the .. the music was also like that... I went there with two friends, and got out with them... we went by car, my friend's car... and we get out two or three hours before... yeah... I thought it was very strange, I didn't like it.

Number of words: 134

What's your opinion about festivals in general?

I like festivals, eh... there's a festival in... Antonina, Paraná... "Festival de Inverno"... very, very, very, very interesting... a... a week, during a week, eh... we can do eh... lot of things, things... eh... things... workshops... a lot, a lot of workshops, we can... choose... and... it's... very interesting, I like it, I went one... once... and... I enjoyed it.

This is one specific festival you went to, right?

Yes.

And what about your opinion about festivals in general? What do you think?

Uh, I don't know... so much festivals, but I, I think very interesting, yeah, I think that's... uh... culture... that's very good...

Have you been to carnival, for example? Or to "October Fest"?

Sometimes, sometimes, sometimes...

Tell me about one of them.

Uh, carnival... [laughs] uh... uh... I... last year, I was in a... in... Protegidos da Princesa... it was this, this, this school... that I... went... everyday there, and... uh... uh... forget... uh... the word, uh... I... I get out with friends there, and I... danced... "samba"... I don't dance so very well, but... sometimes but... it was very interesting... to see the... "ensaio"...

Rehersal.

Yes, that [laughs]

Ok. Thank you.

Number of words: 150

Participant 14

Description

Well...uh... I can see the... I see in... the whole picture brings me the idea of... uh... young people... young people dancing... and...of course it's a picture that is advertising something, cause.. uh...it would be impossible to go out on the streets and see people dancing and so happy like this... probably it would be some kind of problem, some... somebody fighting because the... the traffic is cut out...and... it's a... it's a very beautiful picture but.. uh... advertising picture.. uh...an unreal picture in my opinion...eh... we have... we have some, a kind of... agoda e he... agoda e he scene...of dancing... it's young people who dress eh... young clothes... and colored clothes... and in the main...the main.. the main plain...eh...it's five dancers... that are in a kind of pose... a kind of... eh... pose but brings the idea of movement...cause they.. they are dancing, dancers... and they... they are in some kind of pose. Eh, in the background we have eh... a lot of young people too... who dress young clothes too, and colored clothes, and they... they are making the background of the scene, of the main scene, the main plain... cause they are...they are dancing too and.. it's a kind of .. it's a kind of harmony in their movement, some kind of... something that was prepared...the... the background, the city ... when, where... they are dancing... it's... shows a...a kind of big city, because we have big buildings, eh,..building with three or four or more floors, and.. the... the place where they stay is the... the corner of two... the cross of two... streets... uh... we have... uh...at the ... at the right... eh... a building of three floors, and a ... a flag withwith the name Diesel... eh...it would bring me the idea of... that's the.. eh... the thing they are trying to sell.. so you have uh.. the building and people in this building who make part of the scene, of the background, and who are happy too, eh... this building is some kind of historical building, eh... and... have a lot of ve... vegetation too, in the background. On the other side, on the left side, we have a... a house, of one floor, who it's a... maybe it would be a kind of... in my opinion a kind of restaurant, because we have this... we have this... brings me the idea of a restaurant because of the type of ... uh...

edification...and, uh... more in the background, above this...this house... we have a building like... uh... a typical building of a ... a big city, like Florianópolis... a building that has.. that has more than five floors and... is not very detailed but is a common...uh... a common building... so is... that's it.

Number of words: 456

Narrative

That scene brings me the... remember me... remembers me... uh... a period of my life that I, I liked very much dancing... I made a lot of dancing, and I made a course, a dancing course... so we... we learned eh... four types of dancing, we, we had forro, we had bolero, we had, we had tango and ... we had samba... and the scene would bring me the idea of the... cause I saw... in this course I saw a lot of presentations, dancing presentations, and... brings me the idea of this.. of this period of my life that I had a lot of contact with dance. Eh... it remembers me the.. the.. the presentation of some street dance, in this case... but brings me the idea that I, remembers me that.. uh.. that I saw some presentations of bolero. And... the, the... the bolero dancing was fewer, with fewer dancers... but it was agoda e he too... so... brings me the, this idea. Eh, I saw bolero because in the course, in the dancing course, uh... we... was.. was in a building, that was a club, and... the.. the.. the teacher of dancing, she made a lot of presentations, she... she called eh... a lot of dancers, and they showed uh... coreographies of bolero, that I... I... really enjoyed very much... and it was... like... a lot of difference of this kind of dancing cause this kind of dancing (referring to the picture) remembers more the rock 'n roll music, but bolero remembers...it's, it's something like the tango... something more deep, more, uh... smooth...uh... but the idea of the group dancing brings me, remembers me this, this kind of, of dancing... uh... bolero was with... uh... I saw one of with the, with... kind of... I guess was six couples of dancers, and... they, they had, so the background and they had like the principal dancers, the men and the uh... the women... the couple, they... and they made this... there was the principal dancers and the, the other guys in the background, and they... it was agoda e hed, the background was agoda e hed like the scene, making the background and the main dancers making uh... a lot of poses.

Number of words: 368

Interview

What's your opinion about festivals in general?

What kind of festival?

Any kind of festival you want.

Like... I, I, I... I think about the, the... dance festivals... eh... you know, in Joinville we have a... dance festival there, but I never went to there, but I saw... a presentation... was not a...a festival, but was a... a... very... in Belo Horizonte I saw the presentation of, of... the dancing group named... "Corpo"... and they... they are... they were... dancing... they danced the... contemporary dance... so... and it's, it's very... was very... I, I... I, I became eh... sensible... sensible... sensible about the... the... the apre, the presentation of them, because... was a very uncommon dance... the beauty was uncommon, the... the... the background... eh, was... very uncommon too... and... I don't know, I don't know what festival you... are talking about, but when you saw... when you... talk about festivals, this... this... this was... the first thing I remembered.

Ok, but this was your opinion about one specific festival. And your opinion about festivals in general?

Dancing festivals? In general? I guess it's uh... like... we have... the... the, eh... rock shows... eh... I guess you can consider of... a kind of festival... then we have these festivals that... that we have a lot of... dance... playing... like bands play rock, eh... here in... Florianópolis... I, I'm not eh, in... because of my religion, I guess, I'm not in the mood of... festivals of rock 'n roll anymore, but when I... lived in Belo Horizonte I went to some... some festivals, we have...we, we have had the pop rock festival... that we have a lot of dance... rock... and the festival is the... the stage... and the big area of everybody... everybody just... who, who likes... everybody who's there...en... enjoy the rock... some kind of... have some kind of, eh, a lot of groups in this place... and they have the group, the big group who is really in front of the stage... they are just going crazy... [laughs]

I can imagine.

Can imagine... I guess it's a kind of festival that is more... more like this one you are talking about here... and we have a lot of... some kind of groups, kind of... eh... eh... I, I... I would like, I really... I stayed in the, in the background, I didn't like to... stay in the front because of the crazy, the... the screaming... and the jumping... I... I... I always stay, eh... in the back, the back of the... of the big area, so I drink my beer, enjoy the, the music and have conversation...

Ok... thank you.

Number of words: 404

Control GroupParticipant 1

Description

Yes, it's a... open air place... there is a lot of people... they seem to be... happy... don't know... there is a couple... like, dancing... people jumping... there's a man on the floor... it's... a beautiful day... yeah... there is only one car... don't know why... ok.

Number of words: 45

Narrative

This picture... reminds me of last... new year's day... I was... with lots of friends... but... we were in the... street, like... following... cars... singing, dancing... like this, but it... was the midnight, not day... oh, man, we were at the... beach, you know... in front of the street... like... following the... car with... loud... music... it was nice, and I was with my girlfriend, too...

Number of words: 65

What's your opinion about festivals in general?

I... I think it's good... cool... I... I'm in Florianópolis for only 2 months... but my friends... from here... already told me about Planeta Altântida, you know... and we are intending to go... I like that...

And have you ever been to any festival?

Festival?... Yeah, like, eh... uh... motorcycle festival, there was... near to my city, every year... there... played a lot of bands... and... I've gone two... two times.

Really? Tell me more about it.

Uh, last year... eh... one of my favorite bands played... and... we, I could talk to... to them after the show... it was really great...

Really? What band was that?

Uh, The Thirteen.... The Brasília's band.

What kind of music do they play?

Eh... rock...

Ok, thank you.

Number of words: 99

Participant 2

Description

Uh, it's a... street... and this street, in this street there are... lots of people... like, jumping and... holding... themselves... and... there are some... forgot this, uh... the name... buildings, yes... it's that... uh, there's a... place... like... seems like a... restaurant... don't know... it's a... there's a... mark... Dies... Diesel...and a... lots of colors... and... one car... some... trees... people seems... happy, and... dancing... with a... fashion clothes... there's a beautiful heaven... ok.

Number of words: 74

Narrative

So I... I'm from São Paulo... I came to... Florianópolis to... do... the... uh... a college... and I do pharmacy... and I went... I... came... two weeks ago... and... so I, I'm... uh... knowing... the, the city... and I... am just a little bit... surprised with, uh... the, the beauty of the girls... of the city, because in my city... the girls... are not... like here... I'm impress... Impressed... I don't know the word... and... I'm loving this place with.. uh... uh... beautiful girls, beautiful beaches... and wonderful... heaven... I think it's that.

Number of words: 93

What's your opinion about festivals?

I, I like festivals... people... and... go out... with this people... the music... the... kisses, and... ev...everything... I don't know...

And have you ever been to any festival?

Festivals like uh...parties?

Real festivals, like Carnival, October Fest, Rock in Rio...

I don't know, I... I went in shows... music shows... I... parties... raves... I don't know... but I, but I like...

Yeah? Tell me about your favorite one.

Hum... I, I went a... a show, it's a... I don't know if it's a festival, but I... I loved... it's a... the Oasis... show... do you know the Oasis?

Yeah.

And... I loved... it was very nice...

Really? And why did you like it so much?

Oh, because I love... uh... the... music... and I really would like to go... and this show... when I... went... it was very nice... I loved it.

Thank you.

Number of words: 108

Participant 3

Description

Ok... eh, everybody... is celebration something that I don't know what, what is it... eh... I'm seeing a... a green... a green "agoda e", signal, and... beside, beside this, everybody is in, in the street and... dancing, and... I don't know, jumping... smiles... smiling.... Eh... I don't know, maybe is in the town of the city, I can see... a restaurant, maybe, some buildings... I don't know... I really don't know... is passing a car... that's it.

Number of words: 76

Narrative

Eh... last year, when I was living in Curitiba... eh... I saw...at, from my apartment... eh... a lot of people in the street, eh... five persons, I don't know, they were... eh, with... messages, and... and... don't know, they were... everybody was walking together and... tell, telling something that they, they... were, were agreeing... eh... I don't know, can I lie? I was just, just looking it... I don't know, I think that everybody had the same opinion, and they decide to... to do something instead of... eh... instead of agree with the terms that they were. Ok.

Number of words: 98What do you think about festivals in general?

Festivals, uh, are very nice... yeah... cause... make people... make... make people smile... it's very... fun...

Have you ever been to any of these festivals?

Yes... I've been in one... when I was... when I was in... Germany, there, uh... they were... eh... was having a... festival there.

Tell me about this festival.

I don't know, eh... it was like a carnival but... it's different from here, you know, it's just, the, the people... eh... drop sweets... and candies... and give... the... the children... something like this...

Did you enjoy yourself?

Yes... it was fun...

Nobody drinking on the street?

Yeah, nobody drinking like here... a different carnival...

So it's really different, right?

Yeah.

Did you like it?

Yes, I liked it.

Ok, thank you.**Number of words: 90**

Participant 4

Description

It's a... publicity of a... of Diesel... that describes that this picture is a, it's a musical to believe in... where have a lot of people dancing... is a very, very colorful, colorful picture... and they... are all... all of them are dancing... I think so.

Number of words: 46

Narrative

Eh, it's about a party that happen in the... in July... on my... vacation... that I went to a... a show of Velhas Virgens with all my friends, that I really like... I really like the musics... and is very nice to be with my friends that live in Cascavel, and I never see them, just sometimes.... I think that... two or three times... I think twice on year... just... on my vacation, so when I stay there I really like to be with them... In the party, the, the, the place was... full...full, right? And... well... it's a... band that makes, it's a rock and roll... but not a normal...it's like besteiro, I don't know how to say... it's just... but we, we, all of my friends we love this party, so with them, we make a lot of party, and they drunk everybody, so... and... is very nice, were very nice to be there.

Number of words: 156

What's your opinion about festivals in general?

Like... music or dance...

All kinds of festivals.

I think that is very important... but... when is a... independent... music, musics... or dancing, because... have a... it's a new place to... new music to new singers... or, or, another kind of... art... but I think that's very important to you... see... to you know... and to you... discover another... kind of these peoples...of these art...

Ok, and have you ever been to any of these festivals?

No, no, never went to... a festival...

Never went to carnival, or "October Fest" or a music festival...?

Ah, festivals... yes, "October"... more "October" that I remember now...

Tell me about it.

I went to... it was... 2003... that I went to Marechal Cândido Rondon, that is in... Paraná... but... the, the... last year I went to Blumenau... that is very bigger... and that is very better than... Paraná... but is very... the people are very drunk... so uh... it's very crazy...

Did you like it?

Yes, yes, I was with my... I was with my... best friends... so... I like eh... so... was very nice.

Ok, thank you.

Number of words: 148

Participant 5

Description

Uh, this picture... in the picture we can see lots of people... maybe dancing... uh, looks like a... big party in the middle of the city, maybe... downtown... have bars, have stores... there are people everywhere, there's a car... passing... by... there's a man... sitting on the street... uh... there are couples... dancing... people... in the bars... there is a... a big thing that I don't know the name... maybe is a... Diesel "faixa"... there is a... there are buildings.... I don't know... what more... uh... I don't know! Lots of young people... dancing... and having fun... in the middle of the street. Ok.

Number of words: 104

Narrative

Uh... this picture... reminds me... when I went to... the carnival in... Laguna, once... uh, maybe last year, I'm not sure... maybe last year... cause there, there were... eh, the carnival there is a... street carnival... and people are dancing in the middle of the street, all... drunk and... crazy... look like this picture... and the guys with uh... the girls... people laying down the street, also... people in the bar... carnival is carnival, lots of fun... girls... there was a... we... stayed in the house, a house with a... swimming-pool... a very nice house... and we could swim there in the afternoon, and at night we could see the "trio elétrico" coming and... the whole crowd coming and dancing... and we went there... and it was very nice.

Number of words: 129

What's your opinion about festivals in general?

I'm not very... I don't like crowds very much... depends of... who is with me... if I'm with people who... like big parties... and who... know how to enjoy this parties... then I'm... I feel comfortable and... I enjoy it too... but... I think you have... to be... cool to... enjoy the party... to be in the same reason... the other participants... and... but I like...

Have you ever been to any festivals, apart from carnival?

Oh yes... I went to some... raves... I don't know... if it's same in English... and...some... and other big parties... once I went to Porto Seguro... and all the parties there are big too... and it's very nice.

Could you tell me about one of them in particular?

Ok, once I went to a... a... a summer festival... that, that was a big one in... in Portugal... there was playing... Gorillaz and... and other bands and... other very big festival like... European Festivals, Summer Festivals... it's very different from... what I was used to... to have here... and it was... one that I can mention now...

Ok, thank you.

Number of words: 122

Participant 6

Description

Ok... I see here many lights and brilliant... and people... in the, in the photograph, they are static... but it... it's uh... it shows movement...around... people jumping... and... looking at... the other... the other faces... and... very beautiful clothes, and beautiful people... and... doing different positions, not regular positions... in a... in the corner, in there are building in the corner... in a road... car... people jumping in front of the car... and... oh, I think is what I see.

Number of words: 80

Narrative

I used to practice kung-fu, and we had to do performances to people watch, and... and in a second time I did it on the... road... hum... uh... “em cima da rua assim...” and I had to make... movements... “em cima... da...” on the road... and we had to jump... to, eh... we had to simulate a fighting... and people really liked this, we had to jump like this guy is jumping... with the arms to the... to the outside, I don't know, yes... I think is that my story.

Number of words: 90

What's your opinion about festivals in general?

I think they are a place... that we can find many cultures... different cultures and people... changing information there... eh... musical festivals are very nice, I think...

Have you ever been to any?

I have been to a show... a punk rock show... we... had to... uh... organize one... but now I'm not going to any festivals... I can't...

Tell me about this punk show, I'm interested now.

We had to do... uh... twelve hours... directly... with dance, playing... do the... the security of... the place... and many people went there... using black... black... clothes... it was a really nice...

Really?

Yeah... but punk rock... isn't the... most eh... interesting thing... interesting music... I don't really liking... punk rock... any more.

So what do you like now?

Now... uh... I'm really... I'm not... liking anything... I'm not hearing any musics now... listening to many musics now... I can't do this now...

Ok, thank you.

Number of words: 91

Participant 7

Description

Ok, I can see the... the... a lot of persons... they are... dancing... and there is a... a... a Diesel... I can see a car too... and... buildings, and... uh... and is a corner of a... street, there is a street... and, and... that's it.

Number of words: 30

Narrative

Oh, some, eh... last year, I was walking on the street... and a friend of mine... said: 'Hey Giovanni, let's... go to a party', and I said: 'Ok, let's go', and then we went to... the Pida... it's a bar... near from... UFSC... and we start to... to drink some beer... and there was a lot of... people... dancing... and it was very cool... and I saw a... a lot of people... drunk...and they were...some... crazy... jump, jumping and running, dancing... and then I, I was eh... taking... pictures... and I, I drunk a lot of beer... and my... my... photograph machine eh... left and... and broke ... it broke... eh, the other day... I went to the... the... store... and the concert of the... machine... was three-hundred bucks... I, I... never go to this kind of party again.

Number of words: 142

What's your opinion about festivals in general?

Oh, I think it's... cultural... cultural... and... intelligent... and interesting...

Have you ever been to one?

I went to one in... last year... it was a... interesting in... my city

Tell me about it.

Oh, eh... it was... a dance... and... a different kind of dance... jazz... ballet... classical...

Oh, what city was that? Joinville?

No... Cascavel...

Did you enjoy it?

Hmmm... not too much...

Why not?

Because... I... prefer... other kind of... of dance, dance... like eh... but it... is cultural... it's good to improve your culture...

Ok, thank you.

Number of words: 40

Participant 8

Description

Eh, uh... looked at this picture... uh... I feel... people... are dancing... dancing... uh... the people... look like happy... some people are, uh... looks like, uh... some sensual... or... many couples... eh... I don't know... it's a kind of party... a special day... the day is beautiful, have sun... I don't know...

Number of words: 52

Narrative

Yes.. uh... certain day... uh, I... look a girl... and... I loved her when... the first moment... that I ... I see... her.... I know the girl... with the time... and... after a month... I work with her... and... I invited to... to a party... a certain day, and... eh... we... we went to this party... and... when I... arrived?... I don't know, arrived there... eh... had a band playing, and.. the guys... eh... of band... who... we are? We are... he is dating... no, he is married... to a girl in two days... and... all the people are happy, and... because of this context... I'll... I'll start to... to date this girl... it's a, it's a good day... in this party.

Number of words: 122

What's your opinion about festivals in general?

Oh... I think the festivals... the... one of the... the better things you have the, the music... the people... very good... it's a... mainly the festivals like... Woodstock... this... the... the time, the context of the... the time is... very important to... to culture... in general... and... very, very, very good...

And have you ever been to one of these festivals yourself?

No, no... eh... opportunities, no.
Never been to carnival?

I... I... my dream is... to go a "Rock in Rio", but not "Rock in Rio", I... I... would like to go... a festival like Hollywood Rock... is... more... eh...

Tell me about... you said that you went to carnival before, right?

Yeah...

Tell me about one of them.

Yeah, it's a... carnival is... different that rock festivals... because... carnival is not the... eh... for me is not the good music... Axé... but the... important is the person... people... and the... oh, it's very good... because you know... eh... many... people of the... eh... eh... various places... and... you meet girls... and you.... You dance with... with the girls, and don't worry about the... tomorrow... [laughs]

Where were the carnivals you went to?

Eh... carnivals at Rio Preto... eh... some carnivals in... eh... Minas Gerais... my city, Campinas, São Paulo...

Really? Are the carnivals in Campinas good?

Yes... good carnivals... eh... uh... some different that carnivals at the street, because carnivals in Campinas are like in... in the club... eh... places are... closed... this type of, kind of carnival.

So it's not like in Salvador, or Olinda...

No, not... I don't see, eh... "blocos"... of carnival...

Really? But have you been to one like this, or not?

What?

Have you ever been to one on the streets, or not?

No, I, I... I... I went to carnival on the street, but... not with "blocos"... "blocos" you know.

Ok, thank you.

Number of words: 229

Participant 9

Description

The people are having fun... they are... dancing... they are... ah, just... ah, they are happy. The... thing that I can see in this picture... the place have... some old building... and one... restaurant... I think it's restaurant, cafeteria, here... and they are, the people are... in the streets... there we have one car... yeah, the sky is blue... yeah.

Number of words: 60

Narrative

Eh, this year, this year... eh... we... have... this one manifestation in... Florianópolis against the... the price of the... public transport... and in that manifestation people, eh... went out their houses and... went

to the streets to... to... protest uh... something like this picture, they are... in the street... uh, a, a lot of people... and they are... fighting... again... eh, one thing that... they wanna fight again... the price... I think one story is that. Is that.

Number of words: 78

What's your opinion about festivals in general?

What kind of festivals?

Festivals like musical festivals, or dancing festivals...

Oh... very good... I... I lo, I love... cause... eh... the people... can get come... and... they can... look... the other... works like... eh... the musical... works... and the... art, work with art, and... and... and cinema, movies... I like festivals...

Yeah? Have you ever been to a festival?

Oh... [laughs] oh, yes... yes, yes...

Then tell me about one.

Eh... festival... oh... I don't remember...

No?

Ah, music, musical festival... eh... I went... to a festival... eh, that... eh... have a lot of... dance... they are... just playing... the rock and... they are only listening... dancing... I don't know...

Really? Do you remember the name of this festival or not?

No, no...

Was it in Florianópolis?

No, no... in uh, São Paulo.

Ok, ok... And have you ever been to a carnival, or something like that?

Yes... yes, but I... don't like... so much...

No?

This year... uh... in Brazil... eh... we are having... eh... a big festival, one... festival... eh... about music, like eh... eh... like Free Jazz Festival... the festival is the... the festival that happened yesterday... Free Jazz Festival ... have, have a lot of bands... uh... important... bands... that I like and... I would go to... the festival... in Rio de Janeiro.

Ah, ok. Thanks.

Number of words: 166

Participant 10

Description

Uh... for me, look persons that like the spring... looking generous, eh... and the, uh... dancing on... the street... and... maybe... for... uh, maybe they get attention of the city government... I don't know why... because they are in, uh... they are in front of the signal... uh... I don't know, let me see... there are... eh,

building, and uh... the house look eh, uhm... closed... it's confusing... looking at... eh... music "espetáculo"... in, on a... alive... I think.

Number of words: 78

Narrative

Eh... one day, eh... one day, when I was in English course, eh... arrived at the class, and... there was only I... the other co-workers isn't there, eh, yet... so I... look for... pictures... and say for him... "oh, Sílvio, yesterday I slepted you", uh... he look me: "I?" "eu": "yes, I slepted you"... he look me: "it's impossible", he... and I: "really... I slepted you" "Rosi, no, it's impossible!", so I think "oh, my God... what I... speak for he?... " so... I stopped... and speak in Portuguese "Sílvio, ontem a noite eu sonhei contigo" [laughs] So, he: "Rosi, dreamed, not slepted" [laughs] I remember now because Sílvio was a person... very funny... and like using this kind of... clothes...

Number of words: 120

What's your opinion about festivals in general?

I like festivals, eh... eh... here in Brazil, especially in Florianópolis... there... is not uh... many festivals... but I think is good that.

Yeah? Have you ever been to a festival?

No, not yet... eh... I never... eh... there are... there was a... show... some years ago... eh... Rod Steward... but... I don't get the... "ingresso"

The ticket.

Yes... so I... passed the... al the... time of show... in my... in my house... eh... thinking about this show.

Yeah, but have you never been to carnival or Oktoberfest or...?

Oh, ok... yes... eh... there was a... when eh... a lot of people... played Carnival here... I remember the... "Sociedades Carnavalescas"... eh... beautiful car... that... played in the... "Avenida Paulo Fontes"... now eh... there isn't more...

Did you like these carnivals?

Sorry?

Did you like them?

Yes...

Ok, thank you.

Number of words: 79

Post-test

Experimental Group

Participant 1

Description

In the first plane, uh, I see a... a, a kind of couple... uh, of... actor, an actor, uh... and an, an actress, old actress... and... with two guns... uh... in the left... I see... eh, many flowers, and... and guns, again... in

right, eh... some fruits... and... in the middle... eh, two guys in black... eh.... Near a, a crossroad... in the corner a, a couple... eh, in the... left... in the right... other... couple... near a man... eh... like a... eh... west man... all around is... a... a build... looks like a... a great scenario... of a... film... in the... in the background, eh, I see a, a mountain... near the mountain, eh... eh... some monkeys... and... behind the, the, the, the mountain... a... a rose... sky... passing the sky, two... planes... great planes... in the right, uh... some... birds... in the... in a very great spoon... in the builds, uh... some people... into ... the apartments... in the right... in the left... I see... a great... snake... thousand photos... in the middle of the photo... in the middle of the picture, I see... some stones... uh... some cars... uh... yes...that's it.

Number of words: 193

Narrative

Last week... eh... more exactly in the Sunday... I... I come to... visit... my older brother... with my other brother... eh... was a... a very... pleasure day... I played with my... nephew... and... have lunch... with my older brother... during the day... we passed... talking about... our business... we... they talk... talk about... my mother... eh, the news... about... my father... and... and the other... relatives... after that... we passed... some time with the... “brother-in-laws”, eh, brother... in Joinville, too... before, uh... went back to... to Floripa... we visit other friends, and... besides, uh... too short time... was... very good... to me... cause... had... much time... I passed there... eh... near the, the, the end of the day... we came back to... to Floripa... eh... with my sister-in-law... one of the... targets to, to, to... to go there was... just to, to bring... bring her... back home... in, in Floripa... so... uh... what we have related to picture with this story... when we... while we... went back to... to Floripa... I, I saw some... planes... in the sky... so I asked to my brother... uh, where the, the, the planes... were... coming or... or going... so... I think the, the, the, the plane could be... come from the Curitiba... or... Porto Alegre... cause I had some problem to... to... understand... where... they coming... they come from the, the south, or, or the north... I have some problems sometimes to... to... uh... to know where... where they, they come from... so my brother... told me, eh, that the planes... couldn't be... from... Curitiba or Porto Alegre... probably the, the, the planes are come from the... the... the cities in the middle... as uh... Blumenau or, or something... Floripa... as much as... as much as we... we a, arrive to... to Floripa... I realize... what is truth what they, they say... so... when... we arrive to, to Floripa... eh... was night... and... the planes... uh... is not more visible... so... it is.

Number of words: 330

Interview

What's your opinion about Brazilian music as opposed to international music?

Eh, I think the, the, the... Brazilian music... is a mix... is a mix... of international music... we have... eh... how can I say... eh... influence... we have influence... coming from Africa... from... European music... like eh... Italian music... Arabian music...

Ok, but what do you prefer, do you have a preference?

Oh... I'm very eclectic... talking about music... eh... depends on the moment...

What about now?

Oh, now... now... eh... I'm hearing U2... I like U2... and... I like much more to... instrumental sounds... like Satriani or... Eric Johnson...

Wow! Have you ever been to any of their concerts?

No...

What about Brazilian concerts?

Eh... just the, the... classic, classic... classic concerts... I like to watch... classic concerts...

Like what?

Eh... at here... we had at Beira Mar... a concert... Santa Catarina ... eh... Orchestra... eh, they played many songs... can't remember... classics... like Mozart... eh... another German... musician...

Bach? Beethoven?

Beethoven... yes... I like to mix... I like ... here I have Joe Satriani, U2, eh... from Minas... Skank...

Here you mean in your palm top...

Yes... also the band with eh... "Tears in Heaven" ...

Eric Clapton?

Yes Eric Clapton... I like him...

Ok thank you.

Number of words: 100

Participant 2

Description

Ok, I received the... the picture... and... I will divide the, the description in two parts. Back... background, foreground and the middle... so, in the background... first of all, I, I would like to... to say that this is a very strange picture because the author eh, mixes all kinds of elements... uh, since animals to... strange behavior... ok... in the background we can see a little mountain with some trees... and some... king kongs... or gorillas... uh, who knows... uh... in the buildings and looking to... to the front... there's two planes and one zeppelin... flying... probably there's a... the planes are... uh, fighters, because the king kongs can destroy the city... however... there's a... purple building in... the background... just a little in front of the mountain... and... in the middle we can see a street and some... rolling rocks... I guess I can... say that these rocks are very interesting because they, they are, they are... completely... uh... I don't know how I say "perdidás"... in the fig, in the picture... so, there are three cars, one red, one yellow and one blue... and three girl, three girls... eh... eh, walking on the street... and two polices... two police... of, officers... so in the, in the middle we can see too... many buildings, one black flag, and many people in the... windows of these buildings, eh... shaking hands... and two surfers guy on the right part... uh... ok, in one of these buildings we can see too... eh, many televisions... in the left part we can see... a group of priests... uh, and two girls... kissing himself, yeah... herself... and one of these girls are with the hand in the ass of the other, another girl... hum... there are two Matrix guys in the middle too, in the center of the middle... and one guy listen a radio... two girls... one of yellow, and one red, making... agoda, acrobatics... I don't know if I... if this word is correct... and one trash... in the middle of the street... one cowboy... and probably one... station... uh, in the right part I can see too a spoon, a, a giant spoon... near one building... the... near one building, ok... uh... returning to left part in the middle, we can see a snake... and... a shop... and a little, I don't know how to say "fada", a little "fada"... Sininho... and this shop is about... eh, music... Virgin Digital... and the slogan is "exercise your music muscle"... eh, ok, going to the... eh... foreground... there are a lot of strange pictures too... in the left part we can see a zombie... and... one... little shop of guns and roses... eh, a giant coin and in the middle part of the foreground, we can see, I, I don't know, maybe a queen with two guns, eh... strange guns... eh, trying to kill... I don't know... one man with strange clothes... probably a... "bobo da corte"... in the middle part too we can see two scissors... in the middle of the street... and some boxes, some matchboxes... eh... and one aquarium... one guy XXX a pumpkin... and in the... right part of the picture, finalizing, we can see a fruit, fruit, fruit shop... with pumpkins, pineapples, eh... oranges, I think so... and watermelons... and in this shop there's a... calendar... about August... 2006... ok, that's it.

Number of words: 562

Narrative

Ok, the first part I'll, I'd like to... to tell about eh, these... rolling rocks in the middle of the street in the picture and... compare with the part of Indiana Jones' movie... that... he need to run to don't be smashed by rolling rocks... eh, this movie is very interesting because... eh... this is a story about a, a professor... that, hum... research about eh, ar, archeology... and he always put himself in dangers to discover or to XXX something... about the History... the second part, uh... is about the... three big... eh, monkeys that we see, you saw in... that we see in the... background of the picture, and I'll make a relationship between... these monkeys and the movie Indiana Jones, sorry... King Kong... eh... in ... in the... in that movie you can see that the King Kong was a... a... strange... a strange experience that become eh... giant... and un, unstoppable... and... he capture a girl... and there are many things that... the... the humans try to... to make to stop that monkey... eh, inclusive... the... the use of some airplanes... that we saw in the picture too... ok, I think is it.

Number of words: 197

Interview

What's your opinion about Brazilian music as opposed to international music?

In general... I think that Brazilian music is... much more diverse than... international music... because here we have uh... a lot of... people... a lot of people from... all around the world... playing and thinking... another rythms... I think is it.

Give me examples of these people who are doing that.

OK. Eh, for example... we have... eh... some... I don't know how to spell in English, but... "descendentes"... of Africa, playing reggae... eh, we have... many people... uh... playing rock and roll... I don't know... I think so... we can find here... all kinds of rhythms and... rhythms of music...

Can you identify one of these rhythms that is purely Brazilian?

Yeah, I think so... Samba, Maracatu... which you play... eh... I think so... Maracatu is a good example of uh... a Brazilian rhythm, Brazilian music.

Have you ever seen any of these manifestations like Samba or Maracatu?

Eh... eh... not... not really... I want to say... I've never been in the fount... I don't know... font?

The source?

In the source of this... these rhythms... but I... I saw a lot of times in TV and... eh... and some shows in the streets.

Tell me about one.

One was in Sao Paulo... I was... seventeen or sixteen years ... old... and there was a group from... Pernambuco, I think so... yeah I think so... playing on the streets some Maracatu... and... when we meet in Nacao Zumbi... which is a different rhythm... of Maracatu... is a mixture of Maracatu and Rock and Roll and another... styles... you saw it too.

Yeah, I know. Thank you.

Number of words: 168

Participant 3

Description

This picture is too... complex to understand... because there are a lot of... things... different things... like animals... people... buildings... flowers... and objects... in the background of the pic, of the picture... on... the left and on the right... there are some... buildings... it's like to me that are old buildings... on the left of this building, is the tallest... one... and the other is smaller... on the top of some buildings... there are three big monkeys... I can see three airplanes in the picture, too... and just one... tree... in a top of the mountain... on the... background... of the picture... in the middle of the people... eh, the picture... there's a street... in this street... there are two big stones... in middle of some car and... and peoples... I think the stones are in movement... on the left there are three big birds... and... it seems to me that on, on the, in the building on the right there is a party... because there are many people... in the window... and they look to me very happy... they like... I think they are dancing... on the floor of this building, I think there is a... shop... a TV shop... there are just three cars... red, yellow and blue... there's a snake in the stair... in a very original... the people seem to me... some of them seems very, very happy... on the other hand... some other seems... sad, or... or nervous people... in front, in the, the foreground of the picture, there is two people that they... they look to me they're fighting... there are flo, flowers, too, and... many kinds of fruits... oh, there's a fish... two pink scissors... on the right there's some... people... eh... they look like a... cowboy... and on the left... there's a couple... of boyfriend and girlfriend... there's a banner... a, a white banner... in this banner there is a... a red circle... and the words: "Virgin... Digital... exercise your music muscle"... the flowers... are red and yellow... there's a calendar on the right of the picture and... it is on August... 26... on the right there's a man, eh... she is wearing a... a pink shirt... but she is unfocused... two of the buildings are green and purple... there is trash... in middle of the street... on the corner... near of this trash, there is a man that he's... listening to music... and... another two, two girls... she, she is wearing the yellow and red blouse... and she is dancing in the middle of the street... there's a shop... on the left too... because it's write on the door... in front of the green building there are two, two surfers... this picture is very funny because... it's mixes... many kinds of... pictures... in the same picture... different kinds and a different time... a different clothes, like modern and old-fashioned clothes, clothes... and it's too funny the picture to me, because there are some kinds of fruits... look to me that... that they are smiling... mainly the orange... there is a number... in the street, too... the number is twenty... ok, I think so.

Number of words: 522

Narrative

Ok, my story is about the... it's related with the fruits that appear on the, on the right of the picture... I don't like to eat fruits so much... and... since I was... kid... my mother always... eh... make... makes a... big press... a big, a big pressure on me to, to eat... many kinds of fruits and... during the day... she... she usually forces to me to, forces to... to me eat... because of this... in one night... I dreamed... with... if I was in middle of a... of a field... that... in this field... there are many kinds of fruits... and that moment she became to... to live... and fight me, and... smile in front of me... I became very nervous... and I... began to a, a... I began to... to run... of the fruits... and they... they run... in that moment, I, I don't remembers... so good this dreams... but I had this dreams... many times... mainly when I was kid... now... not again... but... in the past is very common in my... in my dreams, very common dreams in my nights... I don't know if the pressure of my mother and the dreams... got, got success, but now... I eat fruits more... not like my mother... wants... but I eat more... that's it.

Number of words: 217

Interview

What's your opinion about Brazilian music as opposed to international music?

I don't have... knowledge enough to... to analyze... this topic... I... I like to listen to music but... I don't know... eh... many... many groups, many singers... and... I don't... eh... eh... mainly the... the international music... I, I like the Brazilian... music... I listen too much... and... in... sometimes in the... international... mainly English music...

Does that mean you prefer Brazilian music?

I...I like... the kind of music that I like... is MPB... I like the... our singers... so I don't listen too much... international music...

Why not?

I don't know...I listen only... when it play in the radio... in the, the... the TV... the music that... play in the moment... not because I like the singer, the group... the, the kind of music... I listen because it's playing in the moment... but... the Brazilian music, I listen... because I, I... like the singer...

Ok, so you don't buy international CDs or...

No... no, I don't buy...

Have you ever been to any concerts?

Brazilian singers concert?... I don't like the... very big concerts... I... eh... I never went to... to a bigger concert too... but... I think I don't like... I... hm... it's... eh... how can I say?... I prefer the... "mais intimo"... smaller... like CIC... because the seats... and the calm music... because I like MPB... so the singers that play seat in the theater... I prefer than in a large places... many people...

Ok. Thank you.

Number of words: 211

Participant 4

Description

Uh, so... uh... I can see a lot of things going on on this picture... uh... first... there's a lot of... a lot not, but uh, three monkeys... uh... they're standing... over... some buildings... and... there's... uh... first of all, it, it appears to be... uh... some town... and a lot of things going on... the street of this town... and a lot of crazy things going on... and there are some fairies flying... uh, at the left of the picture... and there are some strange bouquets on the... the bottom part of the picture uh, that appears to have guns...uh... mixture with the flowers.. and there's the... still on the left side of the picture, there's this guy... you know, all strange, all... kind of... bruise, bruised and... he seems to be a ghost, I don't know... and... there are a lot of signs... eh... like... I believe this is a... a Virgin... advertisement... and... there are a lot of things, eh... a group uh... at the bottom that... they are dressed in white... and they appear to be dancing and... I don't know, cheering... I don't know... and... there are a couple of girls kissing... making out... uh... there's a snake... uh... on a... I don't know... there's a snake on a... a light traffic... and... there's a... nickel... nickel... a big nickel... eh... on the sidewalk... and... there's a... old, there's an old lady, you know, all dressed up, in old clothes... and... she is pointing a couple of guns... really strange guns... I'm not gonna say what they look like, but... uh... she is pointing them on, on a guy that is... too, is also he is also wearing... old clothes... and there are a couple of guys... walking on the street with their, their guitars... and... I don't know, they look ghosts too... they look hurted... and... there's... a strange person, or statue, I don't know, walking the street line... and... there are some rocks... rolling... probably a reference to Rolling Stones... and... and the building on the left, there is a shop, a shop sign... and at the second floor of this building there's a girl chewing... gum, chewing gum... and making a ball... and there's a zeppelin flying... it's definitely a musical advertisement because it's a, it's a reference to Led Zeppelin... and... there are couple... uh, there's a couple of airplanes flying, you know, like jets... and what else?... hum... like I said, three King Kongs over the buildings... and there's a purple building on the bottom, on... on the background of this picture... and the sky is pink... the sky is pink, and... still at the background, there's a, there's a mountain... with, uh... some trees... above, above it... and there are some cars... some colorful cars... and... there's a guy that's crossing the street with a stereo, and a couple of... of... people... not dancing, but they are... oh, I can't, I, I don't know how to say... they're elastic and... they are making strange movements... and there are... a garbage... throwed out the street... there's uh... two scissors... two pink scissors... they seem to walking... to be walking... and... let me see what else... there's this guy, uh, again, a reference to a musical band, he's, he is smashing some pumpkins... some pumpkins, so... the reference to Smashing Pumpkins... and there's a fish, uh... in... into... a aquarium... and there's a calendar... at a fruit bank... and... from August...

what, it's from future, you know, because the year is 2006, you know, so, next year... and... the fruits on the bank, they seem to be smiling, and they're really cool, you know... and there's what appears to be a pregnant woman... and she has some chains around her, you know... and there's a guy in a pink shirt... and he is.. he has a blur, he is blurred... and there's a cowboy... I'm not sure what he's doing... maybe he is drunk, I don't know... strange... and... there's a couple of... there's a... couple... and... there's a couple, the, you know, they are a hug, they're hugging... and... there's a big silver spoon, and a couple of surfists... surfer... and there are some TVs, you know... and some girls crossing the streets with, holding hands, really happy and... kind of dancing... there's a black flag, you know, which I think it's a reference to a musical band too... and what else... hum, there are some guys, uh, over a building... they... they are looking at the Godzillas... there are some birds on... flying... at the right side of the picture... uh... uh.. what can I say... and there are some people, a lot of people, a crowd... and they are kind of dancing, kind of having a party... uh... let me see what else, ah, ok, the snake it's a reference musical too, it's from White Snake... how can I miss that? I really love White Snake... and... sorry... and... let me see what else can I say about this picture... no... there are a lot of things going on here... uh, let me see... uh... the fruits... the signs... no... oh, it's at Main Street, and... I think that's it, I think that's it, I think I described... a lot.

Number of words: 882

Narrative

Well... the first thing that occurred me seeing this picture was this party that I went... uh that was uh... the fantasy, a fantasy party... and... and it was, it was very funny, you know, it happened, let me see... was such a long time... I think it's been... almost ten years... and... from now... and... we went to... this beach house, eh, this, eh, this beach house, but, but, eh... it was funny from the beginning, you know, because... uh... there were, there were... I think seven person, seven people inside a Kombi... a white Kombi... that was my boyfriend, my ex-boyfriend's father... that he used to bring fruit, because he had a grocery store, and... and so had no seats... the Kombi had no seats, and the people sit on the floor, and we went to... to the mall before going to the house... we went to the mall, I'm not, I'm not sure, I think we were catching some, some friend of ours... and we all went, we all went in, in our customs, you know, like... like I was dressed up like a, as a... a cat... how do you... as a cat woman... and... my ex-boyfriend he went dressed like a Frankenstein... and one friend of ours went dress like a... Arabian... and... I don't remember what else, but it was very funny, you know, because people... stared at us, and laughed, and thought we were some kind of... theater, eh... group, and... so it was very funny...and we all enter, we all get into this, this Kombi, this really old Kombi... and made ourselves to... to the... this beach house... and then we got there, and spent the whole night drinking, and listening to the music, and it was really really funny, you know... and this picture is really musical, and... and... so... it's really colorful, with people using a lot of costumes, so I immediately contextualize with this situation and... what else can I say about that evening... well... we, there were a couple of embarrassing things going on too, because... a couple of friends of ours, uh... end up drinking a little too much then they should, and... and... one... big friend of mine, one of my best friends at the time, he... uh... without saying to anyone... he went to the beach and stayed there, looking to the sea, you know, really depressed, and... suddenly we realized that he was not inside the house... so... we kind of "where is Cléber? Where is Cléber?"... and... and so we realize that there was a bottle of "cachaça"... missing... and... that belongs to the... the owner of the house... and... and... Cléber was missing too, so we went looking, searching for Cléber... so we went to the beach, and... we saw him there, you know, really depressed and... you know... in his own world... and so... we approached to him... and... then we said "ok, what's going on?"... and he said "ok, let me alone, don't talk to me" and we said "but what are you doing with this bottle?"... and we, we realize that it was like half... half empty... he drunk, he drunk... you know, almost the whole bottle... and we said "ok, this is not ours, this is not our drink bottle, you know... you should return to the owner" and he said "what? Returned? I'm not gonna return that"... and it was that kind of "cachaça" that I don't know, I don't remember the name, but... it is made on a really nice bottle, you know, I think ceramics, and... and... it's really cute, you know, and I think it's expensive too... but he said "ok, I'm not gonna return that, this is mine, and this belongs to me" and we said "ok, you're nuts, you're drunk" and he said "nobody is gonna take that from me"... and he suddenly throw that bottle into the sea... and... I never figured out what happened to... to the owner's son, that he was our colleague, but... he probably take all the fault... on that... and some other stuff happened too, but I think this, this one was the... the worst, you know... but it was really fun, you know, and really musical and this picture really... I enjoyed this picture... much more than the first one, so... so that's it.

Number of words: 728

Interview

What's your opinion about Brazilian music as opposed to international music?

Ok... eh... I particularly... I prefer... international music... because I'm a big fan of rock and roll ...and so... I think rock and roll... in Brazil had its time, you know... between the eighties... that was the time for rock and roll in Brazil... and... I like MPB too and Bossa Nova... so... but I'm not a huge fan... you know... I simply prefer rock and roll...

What international bands are you talking about? Which do you like?

Bands?... there are a lot of bands... but... eh... I like... I like Led Zeppelin, Beatles and Rolling Stones... you know, classic rock... and... actually I'm I'm very eclectic... you know, I like different... types of rock... so... I like the hard ones, like Guns and Roses... even Punk, you know, like Sex Pistols and Ramones... but I like the soft... type too...

Yeah. You said that you are eclectic but you don't like MPB so much. Why not?

I don't know... if there's... a reason, you know... it's just a matter of... of likes and dislikes... so... eh... sometimes it, it depends a lot on the kind of music, you know... but sometimes... there's a lot of bad stuff and... and boring... stuff...

What do you mean by "boring"?

I don't know, how can I say, eh... sometimes it's just a copy of... eh, international music... and when it's not a copy... is... it is... it brings some kind of things that I don't like...

Not even Vinicius and things like that?

I'm sorry...

Not even Vinicius and things like that?

No, no, like I said... I like Bossa Nova and... and... I like Tom Jobim... classic stuff, you know... things that are Brazilian, you know... I like...

Not copies, you mean...

Yeah, no copies... I think they are bad ones, bad ones

Ok, thank you.

Number of words: 196

Participant 5

Description

First, in the left side, I see the three fairies, they are, the fairies are flying, and they, they, they, she, she was, she was... she had a... a light around the fairies... in the, eh... in the left on the top of the picture I see one girl, one girl eh, che... chewing a gum, and the eh... making a ball with the gum... the, this girl are in a... a building... she is in a second... second floor... eh, in the first stairs of the building I see a picture, one picture, with a woman with a child... and in the front of the... the magazine, I see... one... mannequin, I think... and... eh... still in the building... I, I saw a picture... seem to be a... hum, I don't know how can I say "foca"... and some pictures I think is Kennedy, I don't know... in front of the building... eh... in the right side I saw a... outdoor... eh... with a... shark... a blue shark... and next to the, to the outdoor... I saw an... man, a weird man... eh... all the body is yellow... and he... stand up and near the... the... walls, I... in the, in the building... eh... still next to the building I saw a, another

weird man, with a ... I don't know, a... a... a blood, I think, the man is... almost white... and there are... many... eh... no, no, it isn't a blood, I think is... eh, the paint, a red paint, a red, a red color, I think... the build, the... wall of the building is... dark green... and are four windows... in the sidewalk... there are eh, two girls... seem to... seem two girls... kissing... kissing... and eh... there are a... a snake.... On the... "poste", I don't know... how can I say... eh, upside the, the, these girls... eh, there are a man with a... a garbage, I think he is... maybe eh... cleaning the garbage... then, in the, the... left side in the... front of the picture, I saw one car with flowers... one flower, one vase of flower... is in the... the floor... in the sidewalk... of the... eh... left right, left side, I saw one coin... writing United States of America... it's a coin of a half dollar... in... in the... the... front of the picture... I saw one... seems to be a man... with the, wearing a... woman clothes... there are a weird gun... a, a... pink and... white gun... I think... I think it's not a ... a gun.. they... they... seems to be... making a... theater... I don't know... let me see... I see... a box of "fósforo" in the... the floor... the box... together, forming a... number twenty... and I saw fruits in the box, in the floor... hum aquarium... and seems to be some candies... one scissors, two scissors, scissors... pink scissors with a... a lace, I think... in the middle of the picture... I saw two, two persons, two person, eh... making eh... "acrobacy" one, one... person... is up the another person... and beside, in the left side of this, this two persons, I saw... two men with a... musical instrument, I think is a... violin... they're, they're using a... smoking... and maybe I think they are... are red... red painting... in your body... I don't see well... hum... in the... in the foreground, in the background... sorry, I saw... a... balloon... no, eh... yeah, I think is a zeppelin... the sky in background is... almost pink... and there are two planes... flying there... eh, I see a... a mountain in the background too... A moun, a mountain, a green mountain with a... a tree... I think is almost I,... I see one tree... eh... in the... background... eh... exist three... three buildings, I think, one building... one high building and two more small, the smallest building... the, the building in the middle was violet, and the... the... building in the right side is... uh... almost... green, I think it's green, it's a... a kind of blue green, I think... eh, beside... this building there are three monkeys... it's very very funny monkeys... the picture is... I think is like a... eh... a... "ensaio" about a movie, or... a studio of... movies... I don't know, it seems to be... in front of the, the, the building in the right side I saw one rock... hum, I don't know if it's a rock, it seem, seems to be a rock... there are three girls in front of this rock... there are... in the... left side of the, the, the three, three girls I saw three cars, one blue... another yellow, and the last is red... in the middle of the picture again I saw... uh... I see a... weird guy, a weird, with a... clothes, eh... with... all the body... I think is... like a... a... I, I forget, I forget the name of the... it's Luke Skywalker... in the... next of the, this guy, this weird guy, I saw... four or five peoples with the... white clothes... they seems to be... playing, I don't know if they, they singing, or they... making a... theater, I don't know... and... again in the middle of the picture, I saw... I see a, one guy with a radio... in the... the middle of the street... I don't, I don't describe this, but the people are in the cross of the street... and... oh... again, about the, this, this guy with the guy with the gun, seems to be a man with a clothes of the woman... this is pointing a gun to another man... with using an... anci, antical, an... ancient clothes... with a red ancient clothes... and... now about this right side... I... I see three... oh... three... birds... they are, it's flying... the three birds... and the building, in the building of the... the right side, I, I see the per, the, the people in this building... some people in... are in a window, in two windows... beside the window there are a... green flag... and, eh... in the floor of this, this... building I saw a big spoon... a very, a big spoon... and in the sidewalk, I saw two guys with the surf, eh... surfboards, there are a big surfboards... in front of the... the picture in the right side I see one girl... I think is... a... woman with chains... with a... blond woman... with a blue dress, blue and white dress with chains... eh, besides this girl I saw a, a couple... and a, a guy with the... eh, wearing a... cowboy... clothes... uh... in front of the picture in the right side I saw a... a... bank, I don't know how can I say, a bank of the fruits... there are... pimen... eh... peppers... and... watermelon... one watermelon... eh... has a... sunglasses... and... in the bank of fruits there are uh... calendar, calendar with the... the month August... two thousand... two thousand six... there are... many fruits in the floor... and there are a man... eh, fighting... fighting in a... in a fruit, I don't know what fruit is this, is it... but I think... I describe... almost everything... eh... everything I, I saw... ok.

Number of words: 1211

Narrative

I will tell a history about... uh, birds... when I was a, a child... I really really really liked birds... my grandpa... there... eh... take care with birds... when I... I lived in... in a... little... city... in São Paulo... I take care with eh... birds... abandoned birds... with the... fall to the trees... I... I take care of one bird with the name is "joão de barro"... the, it bird... eh... fall in the tree... and I take care for two month... one day my, my, my brother... take care for me... he tried... he tried to give food to this bird...

and poor bird... and poor brother too... but my brother... give to the bird a... a big... piece of the bread... and the bird dead... I... I... I stayed very sad... because the bird and because my brother... my brother, eh, he crying a lot... all the time "oh, I, I kill... your bird, I kill your bird..." but is not a... a good problem... but it's an accident... and in the... university I take care for penguins... I... I give food, eh... many, many fishes for... for it... and... and... wash the body for... remove the oil... because the... the penguins... eh... swim in a, in a... open sea... and this... eh... were sick... because the... the... the oil, the petroleum, in the sea... and you eh... stay in the beach... so... this, this penguins... when you were staying in the beach, there are many many many sick... eh, almost... deading... and... uh, one museum of the Rio Grande city... take care of this... this birds until he's... it's... is better... we wash... we... eh... give some... medicines... some... some food... and... it's stay for a, a few... a few days... and then we, we... travel to the... open sea to... hum... eh... give free this penguins... is it my, my history.

Number of words: 313

Interview

What's your opinion about Brazilian music as opposed to international music?

Oh... it's a different question... eh... a difficult question... in Brazilian music... I think is very... creative... opposed... opposed international music... but depends of the... the rhythm... of international music... eh... how can I explain?... the... Maracatu, for example... is... a lot of eh percussion... a lot of eh... different instruments... in the American music... a little... eh... don't use ...eh... many percussion... only the bass... but in African music... there, there are many percussion like Brazilian music... I think it's the... influence of African music in Brazil...

It's true; but what do you prefer: international music or Brazilian music?

I like the both... but depends of the group... depends of the... I don't like eh... eh... popular music in the United States... how can I say... popular, popular... I, I mean... it means for me... uh... music... it plays in radio in Brazil... I don't like them much... I like other... eh, other songs... classical rock... or, or... punk rock, I like very much...

You mentioned music from countries in Africa and different places. Do you know any music produced in these places, you know, African countries or Asian countries or European countries?

Eh... I, I... I heard... I heard... uh... Indian music... I heard uh... African... because I have a friend of mine... that come from... eh, Africa... but I, I only heard... and I, I heard... eh... Arabian music... too... sound interesting... very different from us... Oriental music...

But you've only heard that once or a few times. You don't hear that all the time, do you?

No, no...

Why not?

No... I listen... a little bit in a... computer... eh, radio in the internet... I, I... I listen... I, I don't listen frequently... because... I don't eh... have... the custom... the habit... for... and I like... very kinds of music... I'm not very selective with music... but I think... we need... we need... to, to get used the ear... then you like... the song... first is difficult... Arabian music?... very different...

I agree. Thank you.

Number of words: 183

Participant 6

Description

The picture... is... about... eh... a street... that... there are many... different things and different people... in there... there are, it seems... it seems as a... a film, as a, as a movie... that... you can see... an invasion of monk, big monkeys...eh... eh... in the, in the streets... in the, in the city... eh... kind of things that... that, that isn't... there isn't in... the real life... eh, the big monkeys, the... black gorillas... the... eh... some kind of... of... some kind of an, angels... I don't know how to... I don't know how to... how to say... I don't know... what is the name of this... like Sininho and Peter Pan... uh... story... many people... wearing... costumes... eh... that... that are... that seems of movies... of different movies... and... clothes of... of king and... queen... eh, musicians... and... artists... eh... under, in the... in the front of the picture, there... there are... two people... who is wearing a clothes of... a queen... and... and of a prince... but, they seems... like they are... playing with each other... eh... many kind, there are many kind of... costumes... people with, wearing costumes... in a... eh... in a... in the street, very... "movemented"... eh, in the right... we can see... eh... some legumes and fruits... some vegetables and fruits... like... like a s, like in the supermarket... eh... placed like in a supermarket... and in the left, on the left we can see flowers... with guns... and... a man behind this... this flowers... and... big coins... a big... a shop behind, a store... of arts... and... it's on the left... a snake... a big snake... and many people with different costumes... eh... as a... a movie... seems as a movie... they, they seem as... singing in, to a movie... in the middle, we... eh... we can see two men with black... black clothes, wearing black clothes... and two people doing... making "malabarism"... uh... in the middle, in the middle of the picture, behind this people, there are... rocks... rolling... in the middle of the street... as they are... destroying the... the, the, the street... the buildings of the street... but nobody's... nobody's worrying about... there are... behind... this rocks... three cars... that... are in the middle of the street, but behind the... the rocks... on the back of the... the picture... but, in front of the... the buildings... eh... over the buildings, there are the monkeys... and a sky... the planes... there, eh... in the right... on the right there are more... three peoples... three women... together... like dancing... and... another... and other peoples... doing something... not related with others... on the right there are... a building with... many people in the windows... in the two windows of this building... eh... uh, uh... in the first... ground there are some televisions, like a store, a television store, TV store... there are many fictions... things... there are three big birds, too, on the right... uh... and a big spoon... uh... in front of... a building... the building on the right... of the picture... the picture, there are... a, eh.. two streets cross... crossed... eh... ok.

Number of words: 523

Narrative

First... the ... the things that the picture that called my... called... has called my... attention was the... the fruits and the vegetables in the... in the right side of the picture, in front of all... all things on the right... this... this scene, this... a man with... a man... has break... a man breaking, are breaking... the vegetables... this... these fruits and vegetables remind, has reminded... me about... uh... an event... that I did, that... that I has... has... participated in... in UFSC... eh... with... with, uh... my advisor has... lanced his book, his book,...the book he has written with another... authors... and we had to... we had to... decorate... the... the place that... we, were this event has... has been... has happened... and the deco, decoration has been with vegetables and fruits around the, the tables... the, the, over the table, with many kind of ... vegetables, and with... with the food that... that it was serving people, that will, eh, were... were there to... to see the, the... the... the new, the new book of my advisor... which was, which has... was... having lanced.

Number of words: 187

Interview

What's your opinion about Brazilian music as opposed to international music?

What... what... do I think?... depends on the kind of music... there are many kinds... eh... there are... eh... bad musics... bad Brazilian musics... American musics... eh... but there are many... beautiful musics too... the songs, the letter of the songs... eh... MPB... is very... are very... interesting... the letter... I think it's better than the... international musics... but I never... I never... stop to think about this... the letter of the international musics... I like... rock... international rock...

What bands for example? Or singer?

U2... Santana...

Have you ever been to one of their concerts?

I've been to U2... in... 1998... yes... I liked very much... I, I... I love U2... but... and the letter of the songs... are very interesting... I, I... I like the... I don't know how to say this... not the song, but the letter too...

Tell me about this concert that you went to.

It was very fantastic... it was, eh... a wonderful show, eh... very beautiful and... how can I say?... it... it... I don't know, the production was very beautiful... and very... perfect... I never... had... seen... some... something like that... I imagine that... this was the best show that I went...

Ok, thank you.

Number of words: 117

Participant 7

Description

Well... in the whole photography... we can see a... real... different... situation... uh... plenty of contrast... in the scenes... so, in the foreground... we can see... uh... like a couple... an old... lady... and a boy... using clothes like in the... uh... in, in a old time... with... I think... as they were in a kingdom, you know... hum... ok... on the right side of the photography... we can see plenty of fruits... uh... we can see a huge spoon... beside the building... a real unusual situation, we can see eagles flying... and... we can see some, two gorillas... uh, on the top of the buildings... so, in the middle... of the photography... we can see some people dancing... three girls running from... huge rolling stones... there are two guys... coming, using black suits... uh... in the background of the, this photography we can see... another huge gorilla... above... uh, of the... of a building... we can see two huge airplanes similar to the B52s... used to... in the war... ok, they used this kind of... ok... so... also, we can see... like a balloon... a zeppelin... flying in the sky... on the right side of the photography we can see... a... kind of... car... car made of wood... in which, uh... there are... flowers, a, a mix... of flowers... and guns... also, in the right side of this photography... it's possible to observe... uh... some... small girls flying with wings... we can see the brand of Virgin brand... which is... uh, very very huge and famous brand... of records... also, on the top of the building... it's possible to notice a blond girl chewing... a gum... so... as I told you before all the photography is a real unusual situation, similar to those situation in which Salvador Dalí were used to painting, there are paintings... plenty of contrast of times... for instance, we can see people using clothes... like in the... uh... medieval times... also we can see people using clothes like in the... west... you know, the old west, American old west... we can see people, there are two guys with black suits, like people from the... twentieth century... uh... then, you know, contrast about... different times... contrast about different situations... with complex... photography...

Number of words: 374

Narrative

I didn't tell... before... but... there are two guys, eh... carrying a surfboard, so... I'll tell a story regarding surfboards... the story is related to... a travel that I did... in 1998, so... I went alone to Peru... and... and when I arrived there... it was... uh, very late... almost 10 p.m... so... I took a cab and... I had a... a map... uh, written in a... napkin, you know... so... I didn't know exactly... to where... I had... I had to, to go... so... I asked for the, for the driver... where, in the city, there was a huge outdoor wri, written Coke, and then he told me "oh, probably I know where is the place"... so... he drove, he... he drove to, to this point... and then he dropped me saying "hey, put your bag out of my car, cause I have to come back to the... to the airport"... so, the point is that I was in a dark... street... uh... in a poor... side of the city... I didn't know where am I... where I was, sorry... and... I didn't know what to do, because I have... I had... all my stuff with me... my surfboard, my money... my clothes and etc... uh... so, uh... I

was really scared in that situation... and... I tried to... to, to... to play... the bell of the house where uh... I supposed... should, should go... and, but unfortunately... nobody answered me... and then... I became to be more and more stressed and scared about the situation, because... there was... nobody on the street... and really, I really didn't know what to do... uh, suddenly I decided to go to uh... this small market or bar... nearby... this point... and then, when I arrived there... they were... closed... in a kind of jail, you know?... to... because of safety purposes and then... when we saw this, when I saw that... I asked myself "what am I doing here?", you know... probably my travel will finish in... maybe thirty minutes, because... probably a thief will come, and... steal all my money... well... I decided to come back to the house... I played the bell there again and again and again, and I started to scream there... and then a guy came to me, and asked "oh... I'm the guy that you're looking for, so... you can come in to my house and... you can take a rest, took a, take a shower"... so, finally, I could... uh... I could, eh... get inside the house and drop my stuffs... took, take a shower, eat something, and then I went to the bed... uh... much more calm than I was before... it was a very very difficult situation for me, I was very very scared... and... finally, the... travel was pretty good, very interesting, I did... very very interesting things there... so... surfed all the days... it was... very very interesting... experience.

Number of words: 489

Interview

What's your opinion about Brazilian music as opposed to international music?

Uh... it's an interesting question because... uh, I don't like Brazilian music very much... depends on the kind of music... I prefer international music like Australian bands, Californian bands... and other bands... I don't know... maybe the kind of sounds... surf music... something like that... you don't have this kind of music in Brazil...

Really?

Very good rock and roll... the oldest bands... like Titas... you know... the beginning of Legiao... you know... seems like a punk sound... and now they... they don't do this kind of sound anymore... and the new bands... I don't like ... like Charlie Brown, this kind of music...

Ok, but you said that you like the old Brazilian rock, right? Do you think the new Australian and Californian rock is good too?

I... in fact, I prefer the old bands... you know... what I really like is the old seventies rock and roll... like Led Zeppelin, The Who, Deep Purple... this kind of sound... I really like...

Have you ever been to one of their concerts?

No, unfortunately...

Have you ever been to an international concert?

Uh... not... not abroad... but here in Brazil yes... I saw ACDC in Curitiba... I saw Pixies, Motorhead... eh... some... some... I'm not used to go to shows...

What was your favourite concert?

My favourite concert... Midnight Oil...

Really?

Yes, here in Florianopolis...

Tell me about it.

Uh... it was... realized in, in... Ilha Shopping... and... the acoustic there is very very bad... but they were... they are, they were very very professional and very good... skill... eh... "habilidade"... skill... very good skill... they did an amazing show... I'm addicted in... Midnight Oil...

Ok, thank you.

Number of words: 173

Participant 8

Description

Ok... in the picture I see in the background a pink sky...with... two... airplanes... flying over the sky... and... a zeppelin... a gray zeppelin... and... there is a city... and in the city, gorillas are attacking the city... and in the crossroad of the city, in the foreground of the picture... there are many people... eh... and in this cross, crossroad there are rolling stones, and... uh... in the back of the street there is a... building... painted with a... very purple... tint... uh... let me see... uh... on the crossroad there is a building... with two... "u"... painted in the... the front of... the building and many TVs... and... there are three eagles... flying... through the sky... and in the foreground of the picture there are a chart... with three bouquets of guns and flowers... and... a queen... with two... pistols... strange pistols... eh... trying to shoot a prince... and... in this... foreground... there's also a man... smashing pumpkins... and... some more fruits... red hot chili peppers and... and the back of the chart... there's a... woman in chains... and a man... blurred with... blurring the... front... I can see it very well... so... there's a fifty cent... penny... in the... the street... how, how... how can I say more... ok... in the middle of the crossroad there's a man with a radio head... and... uh... how can I say, a instrument of torture, a... torture, a... made of iron ... there... so... in the crossroad there's also a shop... with... strange things... uh... how can I say, this is a... there is a... painting of Mona Lisa... how can I say... ok... there is a zombie, also, in the... in... besides the shop... and a man paint, paint in gold... yes... eh, there's a snake... uh... enrolled in the... how can I say, in the "poste"... ok... how can I say anymore... and... in... in the end of the crossroad there's a traffic jam... and also in the crossroad there's a two men with... how can I say... violins... with... smokings... hum... and... and there is.

Number of words: 348

Narrative

Uh... once upon a time I... I was playing a... Play Station game with my friends... called "Resident Evil"... and... we are so scared that the game are with many zombies and... deads there... and... was night, and... ok... ok, the window was closed, and we are so feared with the... the game... so we all went... scary... that we are... real scared... about the... the game... and... one friend of mine that was playing the game... was walking, and the game was the... the character... and we passed uh... near to one... a, how can I say, window, a window... locked with... uh... wooden sticks... and then when the character passed... with the... the window locked with woo, wooden sticks... eh... uh... many hands of zombies and... and that's... caught the, the, the character, and... grab the character... and then we are all scared but the... this friend of mine... really jumped... eh... through the sofa, and... started eh... shouting so loud that we are... we all... we all laughing of the... of him... it's... it is... was, was a... a funny thing that... I don't know... is that... ok.

Number of words: 191

Interview

What's your opinion about Brazilian music as opposed to international music?

Oh... I think that... many Brazilian musics... musicians... are well-talented... and... can be good... uh... good composers... and, and... the Brazilian music is nothing... how can I say... isn't worse or better than international musics... but we are... in, in media... we are... we are too many junk... that... who... I can't... say... that's music

In Brazil?

In Brazil... and international musics... in music

Give me examples.

Uh, eh... those... funks and... so many... you know... Axe... anything isn't... well-done... you know

I understand, so what kind of music do you consider good, because you said that Brazilian music is in the same level as international music, right?

Right... I consider the... the... popular musics... and folklore musics from Brazil are much good... much... well-done... like Samba, like Maracatu, like Forro, like... but... it's like... uh... what...

Like anything else...

Like anything else...

Have you ever participated in any of these folkloric movements?

Yeah... Yeah... I acted in eh... a theater like... Boi de Mamao... I was the... the horseman

Really? How old were you at this time?

Eight years old...

What about internationally, do you have any preferences?

I like heavy metal and... all kinds of melodic metal...but... in this movement... we can see references from... all the pop musics from another countries... Brazilian bands... with refernce from... from Brazilian movements...

Wow, that's great. Thank you.

Number of words: 114

Participant 9

Description

The picture... is very... strange... so... many... elements... in it, and... probably it is about a Virgin... Digital... commercial, or advertisement... we can see many things here... first, we can see... three... gorillas or... king kong... like... and... they are... invading... the town... I can see... one... zeppelin... two... airplanes...three... eagles, and there's a spoon... a big spoon... in it... there are... elements from the fairy tales... stories, fairy tales, fairy... tales... story... like... uh... Alice... in Wonderland, uh... Romeo... and Juliet... it's very strange... it's... August... twenty one... two thousand... and six... I can see... one cowboy... one couple... dating... three girls... trying to cross the... the street... while... two... gymnasts... practice... in the... middle of the street... we can see... one... snake... two... uh... three girls like an angel, like a... with the magic stick... I don't know how to describe this... this element, I don't remember the name... but... there is a... zombie... near to the flowers... and... the queen... trying to... to take something from the... Romeo... that is very strange the gun...in her... hands, because... it's like a... it's like a... sexual toy... or something... I can see two... pair of scissors... pink scissors... one man with the... with the hammer... breaking... the vase... there's a... party...in one of these... building... people are jumping, are... dancing... and... other ones... are... on the... on the roof... the roof top... and see... the two... gorillas... that... coming... to break all the things... there is a... a sentence... in the picture: "exercise your music muscle"... from the Virgin Digital.

Number of words: 261

Narrative

There is a... a party... inside the building... and... this party... remember me... the party... I went... when I was in the graduation... and... we are... we were so happy, and... there was... music... loud, loud music... beers... eh... light... young people seems to... to have fun... inside there... in all the place... we made this party and organized all the things... in the campus... of my university in Cuiabá... the gymnasium... that held... the party... was very near... to the zoo...but we... don't have... gorillas... there... in the zoo... maybe they are... planning... to have... one or two of them... all the parties... in the... university... have... a theme... and... we have to be... we have to wear... some special clothes, like... a fantasy party... and people in... in this picture... seems that... they... ran away from this... this party... from... a fantasy party... we can see.. fantasies like queen of England... like Romeo, from Romeo & Juliet... Man in Black or... Rockers... Alice... in Wonderland... cowboys... gymnastics... eh... two... lesbian girls...dead man walking... and... when we... were... in this party... we all... chose... some fantasies or... some clothes... from... our favorite characters... in the fairy tale stories... one of my friends... came to the party... dressing like a... Romeo... and... he... spent all the party... trying to find a... a girl like a... Juliet... I went... to this party... like a Man in Black character... dressed in... black tux... wearing... black... glasses... sunglasses... and with the tie... a black tie... and it was very good... we had so much fun... and... all the people inside the... the house... did... their best to have fun... to... to smile... and... the party... was very hot... and people outside... call to the cops to... stop the music... and stop the party... we... we had... to finish... all the things, and... decided... to... continue... decided to... keep on partying... outside the building... and all the people... went to the streets and... started to dance, started to... to joke...started to... sing... all the songs... and... this party... we did in August... August... of... 1999.

Number of words: 351

Interview

What's your opinion about Brazilian music as opposed to international music?

Oh... that's a very difficult question... cause... there are... differents types... of music... of Brazilian music... and international music... I don't know how to answer this question... it's very difficult...

Do you have a preference?

I... yeah... I prefer international music...

Why?

The production... the production... is... is... better... many instruments... many... many dance... dance... dancers...

Don't you think there are many instruments and dancers in our music too?

Yes...yes, you're right... but... is different... there are many differents... how do you say?... rhythms... many... Samba... Frevo... Maracatu... but I don't know... I don't... don't listen... very much...

Have you ever been to any concert?

Concert? Hmmmm... I don't remember... but I like discos, seventies music... not really... not really concerts... not big concerts... but music... to... to dance... to drink... have fun...

Have you ever been to a Samba club or something similar?

No... oh yes... Joaquina... I forgot the name... Dunas... yes?... yes, Dunas... was good... but not really what I... what I like... there was... too... too much people... and no space... to dance... yes, I didn't like...

Ok, thank you.

Number of words: 144

Participant 10

Description

Eh... the context... of the picture is uh... like, look like a... scenery... of a... Hollywood movie... eh... it's... happening... a lot of things... look like, eh... downtown... with... a lot of buildings... large streets... eh... streets crossing... eh... form a... very big... place... eh... where the cars... could pass... and... it's... crowded of people... all... all the places... we have... old buildings... some kind of... new buildings, too... eh... there's... a lot of... people, eh... dressed up... with... fantasies... eh... a lot of people... eh... with... doing, eh... doing like circus... circus eh... performances... uh... a lot of people using... old... old, eh... look like an old... wearing... and... look like... eh... mi, eh, middle, middle age... costumes... and... in the picture too... in the... background... of the picture... we have uh, monkeys... big monkeys, like... giant gorillas... eh... they look, they look like very furious... very angry... there are... three gorillas... one... straight on the... middle of the picture, at the background... and in the right side... of the picture we have two, the two more... gorillas... they are... in the... top of the build, the kind of building... the, this building that the... two gorillas... are, are in the top... we have a... a lot of people inside the building... look like making a big party... and... at the top of the building we have people too... three people... eh... look like "mens"... watching to the gorillas... we have... in the... right side of the picture... and... next, near to the gorillas, we have three eagles... that... are flying in the same direction... from the... middle of the picture to the right side... it's a very strange picture, eh... don't have, the things that's happening don't have... a lot of sense... don't have much s, much sense... and... the right side... at the... right side we have a... putted on the building a very big spoon... that is close to a... very big... eh... entrance... eh, when, when you enter a very... very big door... the people could enter the building... on the right side... yet... we have... at the street... two guys... with... surfboards... they are... walking to... from the left to the right... in the... in the right side but in the front of the picture... we have... a... a lot of fruits... in a kind of table... like... on a fair of fruits... in... the fruits we have... pineapple, three pineapples... a lot of lemons, look like lemons... a lot of corn... a watermelon... wearing a... sunglasses... all the lemons have smiles... and eyes... look like smiling... and... we have the... of in the... right side of the watermelon, we have... look like a... papaya... and... one more fruit... eh... that fruit that we, they use, I don't remember the name, they use in the Halloween... I don't remember the name... in, in this table with the fruits, we have a, a calendar... of August... 2006... and at the street... yet in the right side, we have four boxes... with... eh... some... kind of... I don't know, packages... with fruits, or candies... I don't know... eh... looking... to the... from the... right side to the middle, on the street, we have... a... a number... eh... like... two hundred, we have the number... made... with... eh, box... boxes of matches... and... an aquarium... and... two... and the zero... are the box of matches... and we have the... aquarium... agoda the... second zero... and... next, or near to the... table of fruits, we have a, a guy with a big hammer... smashing a, a pumpkin... ah, I remember that name, a pumpkin... smashing the, a pumpkin... eh... she have a... very big hammer... is... he is wearing jeans, and... she had, he, he has...uh... a yellow... kind of... a piece of... eh... I don't know how to say... in his arm... thing on his arm... and... right to this man we have a lot of things... that are on the ground... eh... going to the... middle of the picture, but on the foreground... we have these... most funny... characters... that I think... eh... an, an old lady... and a... and a man... with costumes... eh... a... like, look like a middle, middle age costumes... they are... eh, the, the lady... is pointing... two guns... look like fake guns... they are... white and with the... a pink... point... in the... part of the... of the gun... and... the guy is, is afraid of he, he, she is shooting... she will going to shoot him... and... they are faking, it seems... it's strange... there are... still a lot of things on the ground... in, in the middle of these two characters, in the ground, you have two... eh... don't know, eh... two... I don't know the name in English, two "moreas"... they are... ocean animals... looks like a snake... and they are green and is, it, they are... walk, they are... walking on the street... very strange too... going to the... left side... of the picture... still on the... foreground, we have, uh... a... kind of... car... made of wood... with a lot of flowers... flowers... and... guns... they are... are "mades" on... some... they are... they... collect the flowers, and put together, the flowers to... like, look like a gift... and with the flowers we have a lot of guns... heavy guns on this... on this car... I don't know... and this car... look like, eh... are selling the flowers, and the, the car is green... in the... left side... of the picture, we have two... uh... like an old building... with a... a clown... eh, wearing costumes, eh, white costumes, too... all painted of white, with some... eh, red, some red... eh... paintings, pointings in red... we have an ad... of a... circus, look like... and we have in this... next... to the clown, we have... pictures... on the wall, of... eh, John Frederic Kennedy... and the other one I don't know... we have a... a small... small, I don't know, "fadas"... flying... in front of this... building... in the left side... and... in the... mi,

the top of the... almost in the top of the building we have a big ad... of Virgin Di, Digital, Digital... eh... that I remember it's a kind of... eh... that recorder, record CSSs... a big... big recorder... and in the ad we have this slogan: "exercise... your music muscle"... and... on the top of the building, we have a blond girl... with eh... chewing gum... she made a ball... with the chewing gum... and we have uh... on the... top of the picture, we have two... eh... two air, airplanes... eh... flying... flying, eh... above all the... the scenery... and... we have a big, eh, zeppelin, I don't remember this name, I think is this, too... they are... flying... the planes are flying very fast, they are military... planes... and... with a lot of... bombs... look like they are going to explode everything... eh... still in the left side... we have a... very big snake... they're... climbing the... the building... to the traffic lights... she is climbing... and... and this, the corner... of this... building, we have two girls kissing... one girl is, is with... her, her hand in the... the butt of the... the other girl.. in this corner we have uh... an ad of the shark, I think is the... shark movie... and have a guy all painted of yellow... in this... building, we have a... look like a shop... eh... we have an ad of a shop, I think it's a... kind of store... and... in front of the building we have a... mailman... looking the... mailbox...and we have a... big... coin... of half dollar... on the sidewalk... the sidewalk, eh... reaching the... the street... uh... Very close to the... corner of this... block... we have two guys... that are carrying... eh... boxes... with the two instruments, like... I don't know, eh... guitars... they are very... for, wearing very formal clothes... with sunglasses too... these two ones... and... going to the... middle of the picture, in the middle, in the cross... cross the street, we have... two... girls doing eh, circus performance, like eh, contortionism, I think, and, and close to these girls... we have a, a man with a... big radio... on his shoulder... and... at the right of the two girls... circus girls... we have a... a garbage... eh, garbage... I don't know... a big... garbage, that's, that's turned... turned on the street, turning out the... the garbage... in... the... right side of the picture, but... more... in the background... we can have three girls... running out of a rock... that is rolling... eh... behind her... behind they... they are, they are escaping from the rock... and... in the... background of the picture we have that... big... gorilla... that is... looking to the front, looking directly to the front... with a... big mountain... with a tree... on the top... and... still in the back... of the picture, on the background, there are more stones... rocks rolling... and... look like they... are going to crash the cars... that are passing there... it's a very strange picture... it's eh... have no sense, look like a Hollywood movie... and the... the message... that the picture want to pass... is the... like a... a lot of things, a lot of characters... from different movies... some kind of freak movie or... nonsense movie... now I saw, in the... right side of the picture... there is a... a girl... with the costume of Alice... in the... wonder world, the wonder world... and I think that's it... in this picture.

Number of words: 1609

Narrative

This picture... remember me... eh... one time that... that I... I gone with a lot of friends to Beto Carrero World... and... it was on my... graduation time... it was eh, three years ago... we go, we gone with a large group... there... to Beto Carrero World... and... it was a very nice day... a lot of... laughing all the time... and, there... on the Beto Carrero's World... eh... we have uh, places... like this, with... very strange people, very strange... characters... and... I remember... we... eh... crossing the park and laughing about everything, taking pictures... with the... the people that was wearing costumes...and we, I remember we take a picture with Beto Carrero, that time... and... we passed just one day there... we went... at the morning... and stayed... eh, until that... the night... and, and we stayed there all the day, and we did... a lot of things... we have, there we have, they have a big park, and... and we enjoyed almost all the... all the... machines, all the, the... I don't remember the word... and... we enjoyed all... the, the things that... the park could, eh... could give, could eh... allowed us... to, to do... we take a lot of pictures with... circus, eh... circus characters... and we laughed all the time... and I remember that that day... there have no so much of people... there is not a lot of people, and we could do a lot of things eh... without staying... stopped... in crowded... places... it was very good... and... we, we were... at a good time at the university... and we have a... a... a good group of friends... we... used to do a lot of things together, and this trip to Beto Carrero was one of, one of our... trips, one of our very good days that I remember until today... it was very nice... very nice... and I remember this eh... looking to this picture... and... ok, I think is it.

Number of words: 331

Interview

What's your opinion about Brazilian music as opposed to international music?

Eh... I... particularly... like more... international music... I don't know... because of... the... I think the recorders invest more... in the... this kind of bands... and groups... the musics... is more elaborated.... Eh... the.... Eh... instrumental parts... I particularly like more the international bands... but... eh... nowadays, the... Brazilian bands are becoming... better... some better... cause the more investments in the... on the bands... on the marketing...

Can you tell me the names of some of these international and Brazilian bands that you like?

Eh... nowadays in international music... I like... Creed... Coldplay... Travis... Dave Matthews Band...

Have you ever been to any of their concerts?

No, no... international concerts, no... I never ever been...

No? And Brazilian concerts?

Brazilian concerts just... Capital Inicial and... Engenheiros do Havai... and Titas...

What did you think about the structure of these concerts? Because you said that you think the music is better elaborated, so...

The Brazilian concerts? Yeah, I think that... the Brazilian concerts are... poor, I think... I don't know, I never ever been to... international concert... but what we see on television... and what the people say about the sound and all the... structure is more elaborated too... I would like to, to... to see Metallica or... or... or some of these international bands, I think... would like be... much better than Brazilian concerts.

Yeah?

Yeah.

Ok, thank you.

Number of words: 123

Participant 11

Description

This... picture have... has... three monkeys... like King Kong... three eagles... flying in the picture... in downtown... a number... twenty... in the first... foreground... we have... two person... two person... eh... two people here... one with a guns... I think he, she's a... I don't know... I know, I know the girl... and a... friend of... her... a number twenty... in the... ground... a bottle with some... fishes... small fishes... four boxes with... candies... a paper with the date... August 2006... related to the future... some fruits... like pineapple... oranges... watermelon... eh... one of these fruits with the... sunglasses... a car with, eh, in front, in this... in, in other side of the foreground we have a coin of the United States of America... one dollar... a half dollar, fifty cent... we have a car with some roses and guns... like the band Guns and Roses... we have... a person with... I think it's a... zombie... because he... have... some... some... shots... we have a person clean the... garbage... oh no... she, he's a... postman... taking the gar, the letters... in the post mail... we have some... this... inside of the picture... in middle of the picture... in the le, in the... this side have... we have a... a building with some person... one girl... in the... upper side of the picture... we have in a... in a part of the... the, this building a... yellow man... we have some... some person... some people... flying... in Brazil we call "fada"... "fada madrinha"... in a transit... the traffic, eh... the traffic marker... not marker... traffic... post... we have two persons... kissing... two people kissing... and in a... snake... in this... post... have a some people... with white clothes... with the... hands... up... two "mens" in black... uh... with her... violins... walking... to the... middle of the... figure... have more... two people... making... some... exer, activities... the middle of

the... figure... one with the yellow and the other with the red... clothes... the yellow is... upper... is over the... red one... we have, beside them, we have a garbage... turned into... with the... garbage in the... in the ground... with the trash, trash in the ground... we have more... two cutters... pink cutters in the ground... a man with a... I don't know the name... that's "marreta"... breaking the... fruits... have... in a... right side... a cowboy... a cowboy... seeing another two people... we have more one... one girl... with chains... in other post... we have the... in the... background, we have... three cars, one... red... one, another yellow, another blue, with two big... stones rolling in the... downtown... we have... the... right side... we have two surfers... walking to the beach, I think... another, more people in the... windows... seeing the... the... downtown people... people at downtown... we have a black flag... in the window... more people... eh... over the... building... seeing the monkeys... the... giant monkeys... and we have one zeppelin... is a kind of dirigible... in Brazil "dirigível"... we have more two... big airplanes... I think the... war airplanes... in the figure... and a man... in the middle of the, the... the figure, we have a man with the... with a... micro system... beside her, eh, beside... his... his head... and another... another buildings at the foreground and background... with some... some hill, one hill, at the background of the figure... and this... this magazine... or, this franchise, this... magazine... is a... is a... brand of Virgin Digital... a brand of... music... called "exercise your music muscle"... related to the brain of the people reading the, seeing this... figure... and this figure was made, was taken by the, eh... site... brainstorm9.com.br. Yes, I think this is, eh... my description.

Number of words: 617

Narrative

I will... describe about the... airplanes... cause I recently... we did two... travels by airplane... the first travel was... in... thirteen to... fourteen... October 2005... where we... eh, we... went to São Paulo... in a course of renovation management... and we did, we went to... São Paulo eh... uh... by airplane... in uh... TAM company... I liked... it was my first, first eh... my first travel by plane... I only... traveled by car... and this... travel was very fun... because I've taken many fig, eh, many pictures... during the... the travel... and I... I film, I filmed... the landing... and departure... of the airplane... I know it was, it is prohibited... but... I didn't... manage to... to avoid it... so I think, I have the... videos of about the landing and departure of the airplane in São Paulo and in Florianópolis... I've taken many pictures in the sky... of Florianópolis about clouds... about... other cities in the... in the trip, travel... and... I liked to... to travel with, with airplane because it was a... different experience... the power of the... departure used by airplane when the airplane... eh... went to... to the... track to do the departure, I liked to... to feel the sensation of the power of the... the motors... the engines... the... the airplane... in the sky, the... the pilot saw, said "we are on... around eight hundred kilometers per hour... in uh... uh... three... thirty five thousand feet... it's around, eh... twelve thousand of meters... of... distance from the... height... from the, the... city... it was a very good... experience... in the other side, eh, other... time to... travel, when I, when I traveled to... by airplane, I went to... Ouro Preto, Minas Gerais, but I, by airplane... I... I've traveled by Florianópolis, since Florianópolis to São Paulo, and São Paulo... to... Confins, Minas Gerais... near... Belo Horizonte... I need to... I needed to... I needed to do a connection... in São Paulo... Congonhas... when I see... I saw... some artists... like DJ Marlboro... it's a big shit... I'm sorry... well... uh... the travel was very good too... like in the first experience... it was a second... voyage, travel... but... this, in this case... we didn't see the... ground... the cities... cities of... during the trip... because it, we had... many clouds in the... the... the trip... it was cloudy... the day... and... but we... it was very good, because... I went to... São Paulo and to Ouro Preto by... Gol company... it was different but, from... from TAM, but very good too... it was very funny, and very good, I need to, I want to... travel more... frequently now... because I liked so much... but I need to... to travel... soon... maybe next year, or two thousand and seven...

Number of words: 464

Interview

What's your opinion about Brazilian music as opposed to international music?

In English or in Portuguese?

In English...

Yeah... cause Brazilian... eh... Brazilian artists also... record and, and compose in... English

Ok, but I want you to compare the music, not necessarily thinking about the language.

I think the... Brazilian music is more related to our... history and our, our culture... eh, like samba... samba, more... funk... in the case of RJ... and... I like to Brazilian music... to listen to Brazilian music because... I can... eh... I can remember some part of my life... where... I listen to... eh... some Brazilian songs... and the international songs is... I, I like to listen to... also... because... I'm training... practicing my English... listening...

You said that Brazilian music is more related to our culture...

Culture and history

Ok, what bands and singers are you talking about?

In relation to... pop... eh... pop rock... pop rock singers... Barao Vermelho... eh, Paralamas do Sucesso... Engenheiros do Havai... Kid Abelha... eh, from eighties...

Yeah, ok... why do you think they are connected to our history and culture?

Some of the bands... I've been listen to... when... when I was... child... so when, now... when I, when I... listen to this music I remember of my... of my... infance... infance... when I was children... child.

But this is related to your history and your culture... not necessarily the nation, you mean.

From eh... for my culture is more important... more important to listen... but I know the importance... of this music... to our nation... to be know... to be known... in the, all around the world... in this case, like Samba, carnival... and many foreign people... come here... to Brazil... to... to enjoy our music.

And do you like that?

Yeah, samba is very... very funny... to dance... with girls...

Ok, thank you.

Number of words: 156

Participant 12

Description

I see a picture of... eh, many things, many crazy things... on a... corn... it's not a corner of the street but on a... a... the, the joint of two... streets... well... first of all... I can give a... general idea of what's, of what's happening here... there are some buildings, they seem to be... some old-fashioned buildings... and I can see... eh... three blocks of those buildings... one block on the le, on the right... and two blocks on the left, separated by a street... uh... the block on the right, it's in the... it's on the... background of the picture... and the street that is near this, this block it makes a curve and ends up, and disappear... well, on the background... behind that street, there's a gorilla, like a King Kong, and he's looking at to o... other gorillas, and these other gorillas they are on the... corner... of the two streets... these other two gorillas, they are more old-fashioned, one, the other one seems like a King Kong old version... and... the second... gorilla... it's an ordinary gorilla, I don't have anything to say about him... uh... going back to that first gorilla... that first King Kong... uh... at, at the sky... exactly... over him... there are two airplanes flying and a balloon... one of those... uh... moving balloons... and on the... the lower level of this, of this gorilla, that means, on the street... there are some cars that are coming... some... old-fashioned cars... maybe of the 70s... and two rocks that are rolling... along the street... but the rocks did not reach the corner of the street yet... the one that, that, the first one of these rocks that's near the corner... is almost catching three women that are walking, and now it's gonna start the whole confusion, cause, because there's too many information on the foreground of this picture... I can see these three

women that are holding hands are, are walking... I can see some religious people dressing white clothes and they are... raising their hands, and they seems to be sing, singing... I can see two, two women kissing... and, a... golden man on the corner of the... on the left... the corner of the... first block of the left... uh, he's, this golden man seems to be more like a... a statue, and he's near a shop that seems to be a sex shop cause there's a... a plastic woman on the window of this shop and there's also a painting, so seems to be something very very weird... I can see still some small fairies flying around... there's a zombie... near this... uh... weird shop that has a painting of a Madonna and has this plastic doll... uh, going to the... the corner of the opposite, on the other side, now, I'm on the right side of the picture... I can see a... cowboy and... a couple... a man and a woman, they seems to be... dating... and a cowboy is near them... uh, there are some business men walking... along the street and they seems to have blood on them and on the first, I mean on the foreground... there are some red flowers with... some weapons, some... guns... a... queen... is... threatening uh... a prince... but with some pink weird things that seems to be like some gun, pink guns, made of plastic, they are not real guns... a dollar coin of... sixty centimeters of diameter is rolling through the street... there's a small... animal, it's not really a animal, but seems to be a... dinosaur in miniature... that's crossing the street...uh, a couple of scissors, they are also crossing the street... a... man that... he's holding an... axe and he's... and he's breaking a... a pumpkin... uh, what else... this man that's breaking a pumpkin is on the right side and he's near, he is near a grocery store... on the top of the... fruits and vegetables of the grocery, of this grocery store... I can see Alice... in chains... and... there's a spoon... uh, behind Alice, but she, the, the spoon is really on the other side of the street, attached to one of those buildings... this building that has a spoon has also some people on... its windows, this people seems to be in a party... and... on the... roof of this building there are the two gorillas, the two King Kongs that I said, that I explained on the beginning... I think I had said almost everything, there's still on the right side a... if you remember the two women that are kissing, they are near a traffic sign and a snake is around this traffic sign, sign, but it's a... giant snake... this seems to be interesting, cause I can see a giant snake, I can see Alice in chains, things are starting to make sense... well, this is the end of the description... oh, just one more thing: the sky is pink.

Number of words: 827

Narrative

Well, inspired on the zombie... I'm gonna tell a story that I saw once... that there were... blue zombies... I know that the story should be real, but this one was real, it was a cartoon that I said... I saw... I was with some, uh... with my two brothers and my sisters seeing this... uh, cartoon, that's... uh... "Caverna do Dragão" it's the name in Portuguese, I'm sorry, I don't know the name in English... of this cartoon... and on that episode, uh... some... blue... zombies, they went out of a... a lake... and they were grabbing the... the children of the cartoon... to... to take them to the lake, I don't know uh... exactly what they wanted, the, the, the cartoon does not explain but the point was that... I made my own explanation of that... it seems to me that those zombies, they were uh... ordinary people that were... cursed by some... sorcerer, or something like that... and... the... the cartoon, there's a sorcerer called "Vingador"... but... uh... my interpretation was that these zombies, they could not see or feel anything, they were people that were in a prison, in the prison were the zombies... and... the person that's inside one zombie, or that was that zombie, uh... he, this person could not feel anything, could not hear anything... and could not see anything, but this person could feel only the warmth of some other living people... and... my fantasy, I could say that was a fantasy... I imagine... imagined... that this... uh... this people, they, when they felt... the... warmth, the temperature of some other people, they wanted to hold and grab this people in... desperation... and they... their instinct was to take this little people, people to their lake... just for... to, to be warm, cause they were too cold, and they did not have any sense of reality... it's a crazy story, but that was... I... it's a story that I imagined from the... the cartoon I saw, and I used to do that a lot, I used to sees a movie or a cartoon... and then uh... imagine some explanation or some story for what happened and was not explained, or was not, did not uh... satisfy my... my desire to know what was happened, happening in the story... I think it's that, it's done now.

Number of words: 393

Interview

What's your opinion about Brazilian music as opposed to international music?

Well, depends of what you mean by international music... I like rock... rock and roll and everything related to that... even from, from... Elvis Presley... until now... Green Day and these things... I like a lot... and I like Brazilian music too... uh... Brazilian lyrics... usually they are good ... but I'm talking about music, about... MPB, and some other good things... I'm not talking about funk or agoda, these things for me are not music... and... but they are as good as not Brazilian one... sometimes I get annoyed... disappointed... then I see eh... some song... eh... that's beautiful... and then I... some time later... I... I notice that it was just a translation of some music in English... but... I like both

OK, eh...you mentioned some international bands...eh...Green Day, for example...do you have preferences in Brazilian rock too?

Oh yes, I used to like, like everyone... Legiao Urbana... but eh... let's see... I like Jota Quest also... Ira... I love Ira... Capital Inicial... also... I think I... I like some rock and roll bands here.

Have you ever been to one of their concerts?

Yes, I... have been on Titas... eh, Jota Quest... eh... I've never seen Ira... but I would like to see... they came to Florianopolis once... but...was I think 50 bucks to go there...

And international concerts?

I've seen the Rolling Stones.

Tell me about it.

It was very very good... we took a lot of pictures... uh... my friend has a small camera... he was recording the concert...

Was this the only one? International one?

No, I have been in... uh... Rock in Rio too... I was fourteen years old... but I was there... I was... on the day that played... on the day that played Guns and Roses... Faith No More, Billy Idol... some Brazilians... Titas... and the others I can't remember...

Did you like it?

Yeah.

Ok, thank you.

Number of words: 214

Participant 13

Description

Well, that's a very strange picture, I've never seen something like that before... uh... maybe that's in another world... I'm sure that it's... that it is... in another world, not here, because... I've never seen something like that... there's a place, uh... a street with lots of people, very different kind of peoples and in the foreground there's a queen with two guns, two pink guns... appointing to... a prince... and beside she, there's a little car with flowers... uh... uh, red and yellow flowers... and in the right side there are some vegetables to sale... and... uh, there are lots of buildings, uh, different buildings... with lots of colors, and... hum... more interesting are the monkeys, the gorillas, they are very tall gorillas, gi, giant gorillas, and... in, in the...in, in the picture... and... some stones are falling from the sky, eh, into the street, in the street, and three... woman are running... from... a stone... there are three cars stopped... one blue, one... yellow and one red, in the middle of the picture, in the middle of the street, and... the sky is very interesting because the sky is pink, and there are two planes, airplanes in the sky and... one balloon... and the street is full of... garbage... and... lots of... strange things, there are... very different people, persons uh, walking on the street, two guys are, two, two, two guys are walking with two guitars

and they look very... serious... and... uh... there are two woman... two lesbian, I think, and... in, in, in a... in the left of the picture, in the middle... and... uh, there's a... a... forget the name... uh, well... what else... uh, in the left, no, in the right side... there's a... a building with lots of people in the second floor... they are probably dancing with the hands in the air, with the arms in the air... and... in the... in the street there are two guys with... they are probably going surfing and hum... in the background there's a mountain with some trees... green trees... and I think that's it.

Number of words: 352

Narrative

The history I will tell is about planes, airplanes, I simply... avoid to travel by plane because I'm really have, I have, I really have panic of this... I... didn't, I never traveled abroad because... because of that, I... don't like to travel by plane because I'm very afraid, very very afraid... and that's why because I... I traveled... by bus all Brazil... too many places I went in Brazil... sometimes I get five days to... to... go to these places... Fortaleza, Recife, João Pessoa and... I prefer to go by bus because then I can... see the landscape and... uh... by plane that's not possible... and... that's it.

Number of words: 109

Interview

What's your opinion about Brazilian music as opposed to international music?

I like Brazilian music... a lot... popular music... eh, Elis Regina, Chico Buarque... but not the vulgar music of Brazil... funk, agoda, I don't like it... and international music, I like too... lots of things...

What things?

International music? U2... I love it... and... Red Hot Chilli Peppers... so, like that, so... this kind of music, yeah...

You said that you like Elis Regina and Chico Buarque, things like that. Do you also like the new Brazilian music?

New things? I like too... Elis Regina's... daughter... Maria Rita... yes... and... what else?... new music here... eh... I,I... I haven't listened to a lot of music lately...

Tell me about some concerts that maybe you've been to, and that you liked, in Brazil.

I've never been... I've never been... in a concert... like

Like a show.

I'd like to see Engenheiros do Havai... but the chances I had... to go... they were expensive ...

How much, for example?

I don't know, about one-hundred.

One-hundred?

Yeah... so, I couldn't go.

Ok, thank you.

Number of words: 94

Participant 14

Description

I can see... a... a part of a city, and... definitely it's not a real scene of life, it's a... it's like a collage... where the guy... eh... took eh, some kind of pictures, eh, parts of pictures of characters of other pictures, and... and he make this scene... so... eh, we have in the background the city... where we can see... two streets... and a kind of eh, some buildings... and... and the guy put the... another... eh, many persons in this street, make eh... go... brings the idea of a... of a real mess here... so we have King Kong... in... the top of one building we have another of the two... monkeys... we have two airplanes crossing the sky... eh, we have one, I don't remember the name, the... is like the... aircraft, I don't know... we have some... eagles, too... and... so we have a... we have a snake in the... a snake... eh... climbing the... this, eh... we have a... some, some... fairies... we have... some guys just stopped... another guys are walking... we have a, a... two rocks rolling on the... street, we have some cars, some people, a guy... with a radio, some... women dancing... we have... crash... the streets... we have a mouse, we have many kind of objects... and animals... and people dressed differently... is like people are... kind, uh, pass of... part of... of... pictures... we have a... some fruits, we have... guns and... roses... we have a dead guy... walking... we have... many kind of... eh, we have some... eh, some advertising... and the picture is composed a... a... is composed with this lot of... of things... lot of persons... dressed differently... lot of objects, lot of... and a lot of animals... who is composing the... what's... this is composing the picture.

Number of words: 303

Narrative

So I will talk about this guy... in the picture who is smashing a... a pumpkin... with a... hammer... reminds me of something, a film, a scene in a film... eh... so I guess the scene begins when the guy... he is a... is like this eh... a schizophrenic guys... who... eh... who dream... awaked... and he, he heard voices... around the street, and he walks the... walks on the street and he continue hearing voices... and then when he is... passing by the fruits, he, he heard the voice of the pumpkin saying that he... he is, he is not a good guy... he do bad things... and the pumpkin start... started to... demoralize this guy... and this guy... eh, became very nervous... because he couldn't believe that a pumpkin... was... ha, has... more moral than him... so, anyway, he get furious and he found a hammer... he found a hammer and goes straight to the pumpkin... he first kick the pumpkin, the pumpkin... eh... the pumpkin crash... on the floor... crash on the floor and with the hammer the guy is smashing any... any, any piece of the hammer, any piece of the hammer until he has nothing, and he's playing all his anger on the hammer... he's just crazy... he's mad too... he wants to kill the pumpkin... and of course after that he will, he will go to the jail, and he will... have to... go back to the... because he doesn't... doesn't do very well... so that's it.

Number of words: 253

Interview

What's your opinion about Brazilian music as opposed to international music?

In my opinion Brazilian music has uh... uh... a different... has a different... uh... is in a different stage of other... musics... because... we have somehow... in Brazil... eh... acquired some... eh... peculiar characteristics... like the... I, in my opinion the most eh... Brazilian music... is the Samba... that, eh... began in Brazil because of... many... factors, including... his... eh... his... principal... eh... first step... with Africans and, eh... the rhythm of... Candomble... was very... was very present in the first stages... in the beginning... so I think the most... eh... expressive Brazilian music is the Samba...

Do you like it?

I like it pretty much... eh... Samba has many faces in Brazil... eh... and... is a very... happy music... that you can't stay... the music that when you are in touch with it... you, you... can't stay... stand... you can't... not move...

But do you like international music as well?

Well... I like international music as well... I like many kinds of music... eh, some kinds of music I don't like at all... like "sertanejo" I don't like... funk I have... some restrictions... and... agoda I have many restrictions too... so... and in general... I like electronic music, dancing music, music that you can't stay... you have... eh... that you like to dance... you like to hear and you like to dance...

Have you ever been to any concerts or events?

Yes yes... many concerts... of... popular music... reggae... pop music... what else?... rock and roll... I've been... but... I remember one concert I... I have been... that I liked pretty much... was eh..orchestra concert... it's a different kind of music... for us... for me, Brazilian... eh... was like... was like eh, very impact... because... one thing is you, you... learn... you heard... a CD of, of... classical music... and other thing is... you see the musician... playing the instruments... and the maestro orchestrating the... all the, the... it's very nice, very beautiful and very touching...

Ok, thank you.

Number of words: 215

Control Group

Participant 1

Description

So, this is... a strange picture...crazy picture... first, because the... sky is... pink... there's... two... planes flying... really close... one to each other... there are three... big monkeys like King Kongs... many people... in the streets... like a... all kinds of people...uh... there is... two men walking.. with guitars, something like this.. in their hands... but they're running... like in "Men in Black"... and there are two girls kissing... people like priests, I don't know... there's two scissors... walking.. many crazy people... there's one big coin... in the street, in the floor... and a shopping... a disco shopping, I think, because there's a... "Virgin Digital"... in... in front of the store... shop... there's some cars stopped and more people... in the streets... there's one man... destroying fruits... and... some flowers... that's it.

Number of words: 131

Narrative

Once... I was... returning from, from a party... with... two friends... and... it was very late... was... really dark... in the street we were walking... and... appeared two guys... and one of them has eh... one gun in his hands... and... they... robbed us... they robbed all our money... only my friend could keep... one... one note... because it was hiding... and it was really bad, I remember watching this... this guy with the... two guns in his hands... that's it.

Number of words: 80

Interview

What's your opinion about Brazilian music as opposed to international music?

Uh... Brazilian music and international... international music?... I think, I think that... Brazilian music is more... more diverse... than eh... international music... cause of the instruments... you know... there are more instruments and, and... different types of music... many types of music... MPB, Samba... yeah... and reggae... many different types, you know...

Ok, so that means you prefer Brazilian music?

Hmmm... yes, yes... yes, but I like international music too... I like rock and pop music, you know... eh... I like international rock... I... I think it's better than Brazilian rock... and... and eh... and pop

too... I don't like Brazilian pop... Sandy & Junior... eh... Wanessa Camargo... no, I hate she... oh, I hate her... hate her, right?

Right. But then, what Brazilian musicians do you like?

Eh... I like Vinicius... Caetano... yeah, Caetano, but not so much... you know... I don't like everything of him... everything of Caetano... oh, I like the Brazilian rock in the eight... in the eight... eighties... you know, Capital Inicial... uh, Legiao Urbana... Cazuza... eh... Paralamas too... Paralamas is, is playing yet... I like Paralamas...

Ok, now, have you ever been to one of their concerts?

Concerts?... concerts, concerts... yes... yes, I remember one concert... uh, it was Engenheiros do Havai in Sao Paulo... very good, very very good...

Tell me about it.

Oh... I went with... with two friends... no, three... yes, three friends... there was many people... there you know... many people using eh... drugs... drinking... eh... but I didn't like very much... there, there... there was many people you know... the sound was very good... very, very good... perfect... but I don' like... I don't like too crowd places... eh... I don't like...

Did you dance a lot?

Oh no... I don't like dance so much... I like... yes, I like... but... but... not so much... and Engenheiros... is not for dance... not for dance... but I like the sound...

Ok, thank you.

Number of words: 208

Participant 2

Description

My name is Rodrigo... I can see... like a street... with personages... like in a movie with... King Kong, airplanes... Led Zeppelin... queen and a prince... with... shops... some fruits... lot of buildings... there're lots of people in the street... I can see two girls... kissing each other... can see a cowboy, a man... destroying a... pumpkin... some artists... some cars... people with... black... clothes... can see a yellow guy... and a one dollar coin... half dollar... and a half dollar coin... I can see two... three... three birds... I don't know what... bird is that... three monkeys... the... the heaven is... pink... something like that... I can see a girl... with chains... in the street... two surfers... there's a hat... too... the queen is trying to... kill... the prince... with two... there's some flowers... I can see a snake... the trash is... in the street... there is an aquarium... there're lots of things together... making no sense... I can see... lots of people... in the... window... there is a... sunglasses on... the fruit... and the other with... happy face... there's a monkey with a tree... there's a girl... eh... with a... gun... there's a guy... listen to music... I think is that... I don't know... it's difficult to... describe everything... I can see a shark, too... a snake... gorillas, lots of animals... lots of colors... it's really nice this picture... flowers with guns...

Number of words: 234

Narrative

This place remembers me... when I lived in São Paulo... there was, there is a... Babylon... with lots of people... doing... everything... working... stealing... dancing... and remember when I... saw two girls kissing each other... in São Paulo... in front of everybody... and... not caring... about.. themselves... and what people will... talk about, I don't know... and it's difficult to see this... kind of things... in.. place, normal places... it's more common in ... big cities, where... there are more... crazy people... and

full of people... I don't know the, the picture makes me remember... something like a movie stage... backstage, I don't know... with lots of things happening... and making no sense... it's really Babylon... with everything happening.

Number of words: 119

Interview

What's your opinion about Brazilian music as opposed to international music?

Eh... I like more international music... rock and roll... you know... eh... especially Led Zeppelin... eh... Oasis... Rolling Stones... I don't know... I, I ... Brazilian music is shit... Axe and funk... Bonde do Tigrao... this is... bad, bad, bad... very bad music... I don't... understand how... other people like this...

Yeah, but don't you think there is bad music in other countries too?

Yes, yes... but... but... it's different... I hate eh... Mariah Carey and... and... Beyonce too... but... but it's better than... come on (laughs)... it's not the same that... not the same that... the same that?... ok... it's not the same... that... Bonde do Tigrao... or... or... or... what's the name?... how can I say?... the name of... the thin... man... or woman (laughs)... I don't know... oh, I remember... Lacaia... it's not the same...

Ok, but isn't there any musician or band that you enjoy in Brazil? Because you are only talking about the bad ones...

Yes, yes... yes... Renato Russo... Marcelo D2... Rappa... this is good... but I prefer... the old rock... the old rock... I, I... I like... yes... I like new rock too... like Nirvana and... and Linking Park... this... this is good... but old rock... old rock is better...

Have you ever been to an international rock concert?

Yes... Oasis... my favorite band... was very good... very... perfect...

What about Brazilian concerts?

I... I went to CPM 22... last year... it was very good... I don't like CPM 22 so well... so... so much... but I like this concert...

Yeah? Why?

Cause of the girls... yeah... we went with some... some girls... it was in Sao Paulo... so I... I... saw my friends too... old friends... so it was good...

Ok, thank you.

Number of words: 171

Participant 3

Description

Well... I can see... a mixture... of all the things... eh, theater... with movies... actually I don't know, but... I can see... two men... like a kind of "Men in Black"... guys... I don't know... I can see my... left side a... a kind of terror movie... with... a zombie, someone who... is not... who, who, who was dead and... now is alive, is alive... eh... I can see... eh, two girls dancing in the middle of the street... I don't know, two lesbians kissing each other... in my left side, as well... a forest guy ... for me... is like a lot of movies in... the same picture... eh... I can see four big, three big... eh... monkey... like gorilla... the, the back of the buildings... like trying to get the airplanes... it could be a... adventures movies... what

else? Eh... I can, I can see a place... eh, a old, like a old place... the buildings is a little bit old, I don't know, the... hum... so... that's it.

Number of words: 171

Narrative

Ok... eh... once... I was with my... sister... in my... town... Indaiatuba, São Paulo... and... I lived there in a countryside... so... eh... we was... we were... walking... in the garden... and... and... we... we see a, a snake... we... it seems to be a snake... next us... so I, the same time we... called our father... to see... and my father... has problems with snakes, because... he had bad experiences in... when he was a child... so, we called him... and he... he just... he was... like twenty meters... of the... supposed snake... and he just... eh... see at, that place, you know, he... he... we were next to the snake, and he was... very very far... and he just... see the snake... at that distance, and... it wasn't a snake, you know...

Number of words: 133

Interview

What's your opinion about Brazilian music as opposed to international music?

Eh... I prefer Brazilian music... it's more... more rich... more rich... I think the instruments... the instruments are better... better you know... there is... "pandeiro"... I don't know how... how to say in English... but there is "pandeiro" and...eh...many other instruments...that is only Brazilian...

Do you play any of these instruments?

I play... but not very well...

What do you play?

I play guitar... guitar... I'm not very good... but I play... Reggae..rock... MPB... a little... MPB is difficult...

Yeah, but the guitar is not typically Brazilian as you had mentioned, or is it?

Oh, no... but... I don't play instrument that... that it's typically Brazilian... only guitar... but I play Samba on guitar... on guitar or in guitar?... I don't know... but I play Samba... Bossa Nova...

Ok, but don't you think that there are many different instruments in other countries too?

I don't know... you know?

Yes. For example, the balalaika in Russia, or different types of percussion in Africa.

Yes, it's true... but I don't know this... this instruments... I never see... I never seen one... what's the name?...

Balalaika?

Yes... I never seen one balalaika... I don't know what is it... it's beautiful?... it's similar to a "pandeiro"?

No, it's similar to a guitar.

Ah... very good... but I never seen one...

Ok, thank you.

Number of words: 132

Participant 4

Description

I see in this picture... a lot of godzillas... some rocks are rolling... and... have a... queen, here... queens... some black “mens”, “mens” in black... uh... it seems a surrealist... picture... I think this is in a crowd city... have a lot of... different... kind of people, person... a lot of... different kind of... of things... and... it's it.

Number of words: 59

Narrative

One story that happened with me is when I went to the zoo... when I was... when I was... five... I went there and I saw some monkeys... they was eating... bananas... and when I... when I... went to... give a banana to one of them... the, the, the monkey went... to... eat my mouth... but I didn't like it... then I killed the... the monkey.

Number of words: 66

Interview

What's your opinion about Brazilian music as opposed to international music?

Uh... that's... that's a interesting question... because is difficult... difficult to compare Brazilian music... and... international... music... but... I... I think the difference is... Brazilian music... seems... it has... it has... more drums... more beats... it is more... more... more live...

Does this mean you prefer Brazilian music to international music?

I like electronic music... I like... you know... techno, dance... trance... drum and bass... and... and this is... not very different... Electronic musics in Brazil... is not... are not... very different than... international...

Ok, but you said that, in general, Brazilian music is more lively and has more drum sounds, right?

Yes... but... but... I said... it's difficult... it's difficult question... because... what kind of music?... you know... what kind of music... you are... talking about?... there is many... types of music... in Brazil... and international...

I agree with you, but you have only compared one specific kind, which is electronic music...

Yes, I know... but in Brazil there is... many musics... and I like... I like... for example... I like Titas, Engenheiros... Capital Inicial... I don't like...”sertanejo”... for example... but I like... rock, electronic... Samba and agoda...is... is good too...

What about international music? Do you like anything other than electronic music?

What?... I... I don't...

Do you like other kinds of international music apart from electronic music?

Yes... rock too... and hip-hop...

Ok, now, have you ever been to an electronic music event, like a concert or presentation?

Yes... you talk about raves?... yes... is very good... there's... many people dancing... a lot of beautiful girls... is very good...

Ok, thank you.

Number of words: 118

Participant 5

Description

Now I... I'm gonna start... describing the picture... it's a very crazy picture, man... you... it's not a... very normal thing to... to s... to see... there are flowers with guns, monsters... a... king and a... and a queen... the queen it's holding... two guns... that look like something... can't say... there are fruits, many fruits... calendars, scissors... scissors... looks like... they are... walking... there are monkeys, enormous monkeys, like King Kong... there's a... a blond girl... chewing gum... uh... the building... ok, look... there are musicians... uh... stone... rocks rolling... the s... the... the streets... people running, there are... trash... trash... on the... the streets, there are, there's a enormous coing... rolling... there are "surfists" in the... middle of... the... city, looks like... downtown... there are... airplanes passing... there is a snake... a... enormous snake... there are "fadas", I forgot... it's "fadas"... I don't know, man... it's a very crazy picture... it's... "exercise your music muscle"... there... looks like a very... strange music for me, it's a... maybe a... a party... or a... a... I don't know... there is also a fish... a "twenty", I don't know why this, this number... looks like it's written with... cheese or... boxes, or small boxes... and there... are... Hare Krishnas, looks like Hare Krishnas, I'm not sure if is... oh... well, well, well... there is a party... happening... inside... the building, you can see people dancing... the room by the window... there is an eagle... in fact there... there are three... eagles... maybe it's the American... sign... I'm not sure... there's a picture of... John Kennedy in... the... the wall.. it's a very crazy picture, man, that's it... uh... I think it's all I can say, ok?

Number of words: 279

Narrative

Ok, now I'll tell a story... that happened with me... uh... it was August... uh... 2001, 2002, not sure... and I was flying to... to Portugal... and I was not feeling very comfortable cause I... was having some... problems and I was a little scared... and then I, I met a... guy from São Paulo in the airplane, and he was also a little bit nervous, cause he was traveling to England as a illegal to work, he was... very nervous, and I was... and we... we begun talking, we start talking... and drinking wine, and drinking wine, and talking, and talking, drinking wine... and... then... when we arrived I was really really drunk... and I was alone and wan... I want to... to... to throw out, throw out... "vomitar", throw out, I'm not sure... then I thought "oh, my God, what am I gonna do?"... and I... stand up, went to the... the... airplane's bath... bathroom... and throw out... and I came back, eat my... I eat my breakfast... omelets and... I'm not sure... there was omelet... and then I arrive at Portugal, it's a very... pleasant, very nice place to live, and... and that's it.

Number of words: 197

Interview

What's your opinion about Brazilian music as opposed to international music?

Oh man... I like both, you know... it's very different, but I like both... I like Brazilian rock... and international rock... too... I like reggae and hip hop... I'm very eclectic... so... yeah... I like both very much... just depends of the music... cause I don't like funk... it's terrible...

So you have no preference, you mean?

No, no... it's like... depends of the music, you know... I like many international bands... and many Brazilian bands too, you know... Jota Quest, Rappa... I don't like Charlie Brown... but I like other bands too... and international bands too...

Ok, now, have you ever been to a concert by one of these bands?

Oh yeah... some concerts, man... but my favorite was “O Rappa”... it was here in Florianopolis...

Tell me about it.

Oh man... it was very good... they played my favorite songs... like... “Lado A Lado B”... and ... “A minha Alma”... and I remember I went with my girlfriend... and she likes “O Rappa” too... and we went with friends... many friends... it was very good man... everything... the show... the people... everything...

What about international concerts? Have you ever been to any?

Yes, in Portugal... I think I... I think I told... told you... Gorillaz and...

Oh, yes. On the last interview, right?

Yes...

Better than Brazilian concerts?

Yes... cause... I don't know, cause... you know... there are... many lights and... good quality of music... but I don't know... in Brazil too... but the organization is different... and it's more expensive too...

Yeah, that's true. Ok, thank you.

Number of words: 171

Participant 6

Description

Hello, my name is Natália... I have to describe this picture... it's really amazing, seems to be like a fairy tale... there are rocks rolling... and... scissors walking, it's so strange... there is a... some... lot of fruits... and monkeys walking... man, it seems to be like, uh... something strange... not a real situation that we have... on... a normal day... it's really strange... I don't see things like that... every day I walk... on, on the roads... and... coins rolling... people walking... a... woman... showing arm to a man... it's very strange... yeah... there's some... people walking hand in hand... and a statue seems to be crossing the road... man, it's not a normal... thing... falcons... flying... an... an airplane is... two airplanes... are flying in the sky that, it seems to be... pink... oh, man, a pink sky, it's not a... normal thing... just in the end of the world I think it's going to have... in a tale... yeah... it's very beautiful... I don't wanna be in a place like that... I don't really like this, I like normal things.

Number of words: 183

Narrative

Once I had a dream... it was me... and two guys... in a tuxedo walking... and we saw the strange people... man... we think that... we were in the wrong place... we wasn't supposed to be there... we should be in a normal town... yeah, but people... look, looked at them and thought that... we are the strange now... these people are normal... this people, strange people... are the normal guys in the city... but we talk to each other that... “yeah, if we are... are here now, we should... enjoy the party, of course... let's... talk to the man... that se... se... sells fruits...” “oh, yeah”... and we started to talk... “which kind of city is this?”, we asked the... fruit seller... and he said that it was, it was the fantasy city... we are... in the city that everything is real and everything can happen... we... started, started to like the city... and... now we are enjoying, and talking to the monkeys that walk in the... streets... very normally... and... the snakes... we saw... snakes... climbing the... builds... and we talk that “no, no, I wanna go back to my... to my hou... to my house... and to my city that... I ... really enjoy... things that... are normal...” so... that's the story...

Number of words: 202

Interview

What's your opinion about Brazilian music as opposed to international music?

Eh... I'm not a fan... of Brazilian music, you know... I like... Marisa Monte... Ana Carolina... and rock bands... like... Legiao... but I prefer international music... cause I like rock and pop music... and in Brazil this is not... it's good but... international music is better...

Tell me some of the international bands that you like.

I like Guns and Roses... Linking Park... U2... I love U2... Madonna... Silverchair... Gorillaz...

Have you ever been to one of their concerts?

No... I want to... one day... but this bands... they never come to Brazil...

Never?

Yes... they come... but only sometimes... and only to Sao Paulo and Rio... never to Florianopolis...

Yeah, but Lenny Kravitz was in Porto Alegre this year, wasn't he?

Yes... yes?... (laughs) I don't know...but it's expensive... expensive too... you know... it's one-hundred or more... always... and I don't have... I can't spent... one-hundred in a show... it's much money... and I don't like Lenny Kravitz so much...

What about Brazilian concerts? Have you ever been to any?

Hmmm... I don't remember... no... oh, yes... Planeta Atlantida... here in Florianopolis... but I didn't like so much...

Why not?

I don't know... there was... too many people... many crowd... I don't like this... is very boring... many people... I prefer... eh... peace places?... peace places... quiet places... I prefer this...

Ok, thank you.

Number of words: 125

Participant 7

Description

In this picture I can see... lot of buildings and... three gorillas... two airplanes... eh, a woman with... cherry gum... two... stripped guys with... eh... shot guns... and flowers and... fruits like... pineapples... and... monkeys, monkeys?, no not monkeys... let me see, a spoon, very big spoon, eh... birds, and... a couple... eh... what else?... a pumpkin yeah?, two, three pumpkins... and... a fish... a contortionist... two contortionists... men in black... and, oh Jesus Christ... a couple of women... doing...strange things, nice things... alright... what else? "Virgin Digital, Exercise your music muscle", and a big tree... a cars... and a stereo in the... shoulder of a man... ok, finish!

Number of words: 78

Narrative

This year, I was studying... September... and the university stopped... one struck, yeah struck, a struck... then I traveled, I traveled to... because I like to travel... I traveled to... Campo Grande, Mato Grosso do Sul... there I saw, uh... diferente, I saw diferente people... I think that... that... eh... I noticed was some flowers with, eh... shot guns... then I remembered that passage of... of, eh... Islamic readers: "Armed Peace", yeah... and I was... continued my travel... yeah, my travel and... and... there was a... a clown... someone brought... the... the... rose... the flowers with guns... and give the flowers to the... clown... and then... start walking... and stop... and shot the clown... poor clown, I was terrified with that... and I cried a lot... because it was a very sad thing... oh Jesus, can't remember this... ok, after that, I went to... Curitiba, yeah, the capital of... Paraná state... I saw a lot of lesbian... yeah, lesbian... it was very cool... me and my friend... I and my friend was walking... and then, eh... we saw... three girls... walking too... and then, another girl... coming from... coming to... our direction... then, eh... the space was very... eh, tight... and... the girls hit each other... and then... Jesus Christ, the woman said: "Hey, your bitch, didn't you see me?", then "Oh, fuck you, stupid asshole!" and that kind of things... and then we laugh a lot... because I never saw... that kind of, that kind of reaction... with girls, né?... after that, we was walking... behind the... the girls... one of them was, eh... with a dog... a huge and nervous dog... and... and then... they pass with the... they pass eh... a man... and the man make a noise... like... whistle... the woman... eh... turn around... turn to them, to him... and said: "Hey, you fucking asshole! Hey dog, catch him" and then, I and my friend laugh a lot and said: "Jesus Christ, what world we are living? Which world is that?"... finished.

Number of words: 255

Interview

What's your opinion about Brazilian music as opposed to international music?

I love Brazilian music... I like Zeca Pagodinho, Adriana Calcanhoto, eh, Biquini Cavadao... international music too... I like... uh, I like... Beastie Boys... Sex Pistols... is very good... but I don't like... eh... Brazilian... funk and "agoda" ...

Is there any kind of international music that you also dislike?

I don't like... very much pop... Backstreet Boys and ... uh, Boyzone... Spice Girls... I think this...this is music only...only to sell... in Brazil too... Bro'z... Sandy & Junior... I don't like that... is only the industry... you know...try to sell more... and more...

I understand. But why do you think so many people like that, then?

I don't know... eh... I don't know... it's... difficult... to understand... many people like... bad musics... bad musics... but I think... it's the industry... they make many people buy and buy... and... and... and they need products, you know... uh, for example, Latino... I don't like him... but he is in TV... all the time... eh, in radio too... so many people like him... but I... I don't... think... that... this is music...

Have you ever been to any concerts?

I went to CPM 22 and... Jota Quest...good concerts... a lot of... people and... a lot of girls too...

Tell me about it.

Oh, I remember that... one friend... one friend that... went... with us to... to the concert...eh... he was very drunk... he drunk vodka... with coke... and he was very drunk... and he tried to... to kiss one girl... one friend too... and she: "Are you stupid? You are drunk!"... and he: "No...I love you...I love you..."... but he drunk too much... and he cried...oh, very bad...

So it was not a very fun night, huh?

No... it was ok for me... but for him... no... and she too...

Ok, thank you.

Number of words: 230Participant 8

Description

Eh...in this picture it's a crazy picture because have peoples... doing...many things...we have...numbers...we have...fruits...we have... pictures... we have... guns... and... with flowers, we have... money... we have... birds... planes... uh, King Kongs... uh... we have wild west guys... and... artists... doing contortionism... we have... artists with a... guitar... eh, carrying a guitar... we have a... a snake... and... we have a... a... a record of music... Virgin... it's a famous... and... we have... a... guy... near a picture... with a shark... and we have... two girls... eh... kissing... (laughs) and one girls have his hand, her hand... in a ... a button of other girl... and... we have... eh... I don't know... Christians... and we have... a mad... I think it's a mad queen... with... the... eh... with guns... eh... toy guns... eh, to shoot eh... a... I don't know, it's a ... "bobo da corte"... and we have... aquarium... we have... all cars... and stones rolling... at the streets... we have... surfists... and we have a big... a big spoon... at the... street... eh, we have a... Cinderella... with chains... chained in a... in a... I don't know...eh, we have a statue...at the middle of the street...and...three girls with... gymnastic... clothes... and I think is this... and a... calendar... of August two...thousand six... at the twenty-one... twentieth-one... yeah... that's it.

Number of words: 140

Narrative

Yes, eh...sometimes...I'm dreaming with...with the...the streets are crowd...with people...and...suddenly...stones...eh...are throwing...eh...into the people...and people run...to...side of...side by side...and people scary and...some people are...are shot...and...and...fall...and die... and... when...one of this ... stones... come in my direction... I wake up.

Number of words: 37

Interview

What's your opinion about Brazilian music as opposed to international music?

Eh...I think the...Brazilian musics... is very good... very... very... I don't know... "animadas"... funny... have Forro... and Samba... and Axé too... I don't... like Axé... but much people like... but I like... Samba and... Forro too... to dance... with girls... beautiful girls...

What about international music?

I like too... rock... The Beatles... Queen... Iron Maiden too... and reggae... Bob Marley...Bob Marley... The Wailers... I like too...

Have you ever been to any international concerts?

No... no, no...

What about Brazilian concerts?

Yes...many concerts... Marcelo D2... Mundo Livre... Nação Zumbi...

Ok, but when you talked about Brazilian music, you did not mention rock or hip hop...only Samba and Forro...

Yes, but... I like... eh... I like rock too... Rappa... D2...

Ok, and what was your favorite concert?

Nacao Zumbi... at LIC... this year... you remember?

Yeah, I do. Tell me more about it.

You was there... it was very good... but... but... I don't like... the band that play... that play... I don't remember the name... but I don't like... was not very good...

Ok, thanks.

Number of words: 115

Participant 9

Description

I see... monkeys... the monkeys and airplanes flying high... and... a lot of people... a lot of different people... here we can see... two men with... guitars in the, their hands... like, something like ... "Mariates"... here I can see... two... people... that's... is... is... killing... one each other... and they're using... eh, some clothes... eh... some clothes... old clothes, like... eh... middle-age... clothes... the same... people are... are... with guns in, in their hands... futuristic guns... eh, it's... so strange... here I can see ... two birds flying... and... a lot of... fruits... a lot of... strange fruits... and... here... we can see flowers with guns... it's so different... so surrealist... and, the, the, this picture... it's... it's... a lot of fun too... here we can see the... slogan of "Virgin"... discos product... this picture is... eh... eh... commercial for vending discos... or... the recorder... and... and... behind the picture have one... mountain... with trees... that's so bizarre... here I can see... eh... two... men... they're... probably going to surf and... probably... I don't know... here we can see eh... two woman... getting each other... and they're kissing ... in the street... and... I can see... I can see... the... the... picture of the... shark... probably, can be the movie... "shark"... Spielberg... and... finished.

Number of words: 155

Narrative

Looking this picture... we... remember some... movies that I... seen... eh, here... when I... saw... this two guys with... guitars, I can remember... "Mariate"... a Mexican movie... that's... I... love... it's so cool, and... it's funny, too... and here... I can... remember ano, another movie... these two peoples... eh... that... they are laughing... and they are... using... clothes... had the... clothes... old clothes... middle-age clothes... here I can... remember in this, in this... two people one thing, one movie... one Woodie Allen's movie... eh.. I... eh... oh, man... I can... I remember the name... and the name is "What you always... want to know about sex and have... afraid to ask"... is a... comedy... with Woodie Allen, very... interesting... and... this picture... because they are laughing, and... she's... catching guns... and is so... different... so... it's funny... and... that... these two movies I love and... I remember... when I saw this picture... nice.

Number of words: 148

Interview

What's your opinion about Brazilian music as opposed to international music?

I like... international musics... very much...you know... Ramones... Rage Against the Machine... Nine Inch Nails ... I like rock and roll... but depend... I don't like...I, I...don't like... Blink 182... and... Avril Lavigne... this... this is not rock... I...I don't like... this... very much

Don't you like any Brazilian bands also?

I like Dead Fish... you know?... Dead Fish... and Sepultura too... Sepultura is...is or are?... is very good...

Have you ever been to any concerts or...?

Oh yeah... last month... last month... I see... I see... Nine Inch Nails... in Sao Paulo...

Tell me about it.

Oh... it was... fantastic... I love Nine Inch Nails... they have... they have... how can I say? ... they have good... letters... yes, good letters... and good guitars too... and ...how can I say "bateria"?

Drums.

Yeah the drums... is very good...

Where was the concert?

Sao Paulo.

Oh great. What about Brazilian concerts?

I see... I saw... Angra... in Sao Paulo too... was very good... they are very... very professionals... and... Dead Fish too... in Sao Paulo... and... and... I never see Sepultura... but I like... Planet Hemp too... was fantastic...

Is there any band that you haven't seen but would like to see?

I don't know... yes... many bands... Sepultura... Ramones... but he...he's death... other bands too...

Ok, thank you.

Number of words: 164

Participant 10

Description

Look an old place... and people stay... at the street... presented in a... like a... theater... the picture are strange... there are many things... airplane... and... monkey... humans running in the street... and... a couple... dating... in front of the gate... and... flowers... and... eh... let me see... one man or woman... asking help...because someone... will kill him... him or her... and beside this person... there's a man... that broke something ... fruits... pineapple, watermelon, red... red pepper... and... and... in the end... look a hotel... there are some people... with the hand... oh my God... it's crazy... I don't know... maybe... it's a scenery of a new movie that... that a director are preparing... stop.

Number of words: 105

Narrative

One day... I decide to make a... I decide eh... to do something and...my friend stayed worried about this situation... a Friday, was Friday 13th, and she go out... I prepare something for eh... so, I put... a...dark, dark blue t-shirt... and... it was... midnight...and... I was... waiting, waiting for her... we, eh... she came back, yeah... she came back to the house and... there was a ... many things strange eh... beside my house... so...she said: "Mother, mother"... so she decide to... run... and come find me from the other street... I, I ... was... behind there... she looked... looked behind ... behind there... eh, sorry... I don't remember exactly the end of the situation...

Number of words: 116

Interview

What's your opinion about Brazilian music as opposed to international music?

I...I like... eh...Brazilian musics... and international musics... is very different, but I like... I like very much...

Any band or musician in particular?

I like... eh... Elton John... John Lennon... eh... Bee Gees... Chitaozinho & Xororo... Zeze de Camargo & Luciano...

What don't you like?

Eh... I don't like... rock... eh... heavy metal... I don't like this... I prefer romantic...music... like...eh...slow... to dance... to sleep... to kiss... to... relax... rock make me nervous... very nervous... is strange...

Have you ever been to a big concert?

No... not big concert... eh... only... Zeze de Camargo & Luciano... Marisa Monte t6o... Djavan...

These are big concerts. Tell me about one of them.

Oh...my favorite...eh... was Djavan... because was long and beautiful... the... the... "palco?"...

Stage.

Stage?... yes... the stage... was beautiful... and big... and Djavan... eh... is very good... singer... and play the... the violin... very well...

The guitar, you mean?

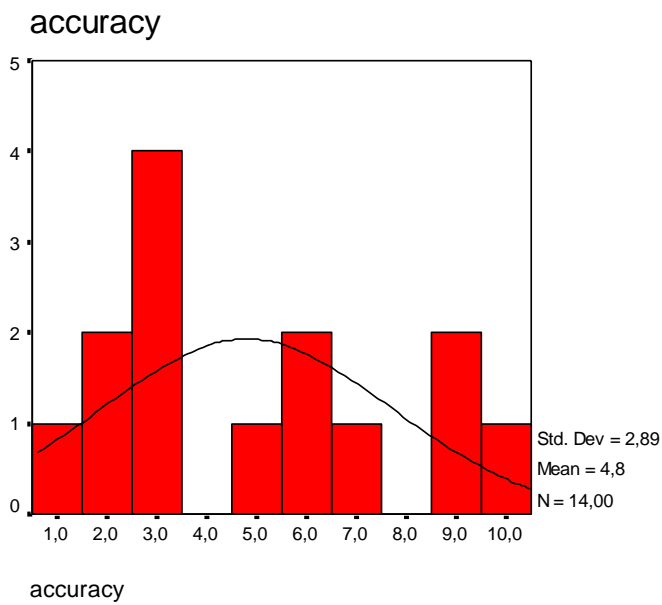
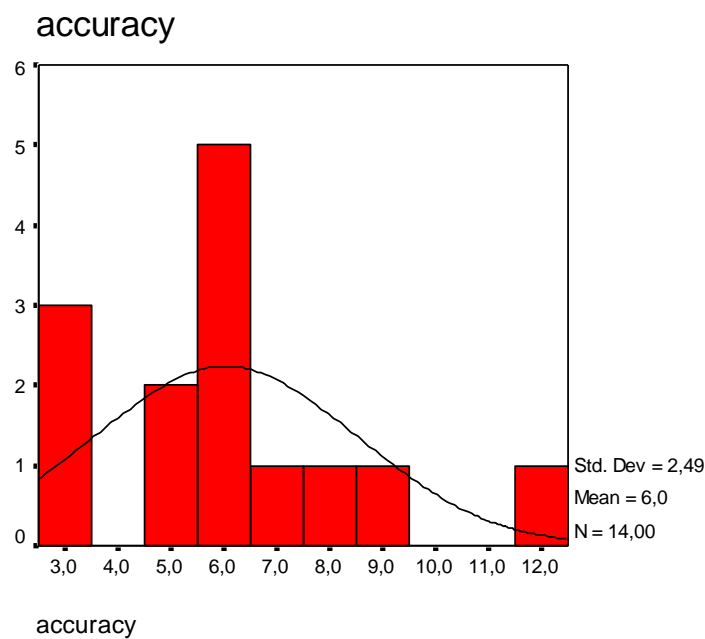
Yes...the guitar...

Ok, thank you.

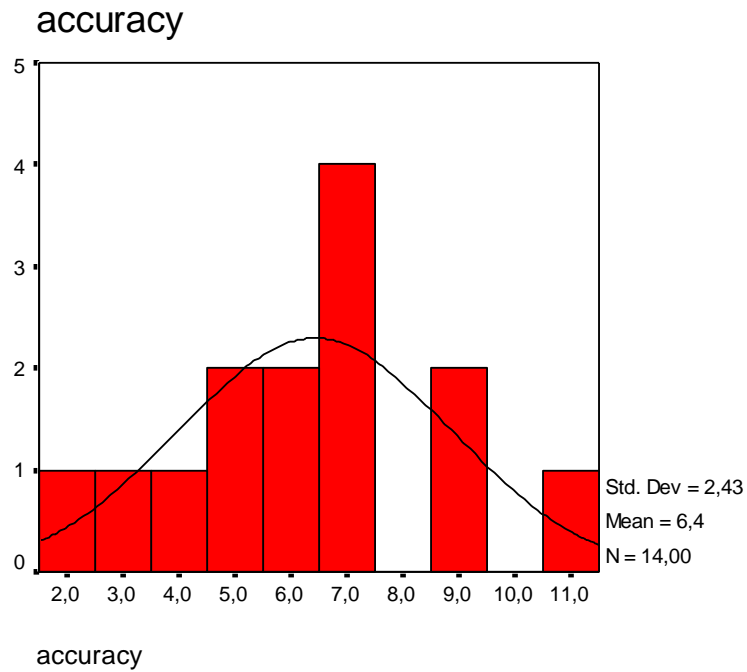
Number of words: 115

APPENDIX B

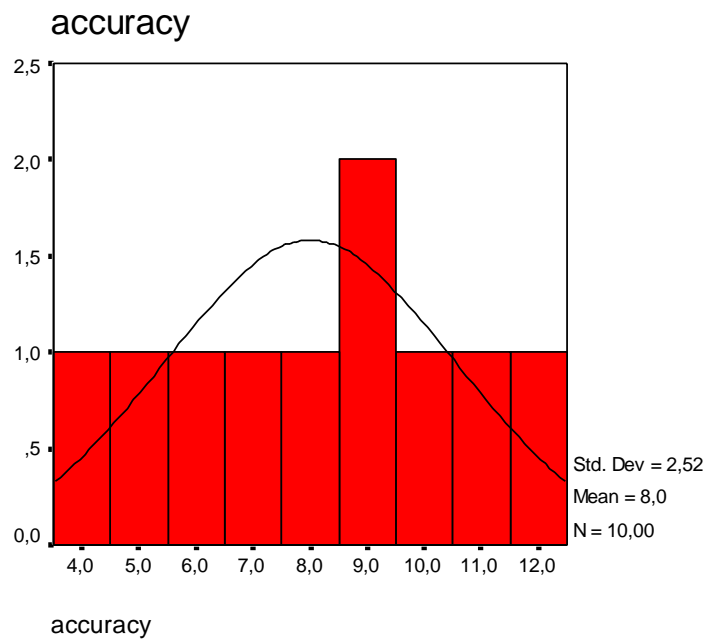
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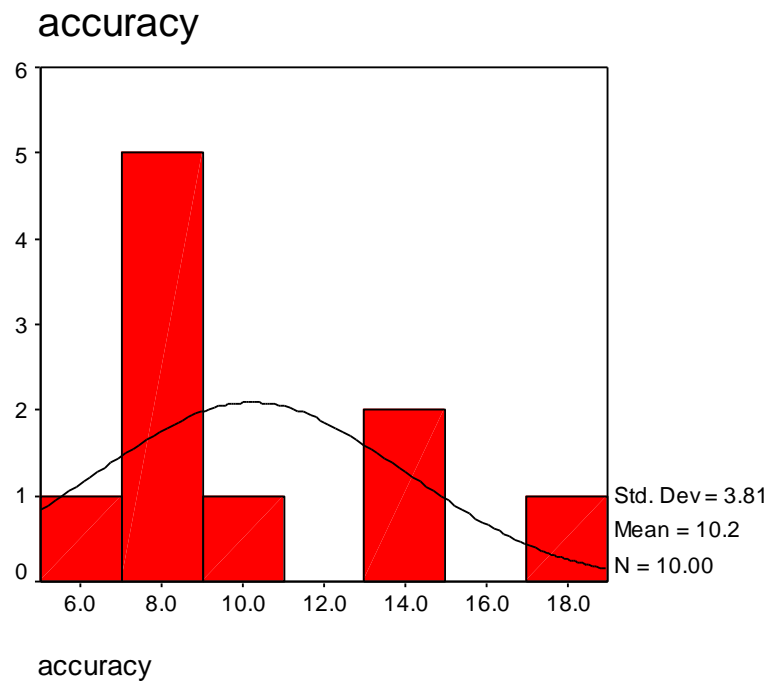
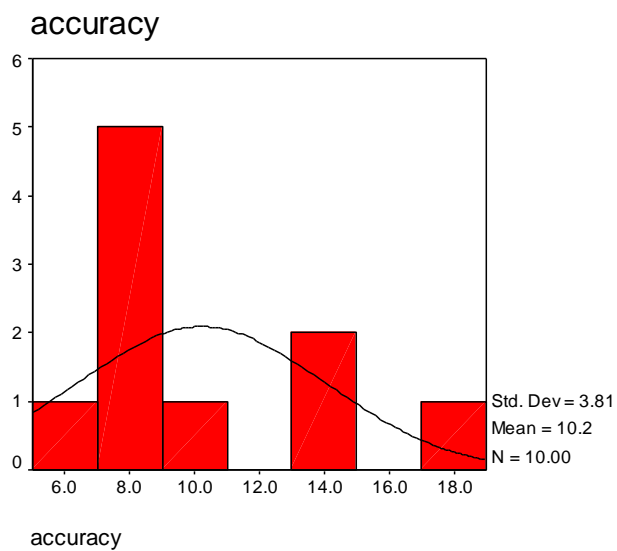
Experimental group – Description/Accuracy – Pre-test**Experimental group – Interview/Accuracy – Pre-test**

Experimental group – Narrative/Accuracy – Pre-test

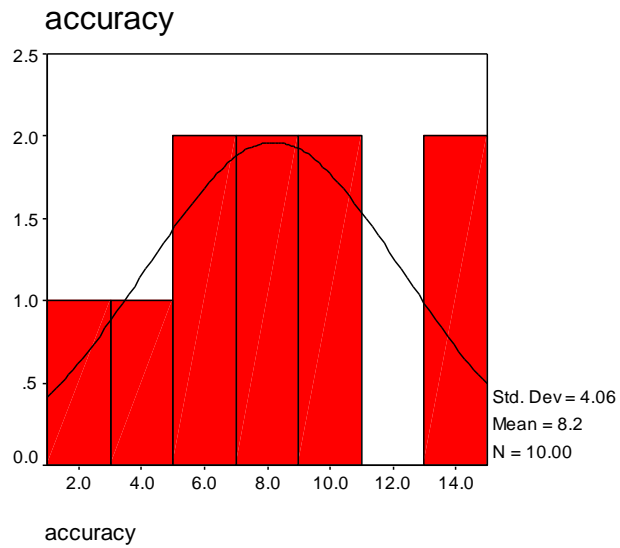


Control group – Description/Accuracy – Pre-test

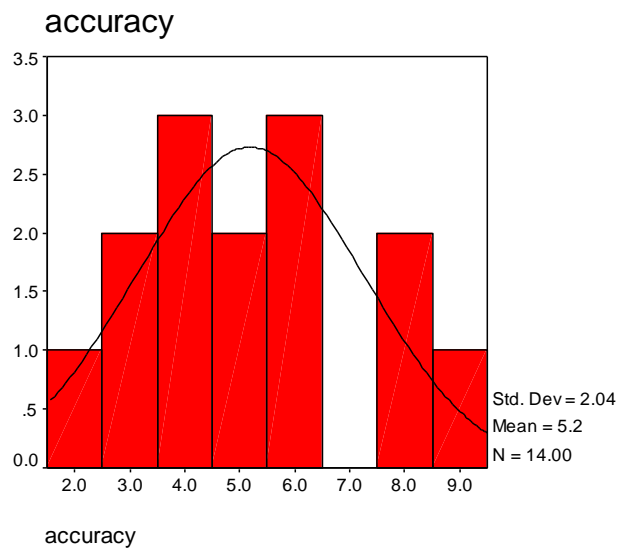


Control group – Interview/Accuracy – Pre-test**Control group – Interview/Accuracy – Pre-test**

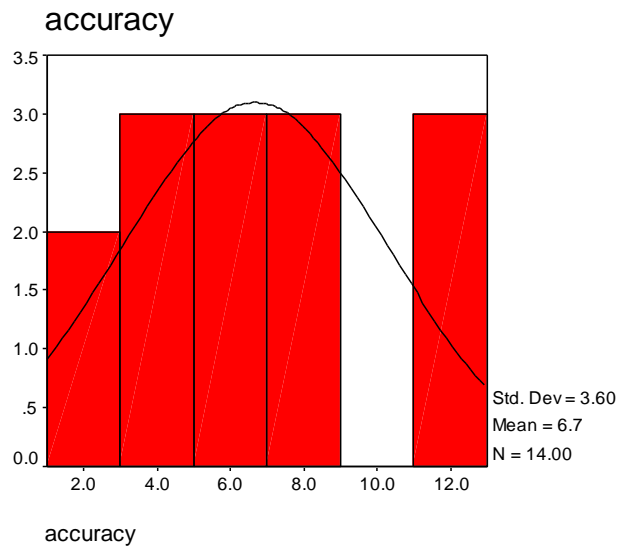
Control group – Narrative/Accuracy – Pre-test



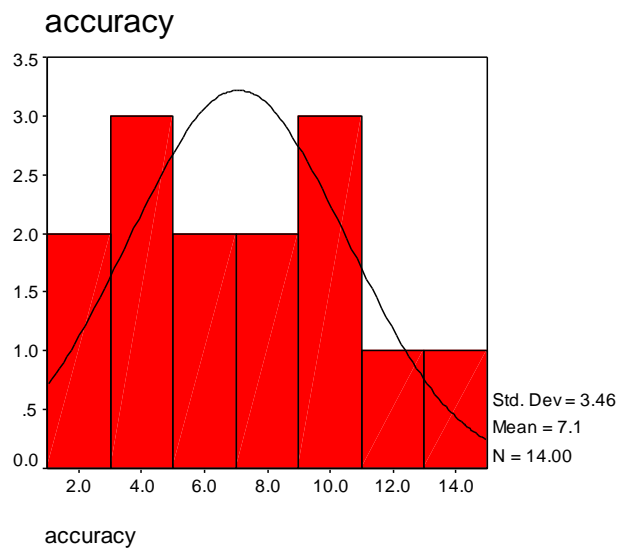
Experimental group – Description/Accuracy – Post-test



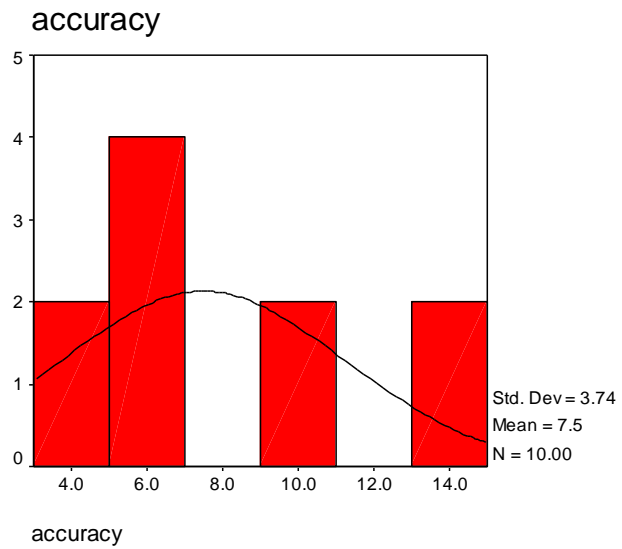
Experimental group – Interview/Accuracy – Post-test



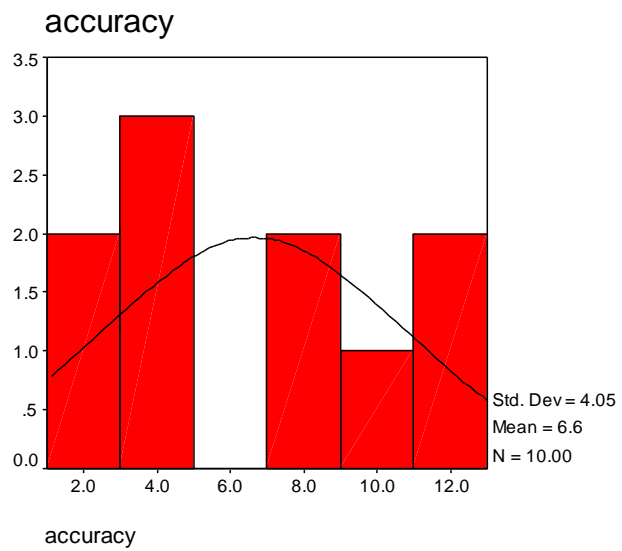
Experimental group – Narrative/Accuracy – Post-test



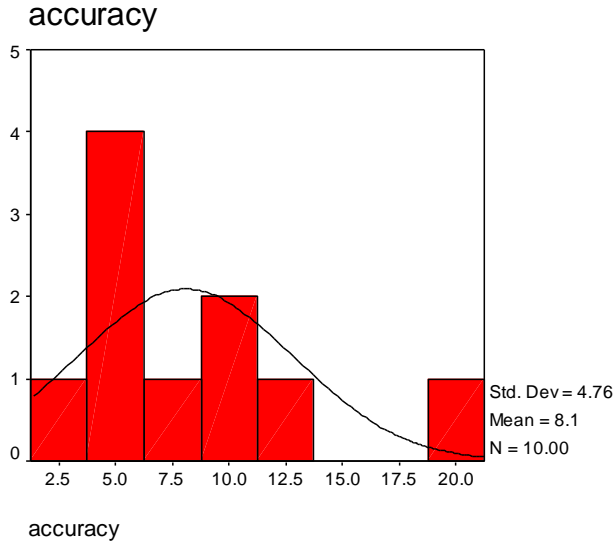
Control group – Description/Accuracy – Post-test



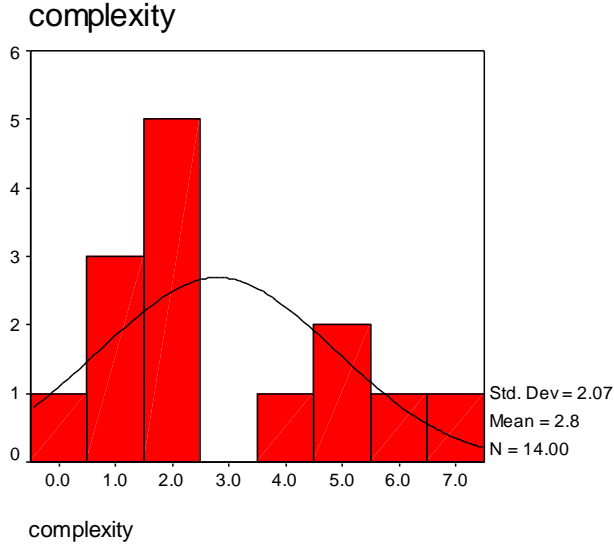
Control group – Interview/Accuracy – Post-test



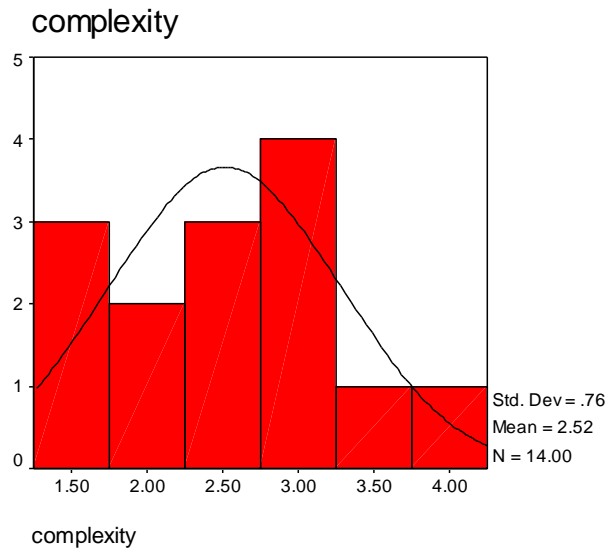
Control group – Narrative/accuracy – Post-test



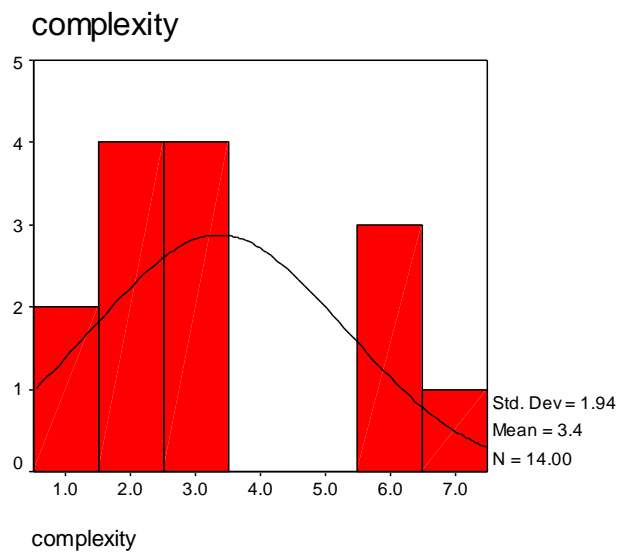
Experimental group – Description/Complexity – Pre-test



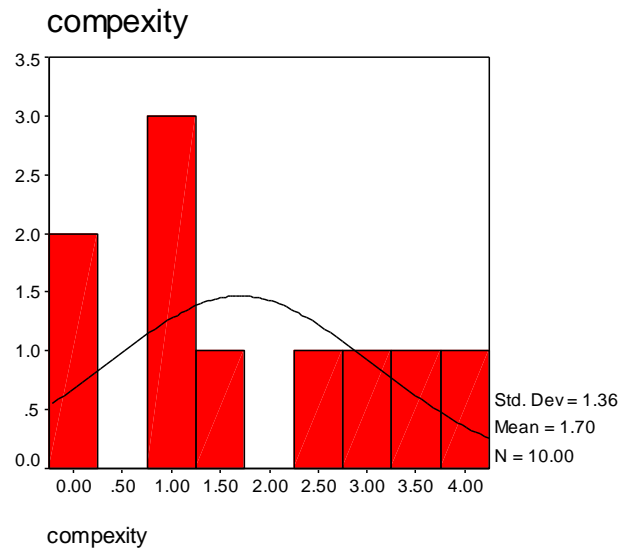
Experimental group – Interview/Complexity – Pre-test



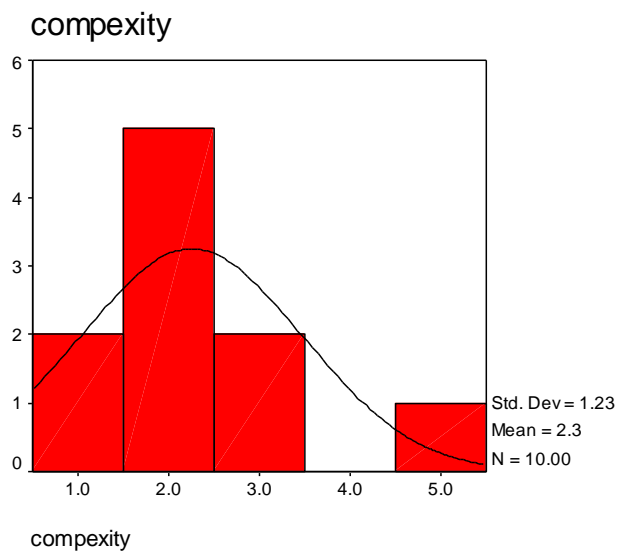
Experimental group – Narrative/Complexity – Pre-test



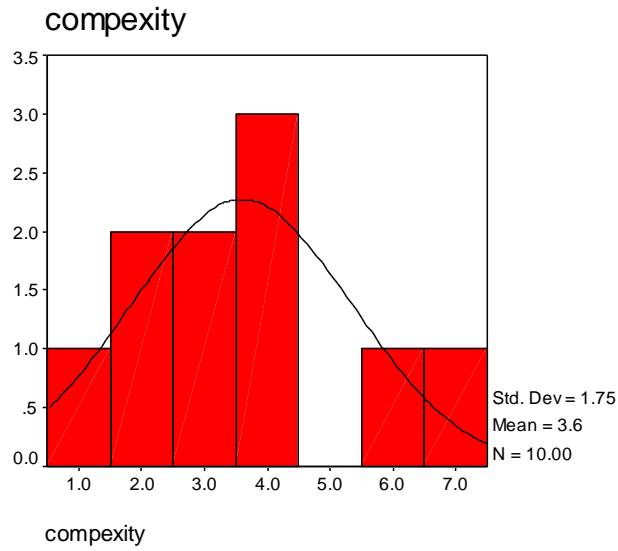
Control group – Description/Complexity – Pre-test



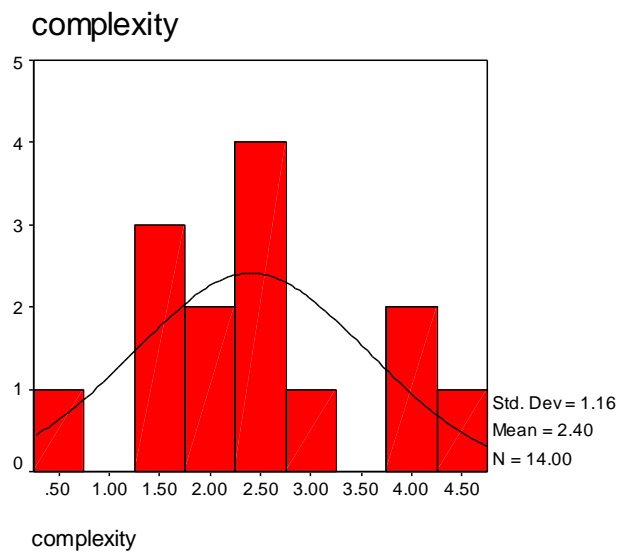
Control group – Interview/complexity – Pre-test



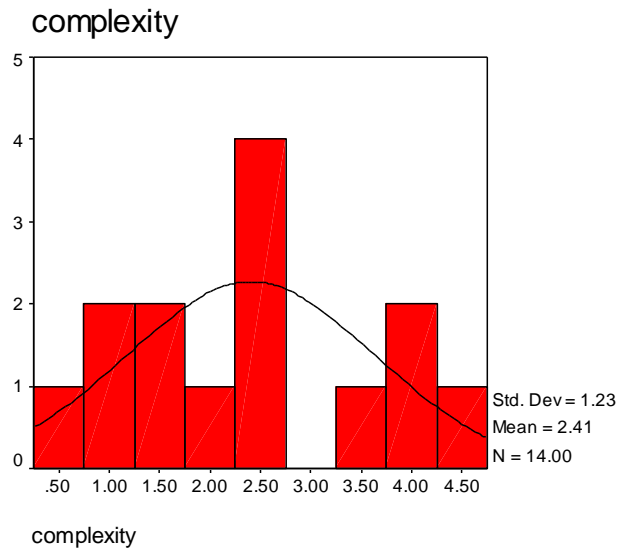
Control group – Narrative/complexity – Pre-test



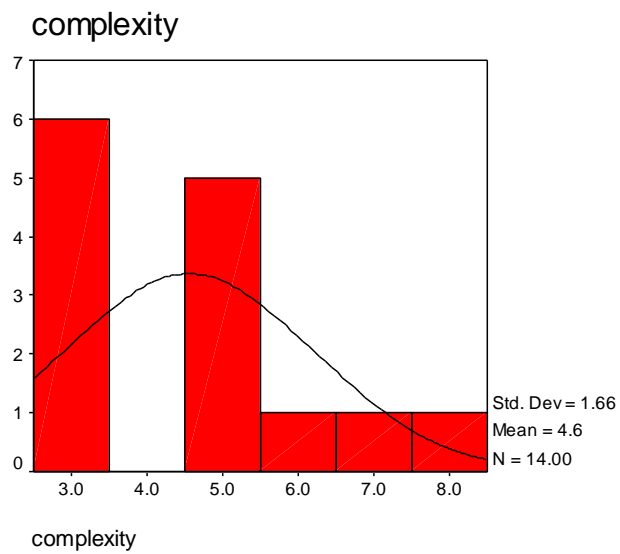
Experimental group – Description/complexity – Post-test



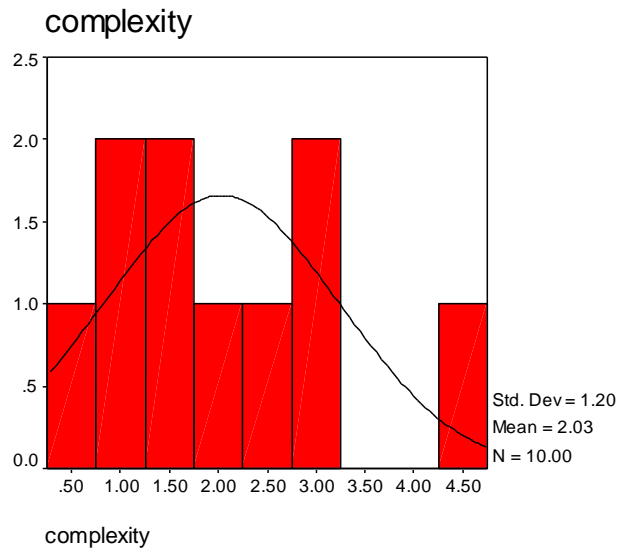
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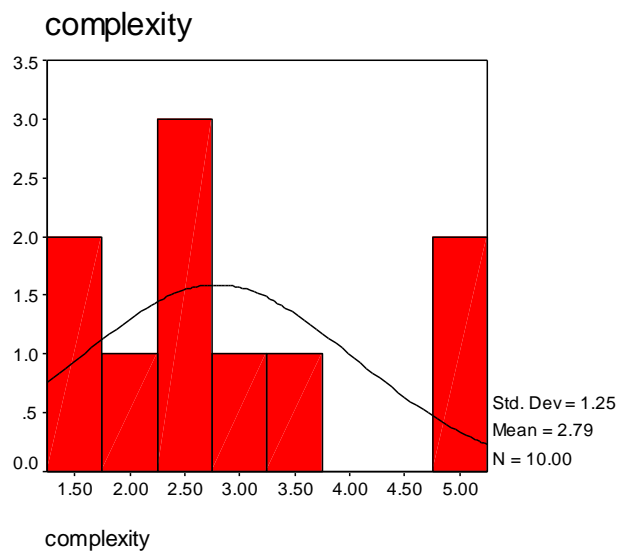
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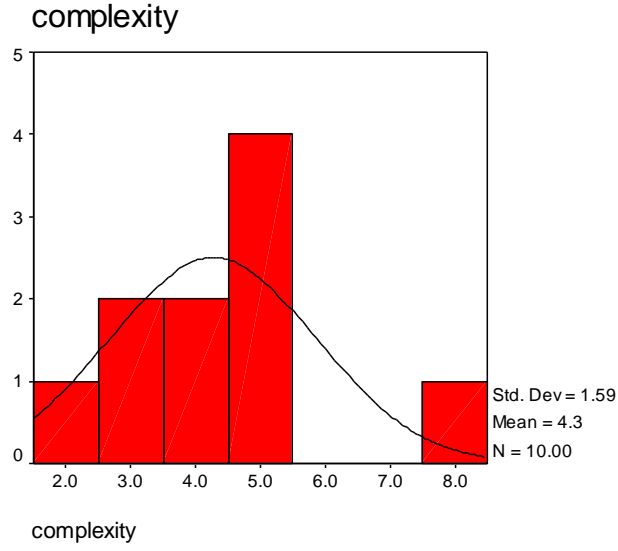
Control group – Description/complexity – Post-test



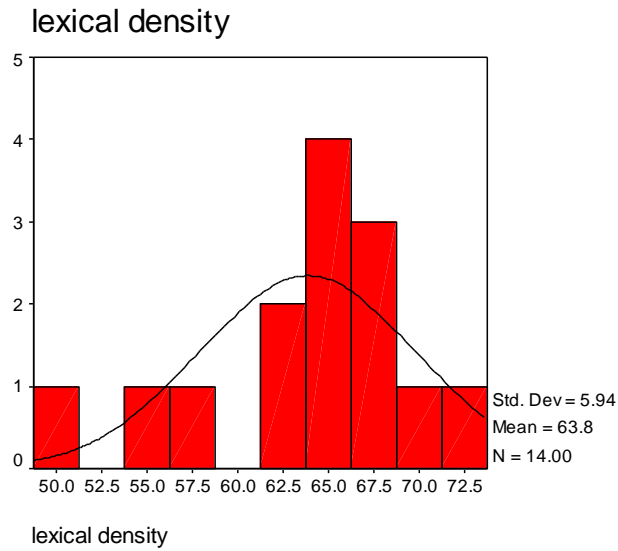
Control group – Interview/complexity – Post-test



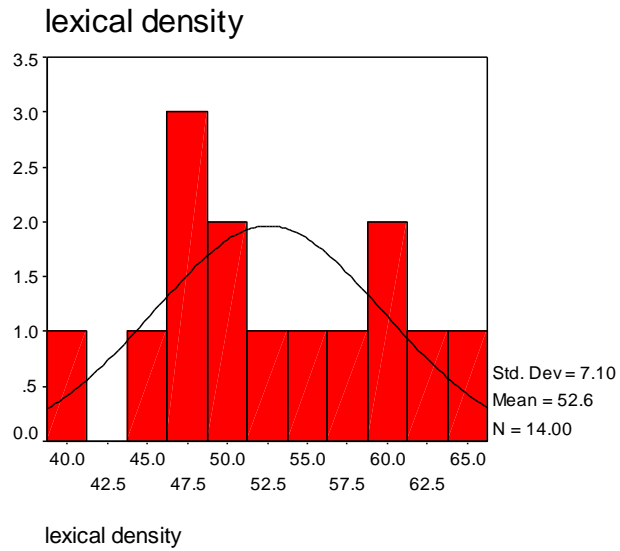
Control group – Narrative/complexity – Post-test



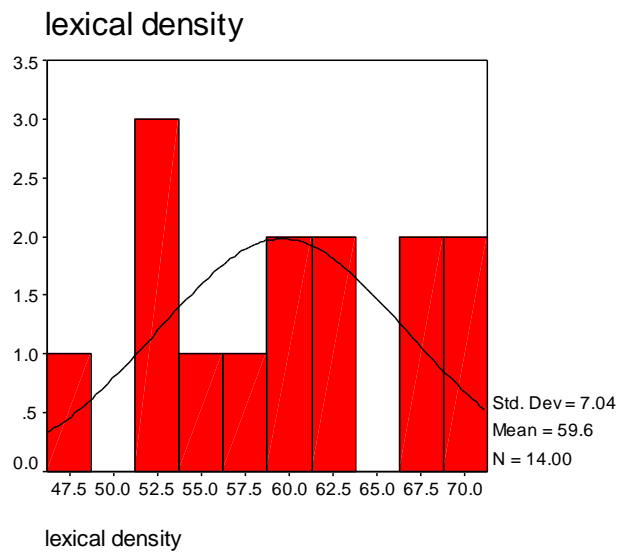
Experimental group – Description/WLD – Pre-test



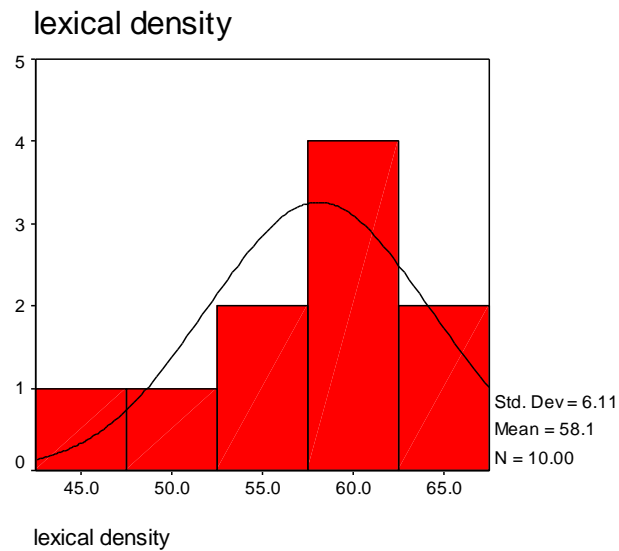
Experimental group – Interview/WLD – Pre-test



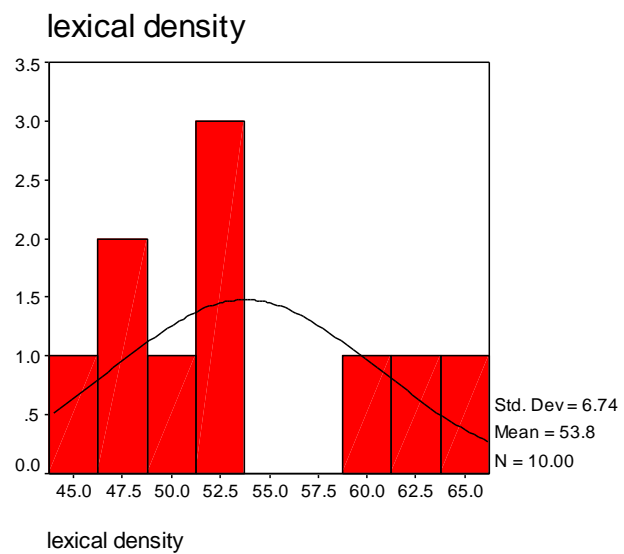
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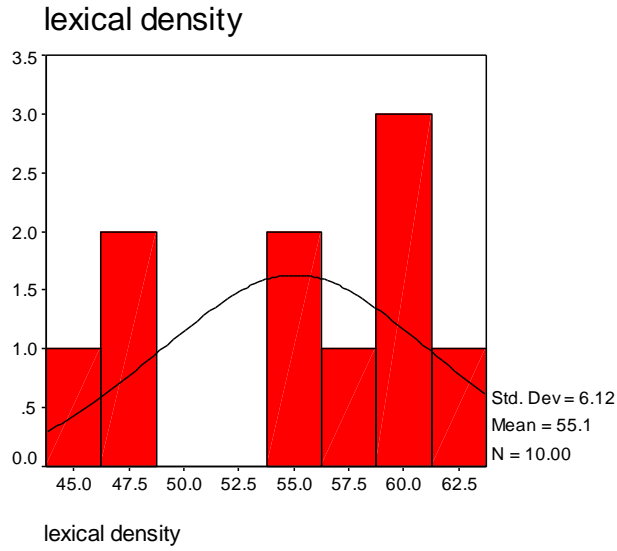
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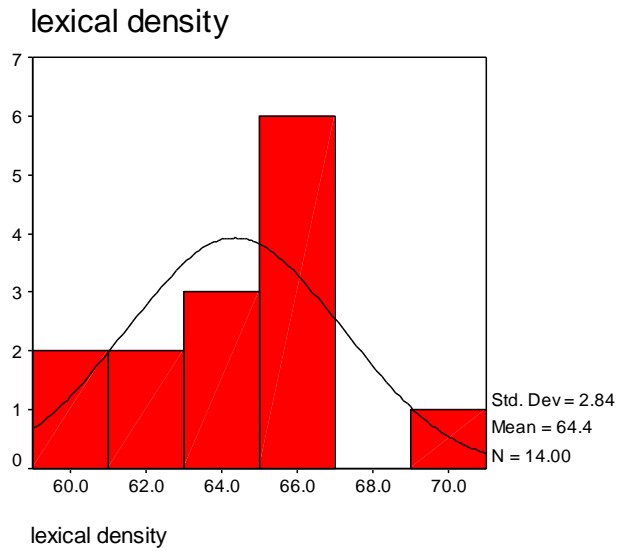
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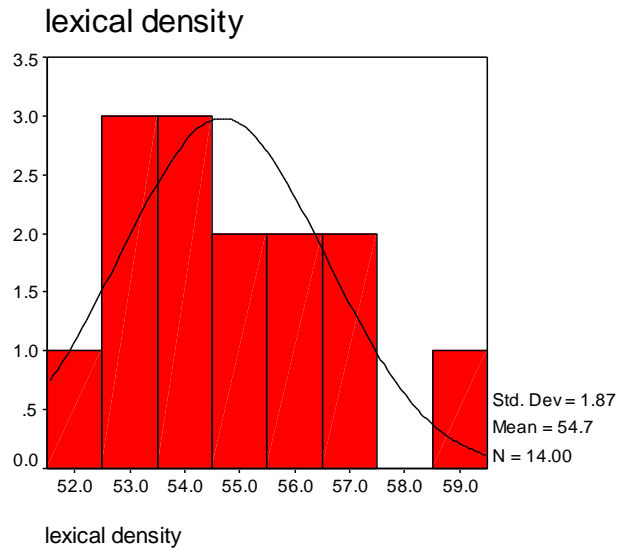
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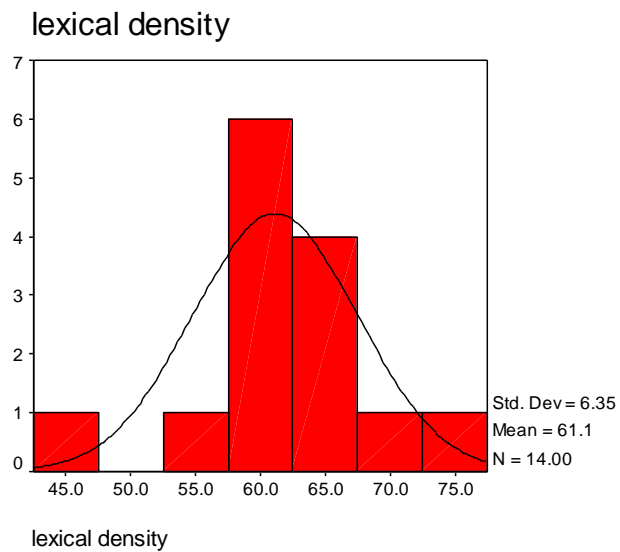
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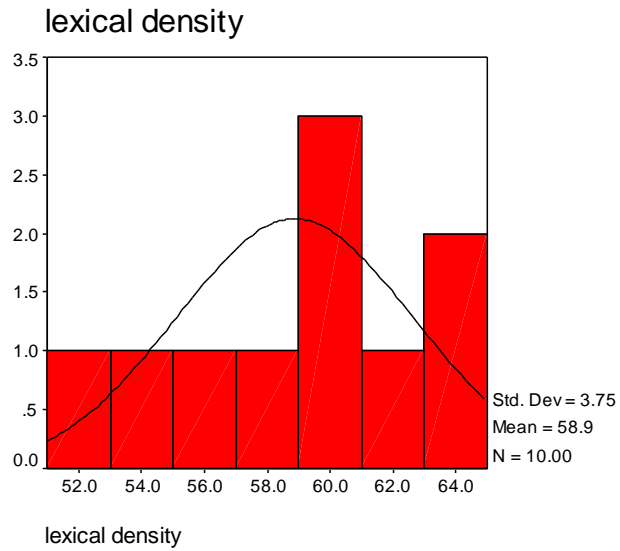
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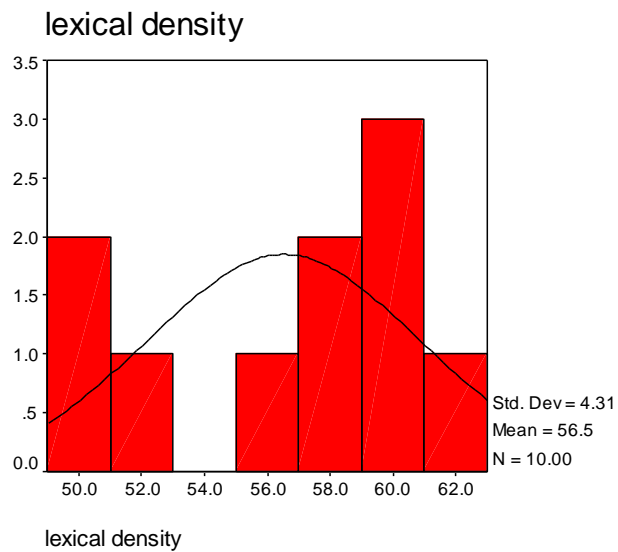
Experimental group – Narrative/WLD – Post-test



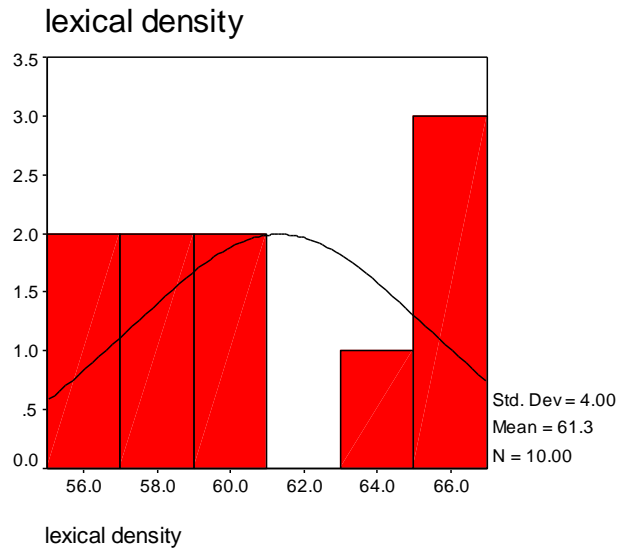
Control group – Description/WLD – Post-test



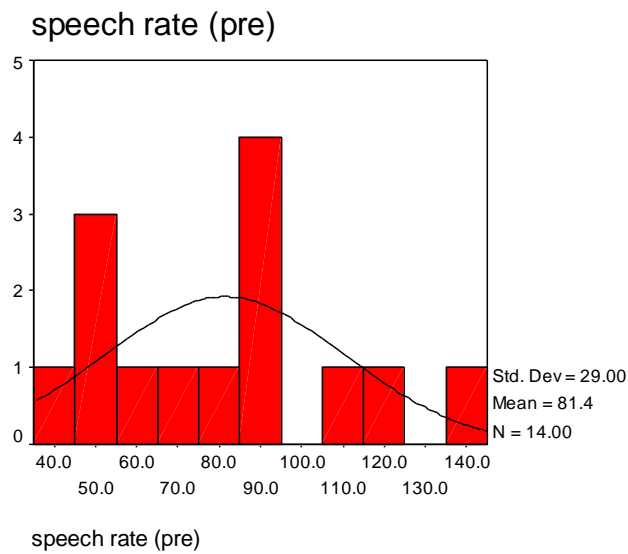
Control group – Interview/WLD – Post-test



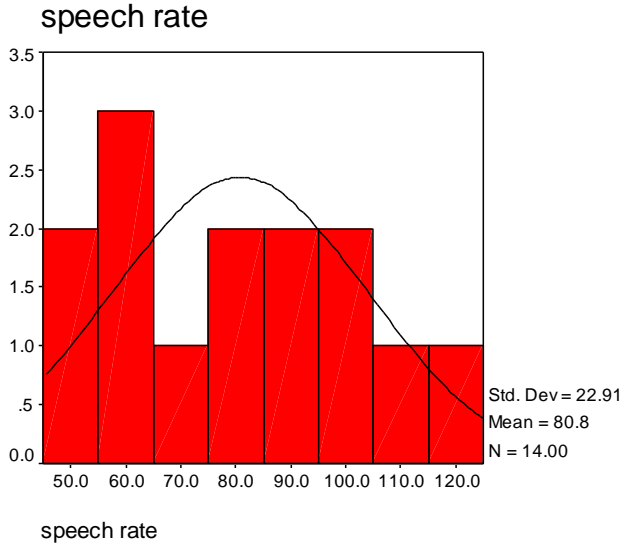
Control group – Narrative/WLD – Post-test



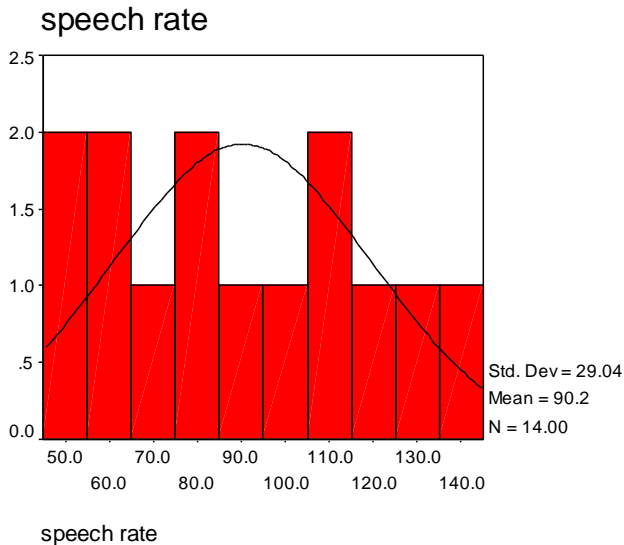
Experimental group – Description/Fluency – Pre-test



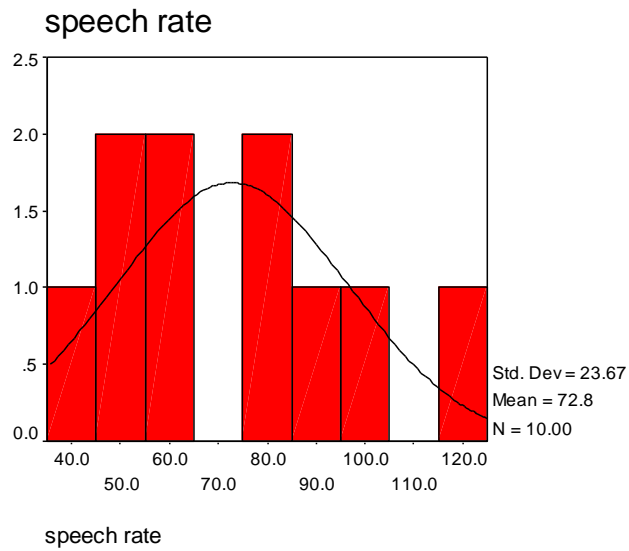
Experimental group – Interview/Fluency – Pre-test



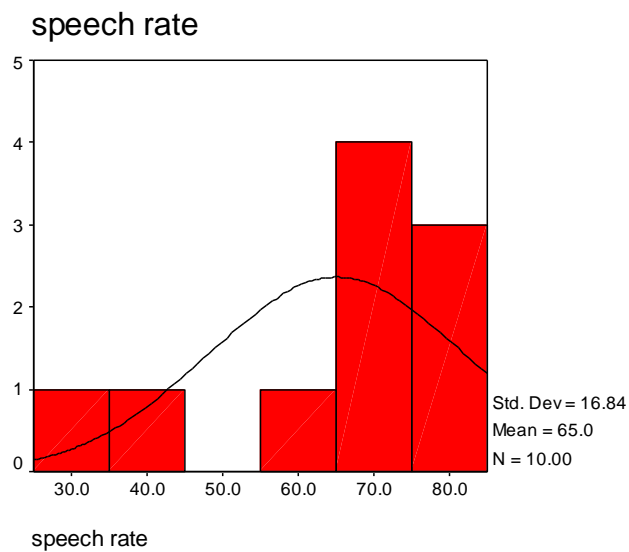
Experimental group – Narrative/Fluency – Pre-test



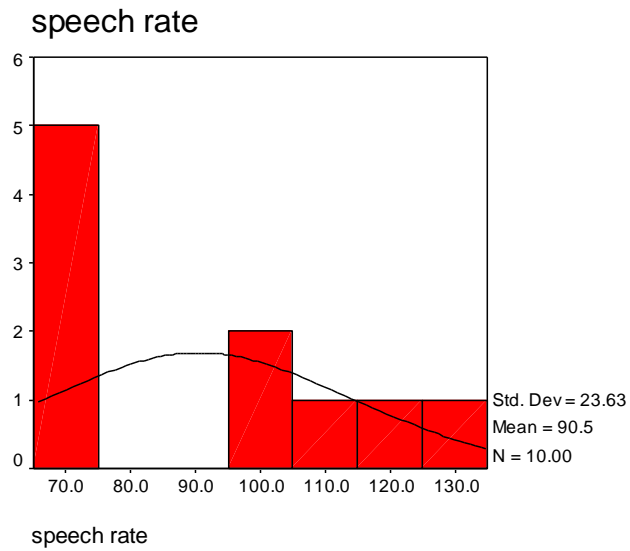
Control group – Description/Fluency – Pre-test



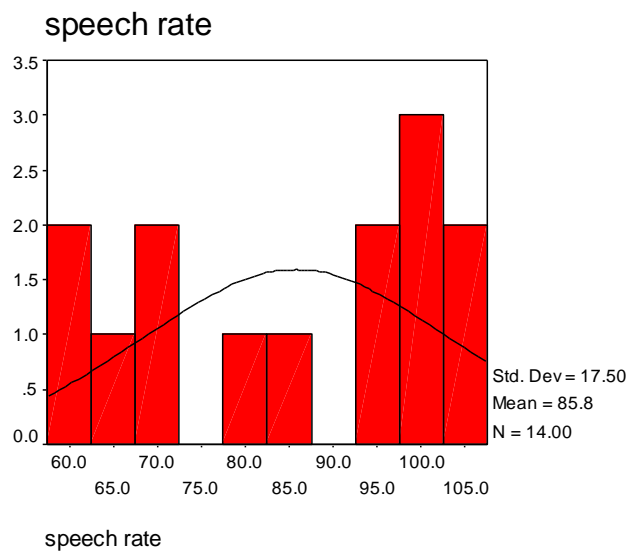
Control group – Interview/Fluency – Pre-test



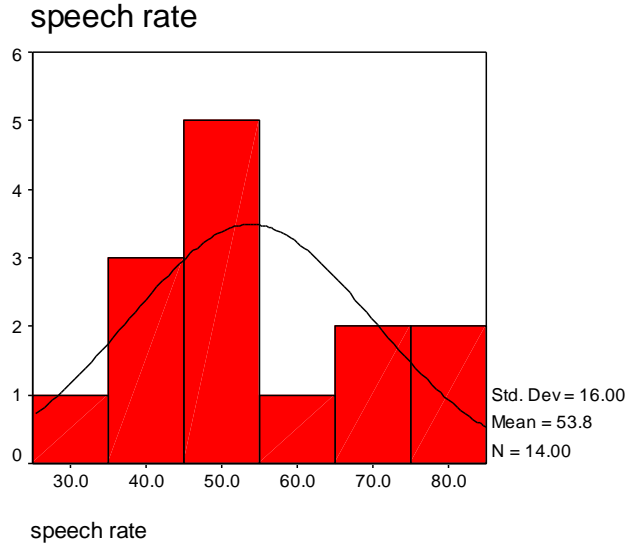
Control group – Narrative/Fluency – Pre-test



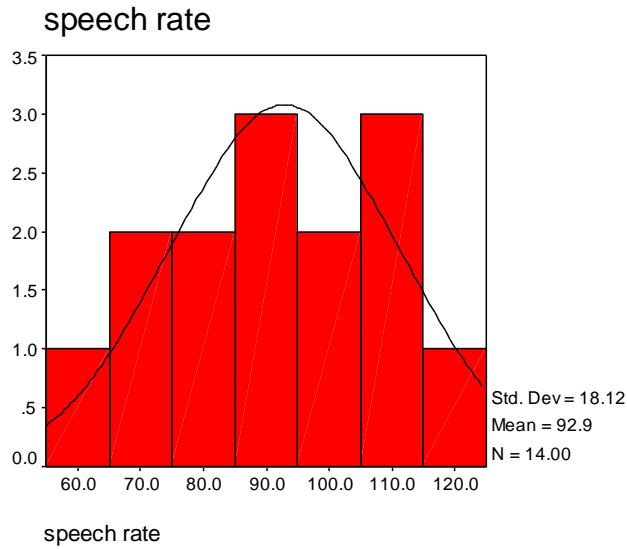
Experimental group – Description/Fluency – Post-test



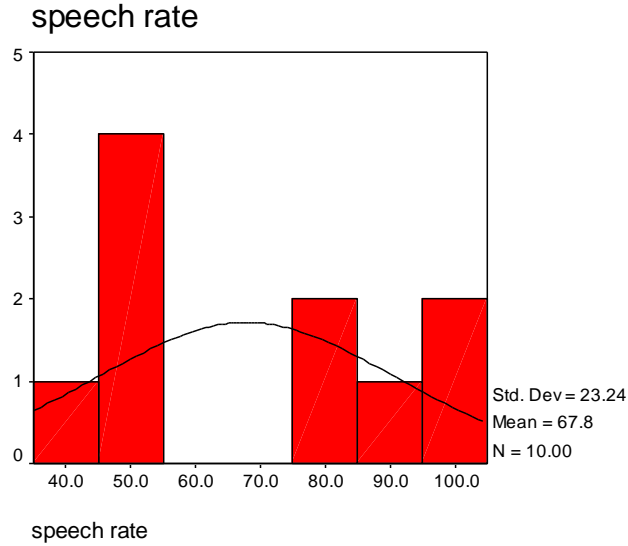
Experimental group – Interview/Fluency – Post-test



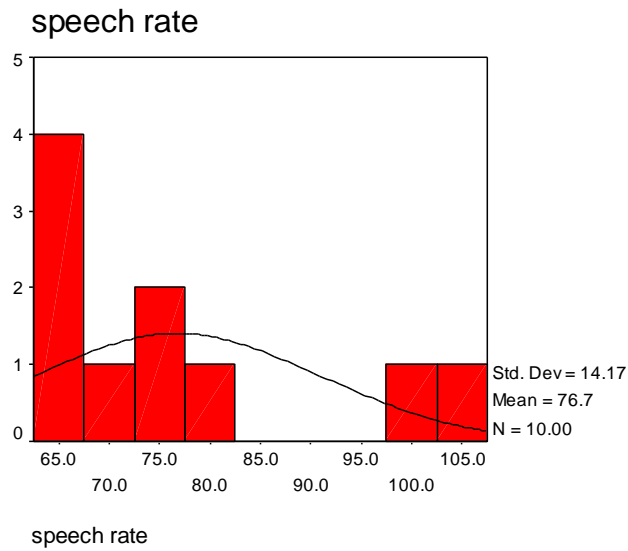
Experimental group – Narrative/Fluency – Post-test



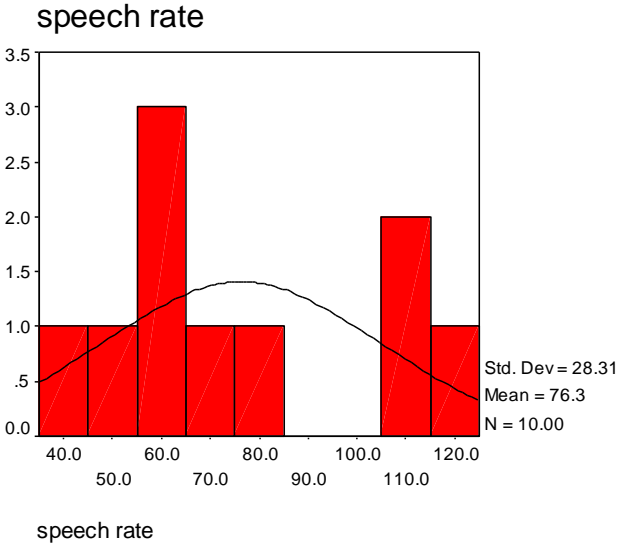
Control group – Description/Fluency – Post-test



Control group – Interview/Fluency – Post-test



Control group – Narrative/Fluency – Post-test



APPENDIX C

CONSENT FORM FOR EXPERIMENTAL GROUP

Title of Study: Implications of the treatment of speaking in its own right to the EFL classroom

You are invited to be in a research study of the implications of the treatment of the speaking skill in its own right to the English as a Foreign Language (EFL) classroom. You were selected as a possible participant because you are an EFL student at the high-intermediate level and are in the process of developing your speech production in English. We ask you to read this form and ask any questions you may have before agreeing to be in the study. This study is being conducted by **Eduardo Henrique Diniz de Figueiredo** (graduate student at the Federal University of Santa Catarina) under the supervision of **Dr. Mailce Fortkamp**.

Background information:

The purpose of this study is to examine the implications of the treatment of the speaking skill in its own right to the EFL classroom, thus focusing on students' oral performance.

Procedures:

If you agree to be in this study, we would ask you to do the following things: (1) Describe a picture, tell a story and answer an interview in the beginning of the second semester of 2005; (2) Participate in a 45-hour course aimed at your level of proficiency; (3) Perform memory tasks in a computer; (4) Describe a picture, tell a story and answer an interview in the end of the second semester of 2005; (5) answer a questionnaire about your performance during the course and your own perception of your results.

Risks and benefits of being in this study:

There are no risks of being in this study. The benefits to participation, on the other hand, include your participation in a 45-hour course during the second semester of 2005, free of charge (with the exception of the material which will be used during the course). In addition, after the end of the course, you will receive feedback on your speech production increase.

Confidentiality:

The records of this study will be kept private. In any sort of report we might publish, we will not include any information that will make it possible to identify a subject. Research records and tape recordings will be kept in a locked file. Only the principal investigator and the advisor of this study will have access to the records. The records will be erased in December 2005, when the data collection for this study will be finished.

Voluntary nature of this study:

Your decision whether or not to participate will not affect your current or future relations with the University. If you decide to participate, you are free to withdraw at any time without affecting those relationships.

Contacts and questions:

The researchers conducting this study are Eduardo Henrique Diniz de Figueiredo and Mailce and Dr. Mailce Fortkamp. You may ask any questions you have now. If you have questions later, you may contact Eduardo Figueiredo at (48)2340383 or (48)91493223, or Dr. Mailce Fortkamp at "Curso de Pós-Graduação em Letras/Inglês e Literatura Correspondente – Universidade Federal de Santa Catarina – Centro de Comunicação e Expressão – CCE-B – Sala 307 – Campus Universitário – Trindade – CEP 88040-900 – Florianópolis – SC.

You will be given a copy of this form to keep for your records.

Statement of Consent:

I have read the above information. I have asked questions and received answers. I consent to participate in the study.

Signature _____ Date _____

Signature of Investigator _____ Date _____

APPENDIX D

CONSENT FORM FOR CONTROL GROUP

Title of Study: Implications of the treatment of speaking in its own right to the EFL classroom

You are invited to be in a research study of the implications of the treatment of the speaking skill in its own right to the English as a Foreign Language (EFL) classroom. You were selected as a possible participant because you are na EFL student at the high-intermediate level and are in the process of developing your speech production in English. We ask you to read this form and ask any questions you may have before agreeing to be in the study.

This study is being conducted by **Eduardo Henrique Diniz de Figueiredo** (graduate student at the Federal University of Santa Catarina) under the supervision of **Dr. Mailce Fortkamp**.

Background information:

The purpose of this study is to examine the implications of the treatment of the speaking skill in its own right to the EFL classroom, thus focusing on students' oral performance.

Procedures:

If you agree to be in this study, we would ask you to do the following things: (1) Describe a picture, tell a story and answer an interview in the beginning of the second semester of 2005; (2) Participate in a 45-hour course aimed at your level of proficiency; (3) Perform memory tasks in a computer; (4) Describe a picture, tell a story and answer an interview in the end of the second semester of 2005; (5) answer a questionnaire about your performance during the course and your own perception of your results.

Risks and benefits of being in this study:

There are no risks of being in this study. The benefits to participation, on the other hand, include your receiving feedback on your speech production increase after the 45-hour EFL course in 2005.2.

Confidentiality:

The records of this study will be kept private. In any sort of report we might publish, we will not include any information that will make it possible to identify a subject. Research records and tape recordings will be kept in a locked file. Only the principal investigator and the advisor of this study will have access to the records. The records will be erased in December 2005, when the data collection for this study will be finished.

Voluntary nature of this study:

Your decision whether or not to participate will not affect your current or future relations with the University. If you decide to participate, you are free to withdraw at any time without affecting those relationships.

Contacts and questions:

The researchers conducting this study are Eduardo Henrique Diniz de Figueiredo and Mailce and Dr. Mailce Fortkamp. You may ask any questions you have now. If you have questions later, you may contact Eduardo Figueiredo at (48)2340383 or (48)91493223, or Dr. Mailce Fortkamp at "Curso de Pós-Graduação em Letras/Inglês e Literatura Correspondente – Universidade Federal de Santa Catarina – Centro de Comunicação e Expressão – CCE-B – Sala 307 – Campus Universitário – Trindade – CEP 88040-900 – Florianópolis – SC.

You will be given a copy of this form to keep for your records.

Statement of Consent:

I have read the above information. I have asked questions and received answers. I consent to participate in the study.

Signature _____ Date _____

Signature of Investigator _____ Date _____

APPENDIX E

WRITTEN TEST FOR SELECTION PROCESS OF PARTICIPANTS FOR THE
COURSE

As a candidate for a free English course that is being offered by Pos-Graduacao em Letras Ingles/Literatura Correspondente (PGI) at UFSC, you need to write a small composition about yourself. Make sure that you include the following information:

- 1) interesting personal information, such as interests, hobbies, place of birth, etc;
- 2) your field of study/research that you conduct or have conducted;
- 3) your goals in your field of study;
- 4) how the English classes are going to help you achieve this goal.

APPENDIX F

RATERS' ASSESSMENT OF CANDIDATES' WRITTEN PERFORMANCE
(SAMPLE SHEET)

Candidate	Completion of the task	Grammatical Accuracy	Cohesion	Recommended for the course? (YES/NO)
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				

APPENDIX G

RATERS' ASSESSMENT OF CANDIDATES' ORAL PERFORMANCE (SAMPLE SHEET)

Candidate	Fluency	Accuracy	Complexity	Recommended for the course? (YES/NO)
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				

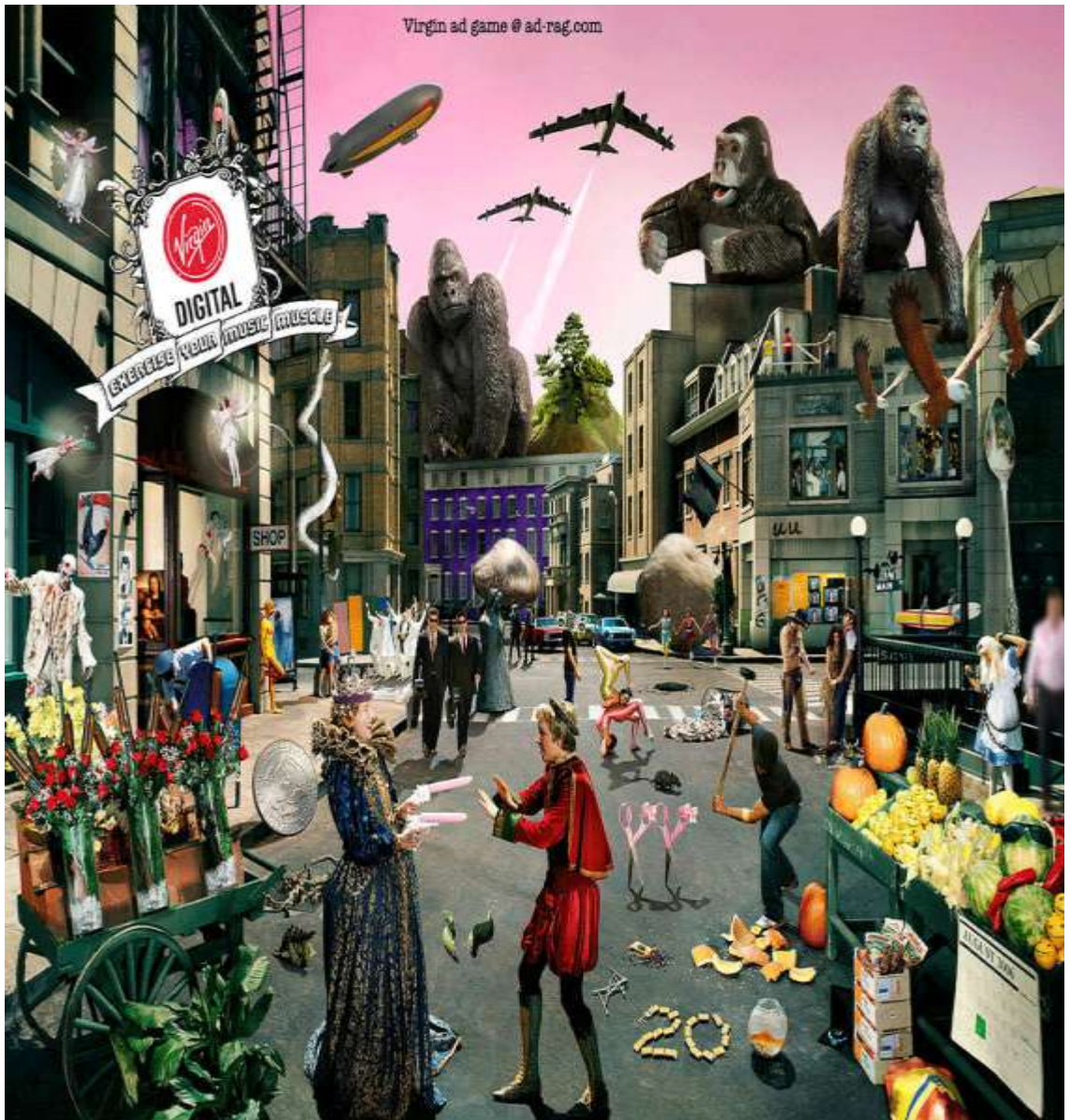
APPENDIX H

PICTURE USED FOR PRE-TEST



APPENDIX I

PICTURE USED FOR POST-TEST



APPENDIX J

COURSEPLAN

August 17

Introductory Class

August 22

Oral Activities (checking of students' performance in different spoken interactions in class)

August 24

18:30 – 20:00 – Passages (Overview of the book and start of Unit 1)

August 29

18:30 – 19:30 – Passages (Unit 1)

19:30 – 20:00 – Discussion with students on the differences between spoken and written language; situations in which both are used and how these differences affect the way we behave.

August 31

18:30 – 19:15 - Register

19:15 – 20:00 – Passages (Unit 1)

September 5

18:30 – 19:15 – Different dialogical tasks in which register will need to change according to context

19:15 – 20:00 – Passages (Unit 1)

September 12

18:30 – 19:15 – Description (ask students in which moments they are asked to/need to make descriptions + teach them about this spoken genre based on their own descriptions in the pre-task);

19:15 – 20:00 – Passages (Unit 2)

September 14

18:30 – 19:15 – Practice description of different pictures with students, asking them to focus on the features of a description discussed in the previous class

19:15 – 18:30 – Passages (Unit 2)

September 19

18:30 – 19:15 – Passages (Unit 2)

19:15 – 20:00 – Narrative (teach students about this spoken genre)

September 21

18:30 – 19:15 – Narrative (practice)

19:15 – 20:00 – Passages (Unit 2)

September 26

18:30 – 19:15 – Passages (Unit 3)
 19:15 – 20:00 – Small Talk

September 28

18:30 – 19:15 – Small Talk (practice)
 19:15 – 20:00 – Passages (Unit 3)

October 3

18:30 – 19:15 – Passages (Unit 3)
 19:15 – 20:00 – Oral Presentation (last spoken genre which will be discussed in class)

October 5

18:30 – 19:15 – Oral presentations – students bring in the topics they wish to present and discuss their topics with the other students, asking for suggestions
 19:15 – 20:00 – Passages (Unit 3)

October 10

18:30 – 20:00 – Oral Presentations

October 17

18:30 – 20:00 – Oral Presentations

October 19

18:30 – 19:15 – Review of register + writtenXspoken language
 19:15 – 20:00 – Passages (Review Unit)

October 24

18:30 – 19:15 – Review of spoken genres
 19:15 – 20:00 – Passages (Review Unit)

October 26

18:30 – 19:15 – Passages (Unit 4)
 19:15 – 20:00 – Pausing and hesitations (talk show presentation with questionnaire)

October 31

18:30 – 19:15 – Discussion on why, when and how people pause + fillers (explicit presentation), followed by practice of fillers
 19:15 – 20:00 – Passages (Unit 4)

November 7

18:30 – 19:15 – Passages (Unit 4)
 19:15 – 20:00 – Discussion what kind of difficulties students usually face when performing an oral task (use real data from students themselves)

November 9

18:30 – 19:15 – circumlocution
 19:15 – 20:00 – Passages (Units 4/5)

November 14

18:30 – 19:15 – asking for clarification

19:15 – 20:00 – Passages (Unit 5)

November 16

18:30 – 19:15 – substitution of a word that is not recalled for another one which can be recalled

19:15 – 20:00 – Passages (Unit 5)

November 21

18:30 – 19:15 – correcting grammar while speaking

19:15 – 20:00 – Passages (Unit 5)

November 23

18:30 – 19:15 – repetition

19:15 – 20:00 – Passages (Unit 6)

November 28

18:30 – 19:15 – Repetition and clarification (practice)

19:15 – 20:00 – Passages – Unit 6

November 30

18:30 – 20:00 – Passages (Unit 6)

HW Assignment: Write down the most relevant topics discussed in class concerning the use of oral language

December 5

18:30 – 19:30 – Passages (Review Unit)

19:30 – 20:00 – Discussion on written homework

December 7

Post-Test (oral)

APPENDIX K

ACTIVITIES AND EXTRA MATERIALS USED FOR THE TREATMENT

TEXT ABOUT JENNIFER ANNISTON

From Wikipedia, the free encyclopedia

Revision as of 00:58, 15 August 2005 by 24.16.240.19 (Talk)

Jennifer Joanna Aniston (born **Jennifer Linn Anastassakis** on February 11, 1969 in Sherman Oaks, California, USA) is an Emmy-winning American actress best known for playing Rachel Green on the television sitcom *Friends*. Her Greek-American father, John Aniston, an actor best known for his role on the soap opera *Days of Our Lives*, made his best friend Telly Savalas (TV's "Kojak"), her godfather and also changed the family name from their original Greek surname "Anastassakis" to the more American sounding Aniston, which he discovered while traveling through Alabama. After spending a year living in Greece, the family returned to the States, settling in New York where her father John Aniston (Yannis) won a part on the U.S. soap opera *Love of Life* and later *Search for Tomorrow*. In 1985, the family moved to Los Angeles when John Aniston started on *Days of Our Lives*. She is currently estranged from her mother Nancy.

Aniston previously dated Adam Duritz and Tate Donovan in low-profile relationships. Her pairing with actor Brad Pitt was very high-profile in the media. She married Pitt on July 29, 2000 in a Malibu wedding. They separated on January 7, 2005 and Aniston officially filed for divorce on March 25, 2005 citing irreconcilable differences. In a September 2005 interview with *Vanity Fair* Aniston revealed that Brad Pitt became "emotionally unavailable" when he began filming *Mr. and Mrs. Smith* and that she was very hurt when pictures later surfaced of Brad Pitt and Angelina Jolie cavorting together on a beach in South Africa. However, she also asserted that she did not think he cheated on her when they were married.

Acting career

Attending Fiorello H. LaGuardia High School of Music & Art and Performing Arts during 1987, Aniston was a member of the drama club. Her desire to become an actress grew as she worked in off-Broadway productions such as *For Dear Life* and *Dancing on Checker's Grave*. She moved to Hollywood and appeared on her first television roles in 1990, starring as a regular on the short-lived series *Molloy* and in the TV movie *Camp Cucamonga*. She also co-starred in *Ferris Bueller* the same year, a television adaptation of the classic 1986's teen flick *Ferris Bueller's Day Off* (it barely lasted a season). Aniston then starred in two more failed sitcoms, *The Edge* and *Muddling Through* and guest-starring on shows such as *Quantum Leap*,

Herman's Head, and *Burke's Law*. After this string of flops (and appearing in *Leprechaun*), Aniston seriously considered quitting acting, until a script for a new sitcom on NBC's 1994-1995 fall line-up came her way.

In 1994, the producers of a new NBC show called *Friends* originally wanted Aniston to audition for the role of Monica Geller, but she persuaded them that the role of Rachel Green was more suited to her character. She played the character until the show ended in 2004.

SPOKEN LANGUAGE X WRITTEN LANGUAGE

Questions for discussion

- 1) What is the main difference between Spoken and Written Languages?
- 2) Think of examples in which it would be more appropriate to use spoken rather than written language.
- 3) Think of examples in which it would be more appropriate to use written than spoken language.
- 4) Are there moments in which we use Spoken Language in the way we would use Written Language, and vice-versa?

REGISTER – FIRST CLASS

Register – questions for discussion

- 1) Is the language in the two passages different? In what ways? Why do you think the characters are using this register in the passages?
- 2) What expressions called your attention as being formal in the passages?
- 3) What expressions called your attention as being informal in the passages?
- 4) In what other real-life situations can the language in the first passage be used?

5) In what other real-life situations can the language in the second passage be used?

6) Which of these situations are you more familiar with? Why?

REGISTER – SECOND CLASS

Register – CLASS 2

Answer the following questions:

- 1) What factors affect the way in which we speak (the register we use)?
- 2) Give examples of situations in which you would expect to hear (or be expected to use) the following expressions:
 - a) Dr./Mr./Mrs./Ms./Professor Nolan
 - b) How're you doin'?
 - c) How do you do?
 - d) I was wondering if you could...
 - e) May I...?
 - f) Ok, gotta go now...
 - g) You must not...
 - h) I'm not gonna...
 - i) Cool!
 - j) Ladies and Gentlemen...
 - k) ..., ok?
 - l) Sounds great!
 - m) Good night.
 - n) See ya!
 - o) It is a great pleasure to see you here.
 - p) Okey-dokey
 - q) Never mind!
 - r) Gee...!
 - s) No way!
 - t) That's very nice of you!
- 3) In pairs, select two of the following situations to role play. Each person should play one of the roles (A or B) respecting the register as much as possible.

Situation 1

A: You are the manager of a big multinational that produces and sells sunglasses. You are interviewing a candidate for the position of designer in the company. (Consider questions related to salary, abilities, qualities, etc)

B: You are a designer and are applying for a job at a big multinational that produces sunglasses. Today is your interview. Answer the interviewer's questions.

Situation 2

A and B: You have just met a friend whom you had not seen for 7 years. Talk to him/her and ask him/her about his life now.

Situation 3

A: You work for a travel agency and a client has just come in to complain about a package you sold one month ago. Try to convince him/her that s/he was the one to blame for the things that went wrong in his/her holiday.

B: One month ago you bought a package tour to Las Vegas. Everything went wrong during the trip (hotel was bad, flight was too long, etc) and now you are going back to the agency to ask for your money back. Talk to the agent.

Situation 4

A: You live with a roommate and have decided to throw a party at your place (last week, s/he had one too, with your consent). Talk to him/her and ask for permission to do it.

B: You live with a roommate. Last week, you threw a party at your place. This week, you have many things to do, but your roommate wants to throw a party for his/her friends. Convince him/her not to.

Situation 5

A: You are a student at NYU and your advisor asked you to hand in a paper for today. Unfortunately, you have not been able to finish it. Talk to him and try to arrange another date to hand in the paper.

B: You are a Professor at NYU, and have assigned a paper for your students to hand in today. One of them is here to talk to you about it now.

- 4) Tell your teacher how the role-plays went. Remember to discuss the kind of language you used, the difficulties you had and whether you have been through this situation before.

DESCRIPTION ACTIVITY

Description

You are going to have the opportunity to see your own descriptions of the picture shown to you before the beginning of the course. Read it carefully and discuss the following questions with a partner:

- 1) How did you organize your description?
- 2) Which parts of the picture did you mention?
- 3) Are there any other parts that you left out? Why do you think you left them out?
- 4) Do you believe your interlocutor would have understood your description well enough, so as to visualize the place well?
- 5) Did you attempt to talk about the message the picture is trying to convey?
- 6) What adjectives did you use (could you have used) to characterize:
 - a) the people and their clothes
 - b) the street
 - c) the car
 - d) the buildings
 - e) the background
- 7) Below, you will find a list of expressions that may be used during a description. Did you use any of them? Do you understand all of them? Which one(s) could you have used to enrich the description you made?

It looks as if they...
 They look + adjective
 It looks like + (a) noun
 S/he/they seem(s) to be + adjective
 S/he/they seem(s) to be + verb (ing form)
 S/he/they appear(s) to be + adjective/ + verb (ing form)
 I got the impression that s/he is...
 Maybe/Perhaps they are...
 They may/might /must/could be...
 In the background, there is/are...
 In the foreground, there is/are...
 In the middle, there is/are...
 On the left/on the right, there is/are...

NARRATIVE ACTIVITY

Narrative

You are going to have the opportunity to see the narratives you made before the beginning of the course. Read it carefully and discuss the following questions with a partner:

- 8) How did you organize your narrative?
- 9) What verb tenses were predominant during the narrative?
- 10) Is there any part of the story that you forgot to tell? Why do you think you forgot that?
- 11) Do you believe your interlocutor would have understood your narrative well enough, so as to visualize the story well
- 12) What adjectives did you use during the narrative?
- 5) How did you link the events in the narrative? What other words can be used to do that?

SMALL TALK

Small Talk: Conversation Starters

Talking about the weather	<ul style="list-style-type: none"> • Beautiful day, isn't it? • Can you believe all of this rain we've been having? • It looks like it's going to snow. • It sure would be nice to be in Hawaii right about now. • I hear they're calling for thunderstorms all weekend. • We couldn't ask for a nicer day, could we? • How about this weather? • Did you order this sunshine?
Talking about current events	<ul style="list-style-type: none"> • Did you catch the news today? • Did you hear about that fire on Fourth St? • What do you think about this transit strike? • I read in the paper today that the Sears Mall is closing. • I heard on the radio today that they are finally going to start building the new bridge. • How about those Reds? Do you think they're going to win tonight?
At the office	<ul style="list-style-type: none"> • Looking forward to the weekend?

	<ul style="list-style-type: none"> • Have you worked here long? • I can't believe how busy/quiet we are today, can you? • Has it been a long week? • You look like you could use a cup of coffee. • What do you think of the new computers?
At a social event	<ul style="list-style-type: none"> • So, how do you know Justin? • Have you tried the cabbage rolls that Sandy made? • Are you enjoying yourself? • It looks like you could use another drink. • Pretty nice place, huh? • I love your dress. Can I ask where you got it?
Out for a walk	<ul style="list-style-type: none"> • How old's your baby? • What's your puppy's name? • The tulips are sure beautiful at this time of year, aren't they. • How do you like the new park? • Nice day to be outside, isn't it?
Waiting somewhere	<ul style="list-style-type: none"> • I didn't think it would be so busy today. • You look like you've got your hands full (with children or goods). • The bus must be running late today. • It looks like we are going to be here a while, huh? • I'll have to remember not to come here on Mondays. • How long have you been waiting?

Taken from English Club at http://www.englishclub.com/speaking/small-talk_conversation-starters.htm

ORAL PRESENTATION

CRITICAL READING OF A QUANTITATIVE RESEARCH PAPER AND ORAL PRESENTATION

Prepare a 10-minute oral presentation based on your critical analysis of a quantitative research paper.

Guidelines for the reading assignment:

1. You should select 1 research article, which should be mainly quantitative. Read the article, discuss it with the other members of your group, and criticize it. Then, prepare a presentation that will include the topic of the article as well as your views towards the topic and the article itself.

APPENDIX L

FINAL QUESTIONNAIRE FOR EXPERIMENTAL GROUP

- 1) Give your general opinion on the treatment course that you attended from August to December, 2005.
- 2) How would you rate your performance in the course? Explain.
- 3) What were your expectations prior to the course? Were they fulfilled?
- 4) What were the main difficulties you had in speaking before the course? Do you believe that the course helped you overcome them?
- 5) What did you like the most? Why?
- 6) What did you not like/like the least? Why?
- 7) How was the course different from other English courses that you had attended previously?