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L2 GRAMMAR ACQUISITION AND USE IN L2 SPEECH PRODUCTION

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To my son,
my husband,
my mother,
and my grandmother,
with love and gratitude.

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ABSTRACT

L2 Grammar Acquisition and Use in L2 Speech Production
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This study investigated the effects of focus on form instruction on the use of a specific grammar structure in students' controlled and relatively spontaneous L2 speech production. The participants of the study were 24 intermediate level English learners. Data was collected through four oral tasks (two pretests and two posttests), used in order to elicit controlled as well as spontaneous speech production, before and after instruction, in order to investigate L2 speech production in 4 different conditions: (1) the *use* of a specific grammatical structure – reported speech – in *controlled* L2 speech production; (2) the *use* of a specific grammatical structure – reported speech – in relatively *spontaneous* L2 speech production; (3) the *improvement* of the use of a specific grammatical structure – reported speech – in *controlled* L2 speech production; and (4) the *improvement* of the use of a specific grammatical structure – reported speech – in relatively *spontaneous* L2 speech production. The theoretical support of the study includes the literature in the area of L2 speech production and grammar teaching/learning. Results showed that, after exposure to focus on form instruction, 21% of the participants are able to use the target structure accurately in controlled speech production, and 17% of the participants are able to use the target structure accurately in relatively spontaneous speech production. However, most participants are not able to use the target structure accurately in controlled or relatively spontaneous speech production, after focus on form instruction. As regards improvement of the accurate use of this specific grammatical structure, results showed that focus on form is beneficial, since 79% of the participants improved their accurate use of reported speech in controlled speech production and 91% of the participants improved their accurate use of reported speech in relatively spontaneous speech production.

110 pages
36,338 words

RESUMO

A Aquisição e Uso da Gramática da L2
na produção oral

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Professor orientador: Dr. Mailce Borges Mota Fortkamp

Este estudo investigou os efeitos da instrução com foco na forma, no uso de uma estrutura gramatical específica, na produção oral controlada e relativamente espontânea da L2. Os participantes desta pesquisa são 24 alunos de inglês, do nível intermediário. A coleta de dados consistiu da aplicação de 4 tarefas (dois pré-testes e dois pós-testes), as quais foram usadas para elicitar produção oral controlada e relativamente espontânea, antes e após o tratamento, a fim de investigar a produção oral da segunda língua em 4 diferentes condições: (1) o uso de uma estrutura gramatical específica – discurso indireto – em produção oral controlada; (2) o uso de uma estrutura gramatical específica – discurso indireto – em produção oral relativamente espontânea; (3) a melhora da acurácia de uma estrutura gramatical específica – discurso indireto – em produção oral controlada; e (4) a melhora da acurácia de uma estrutura gramatical específica – discurso indireto – em produção oral relativamente espontânea. O suporte teórico deste estudo inclui revisão de literatura nas áreas de produção oral da segunda língua e ensino/aprendizagem da gramática da segunda língua. Os resultados revelaram que depois de os participantes serem expostos a instrução com foco na forma, 21% dos participantes usam a estrutura gramatical alvo corretamente em sua produção oral controlada, e 17% dos participantes usam a estrutura gramatical alvo corretamente na produção oral controlada da L2. Entretanto, após serem expostos a instrução com foco na forma, a maioria dos participantes não usa a estrutura gramatical alvo na produção oral controlada ou relativamente espontânea. Em relação a melhora da acurácia em que uma estrutura gramatical específica é usada, resultados mostraram que instrução com foco na forma é proveitosa, uma vez que 79% dos participantes melhoram a acurácia do uso da estrutura gramatical – discurso indireto – na produção oral controlada, e 91% dos participantes melhoraram a

acurácia do uso desta estrutura gramatical, quando usada na produção oral relativamente espontânea.

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TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

1.1 Preliminaries

In my English teaching experience, I have observed that students, many times, are not able to use, in their L2 speech production, the grammatical structure they are exposed to in their English classes. What intrigues me most is that students apparently understand what has been taught, and when these students are required to use the previously taught structure in an isolated sentence, they are, many times, able to use this structure accurately. However, when speaking spontaneously in the L2, they are not able to. Hence, I have observed that, although able to communicate, students usually demonstrate their concern about not succeeding in the use of those structures which were already taught, since they cannot rely on the grammar structures they were exposed to, which were, at first, apparently understood. Furthermore, despite SLA[1] researchers' and some teachers' awareness of the fact that what is taught is not necessarily learned, according to my experience as a teacher, many L2[2] English instructors are not aware of that fact and show their frustration when they realize that all the effort that has been made for students to learn grammar structures has been vacuous.

At first, I thought that what occurred was that learners "preferred" to convey the intended message first, without having attention available for conveying the message accurately. Even without having academic knowledge on this issue, I suppose I acknowledged this idea based on the 'primacy of meaning principle' which was proposed by VanPatten (2004). VanPatten (2004) states that learners are limited capacity processors and that meaning, and not form, is first processed in the input. Thus, he concludes that if learners paid simultaneous attention to form and meaning at the same time, they would not be able to understand the meaning of the *input*[3]. Thus, based on VanPatten's (2004) idea, and considering that learners are limited capacity processors, I acknowledged that learners would not have enough attention available in order to convey a message fluently, and

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[1] The term *SLA* means Second Language Acquisition

[2] The term *L2* means second or foreign language

[3] *Input* refers to "the samples of the L2 that the learner is exposed to as a result of contact with the language in communication" (Ellis, 1993, p. 97)

convey this message accurately at the same time. Learners would have to choose between either conveying a message in a fluent manner, or using the structure accurately.

After starting investigating what occurs from the first step, which is the presentation of the structure to the learners, to the last step, which is the use of this structure by these learners in their speech production, I now acknowledge, more clearly, as proposed by Skehan (1998), that there appears to be a conflict between L2 students' fluency and accuracy. Skehan (1998) states that the speakers' attentional resources are shared among fluency, accuracy and grammatical complexity, and that attention disposed to one of these aspects of speech production would penalize the other. Hence, following Skehan (1998), I now acknowledge that the conflict that occurs between fluency and accuracy is the result of learner's difficulty in regulating attention to fluency and formal aspects of the language at the same time.

Following Bergsleithner and Fortkamp (2007), I assume that Schmidt's (1990) Noticing Hypothesis is helpful in L2 teaching because provide learners with resources to better balance the conflict that occurs between fluency and accuracy. Schmidt (1990), in his Noticing Hypothesis, proposes that L2 acquisition depends on the degree of attention learners dispense to formal aspects of the language during *input*. Moreover, Schmidt states that when learners *notice* some aspects of the L2, they these aspects are acquired[4].

Hence, *focus on form instruction,* proposed by Long (1991), is a pedagogical approach in which *noticing* is of prime importance for learning to take place. Thus, in this thesis, I intended to explore the effects of focus on form instruction on the use of a specific grammar structure in students' controlled and relatively spontaneous L2 speech production.

1.2 Statement of purpose and research questions

The purpose of this research is to explore the effects of focus on form instruction on the use of a specific grammar structure in students' controlled and relatively spontaneous L2 speech production. Thus, in the present study, a group of 24 intermediate level English learners were exposed to *focus on form* instruction for 6 hours of English classes, divided in four classes of 90 minutes each. These participants performed

[4] The terms *acquisition* and *learning*, when not presented in *italics* in the text, will be used interchangeably.

two pretests before treatment and two posttests after treatment. Pre- and post-tests 1 were applied in order to collect data for controlled speech production of the target grammatical structure – *reported speech* – taught during the treatment, whereas pre- and post-tests 2 were used in order to collect data for relatively spontaneous speech production of this same grammatical structure – reported speech – taught during the treatment.

Results from pre- and post-tests provided the researcher with information in order to answer the following research questions:

RQ1. To what extent, do learners use, in controlled speech production, the target structure they are exposed to through focus on form instruction?

RQ2. To what extent, do learners use, in relatively spontaneous speech production, the target structure they are exposed to through focus on form instruction?

RQ3. In controlled speech production, is there a difference between pre- and post-tests in the accuracy with which learners use the target structure they were exposed to through focus on form?

RQ4. In relatively spontaneous speech production, is there a difference between pre- and post-tests in the accuracy with which learners use the target structure they were exposed to through focus on form?

1.3 Significance of the research

The present study seeks to investigate the effects of focus on form instruction on the use of a specific grammar structure in students' controlled and relatively spontaneous L2 speech production.

As proposed by Poole (2005, p.47), "focus on form instruction makes up an important part of the literature on second language acquisition research."

As regards *noticing,* which is one of the prime concepts for f*ocus on form* instruction, Robinson (1996) conducted a study in which he compared four groups of participants: group one received incidental instruction, in which the focus was entirely on meaning; group two was told to memorize and remember sentences (incidental instruction); group three was encouraged to discover the rules (inductive instruction); and group four was taught the rules explicitly (deductive instruction). Results showed that, participants who received explicit explanation were those participants who performed best (group four), followed by the participants who were instructed to find the rules (group three). Hence,

Robinson (1996) concluded that those participants who received rule awareness perform better that those who do not. Moreover, his study provides evidence that participants are not able to become aware of the rules by their own. Instead, they are supposed to be told that they must do it (Robinson, 1996). Thus, Schmidt (1990, 1995, and 2001), Robinson (1997), and Leow (1998), among others, claim that *awareness* is essential for L2 learning to take place.

A great amount of research has been conducted in order to investigate the role of *focus on form* instruction in language learning. However, as proposed by Ellis (2001), much research only investigates the effect of *focus on form* instruction in controlled language production. Research eliciting spontaneous speech production in order to approach focus on form instruction effect, has not been largely carried out, though.

Thus, to the best of my knowledge, except for Bergsleithner's (2007), Bergsleithner and Mota's (2005) and Bergsleithner and Fortkamp's (2007) studies, no studies so far have investigated the relationship between the learning of the English grammar by Brazilian speakers of English as an L2 and their L2 speech production. More specifically, to the best of my knowledge, no studies so far have investigated the effects of focus on form instruction on the use of a specific grammar structure in students' controlled and relatively spontaneous L2 speech production, by Brazilian L1 speakers.

1.4 Organization of the thesis

This thesis is organized in five main chapters. This chapter presented the introduction of the thesis, as well as statement of purpose, and significance of the research. Chapter two presents the review of literature, divided in two sections. Section 2.1 reviews L1 and L2 speech production models, while section 2.2 reviews issues related to grammar teaching, as a brief overview of grammar through time (subsection 2.2.1), the pedagogical interventions of focus on formS and focus on meaning (section 2.2.2), the concept of *noticing* (section 2.2.3), and *focus on form* (section 2.2.4), since it is the pedagogical intervention used in this research. Chapter 3 presents the method used for data collection, followed by the discussion of results, which is displayed in Chapter 4. Finally, chapter 5 presents the conclusion, as well as pedagogical implications for further research, as regards L2 grammar teaching and L2 speech production.

CHAPTER II

REVIEW OF THE LITERATURE

As previously mentioned, the goal of the present study is to investigate the effects of *focus on form* instruction in the accuracy of controlled and relatively spontaneous L2[5] speech production. Thus, this review of the literature presents the theoretical background to support the investigation of these issues – L2 grammar acquisition and teaching, and L2 speech production. This chapter is divided into three main sections: the first section (2.1) reviews the literature on L1 and L2 speech production models. This section is then subdivided into two subsections: section 2.1.1 reviews Levelt's (1989) L1 model of speech production, and section 2.1.2 reviews De Bot's (1992) L2 model of speech production, which is an adaptation of Levelt's model for L1 speech production. The second section (2.2) reviews the literature on grammar teaching, and is also subdivided in subsections. Section 2.2.1 presents a brief overview of grammar teaching through time, section 2.2.2 presents the pedagogical interventions of focus on formS and focus on meaning. Section 2.2.3 discusses the role of noticing, first proposed by Schmidt (1990), and section 2.2.4 discusses *focus on form instruction*, which was first proposed by Long (1991), since it was the pedagogical approach used in this research for grammar teaching. Finally, section 2.3 discusses how empirical research involving L2 grammar teaching and L2 speech production has been conducted in the last few decades.

2.1 Speech production models

2.1.1 L1 speech production

Levelt's (1989) model of L1 speech production is "the most widely used theoretical framework in L2 production research" (Kormos, 2006, p. 7). Thus, in order to discuss L2 speech production, which is one of the areas of interest of this research, Levelt's L1 speech production model will first be reviewed.

[5] The term *L2* used in this thesis refers to either second language of foreign language.

Levelt (1989) proposed that the construction of an oral message includes four processes: Conceptualizer, Formulator, Articulator and Speech-Comprehension System. These four components work in the order presented and are autonomous, which means that they operate independently, in parallel to each other.

The first component of this model, the *Conceptualizer*, is in charge of planning and generating the pre-verbal message, after the speaker has had the intention to communicate. In this stage, both planning the content of the message, also referred to as *macroplanning*, as well as planning the form of the message, also referred to as *microplanning*, take place. In *macroplanning*, particular information content is selected, such as the level of politeness and directness of the message, which occurs according to the speaker's communicative intentions. Moreover, the piece of information needed in order to achieve the speaking intention is retrieved. According to Levelt (1989), macroplanning is in charge of the elaboration of communicative goals. In *microplanning*, on the other hand, the appropriateness of the speech acts is chosen. Thus, whether the message is meant to be a promise, or question, is defined at this stage.

According to Levelt (1989), and as stated in Poulisee (1999), "the output of the conceptualizer is a preverbal message, which can be accepted as input by the second component, the *formulator."*(p.29). The *formulator* transforms the pre-verbal message into a linguistic structure, providing grammatical and phonological encoding to the message. At this stage, the speaker selects the most appropriate grammatical and phonological features for the planned message. This transformation from pre-verbal message into a linguistic structure occurs in two stages – in grammatical and phonological encoding. However, prior to developing grammatical and phonological encoding, speakers have to access their mental lexicon, in which lexical units are stored. These lexical units contain semantics, as well as syntactic, morphological and phonological specifications. The lexical units consist of the "lemma", which contains the meaning and the syntax of a lexical item, and the "lexeme", which contains morphological and phonological information. Grammatical encoding consists of lemma and syntactic building procedures, and phonological encoding consists of lexemes and of building a phonetic plan. The output of the formulator is then the input of the next component, the *articulator*.

The *articulato*r is responsible for controlling the articulatory muscles which execute the speech sounds, and it is in this stage that internal speech is converted into overt speech.

Levelt's model of L1 speech production also includes a *speech comprehension system*, the fourth component. This process is responsible for self-monitoring at all the stages of speech production, either in internal or overt speech, from conceptualizing to articulation. It is through monitoring that speaker's mistakes in speech production are corrected, and it is also the stage in which speakers are allowed to compare their speaking intentions to what was, in fact, linguistically executed. Levelt's (1989) "blueprint for the speaker" (p. 8) is illustrated in Figure 1.

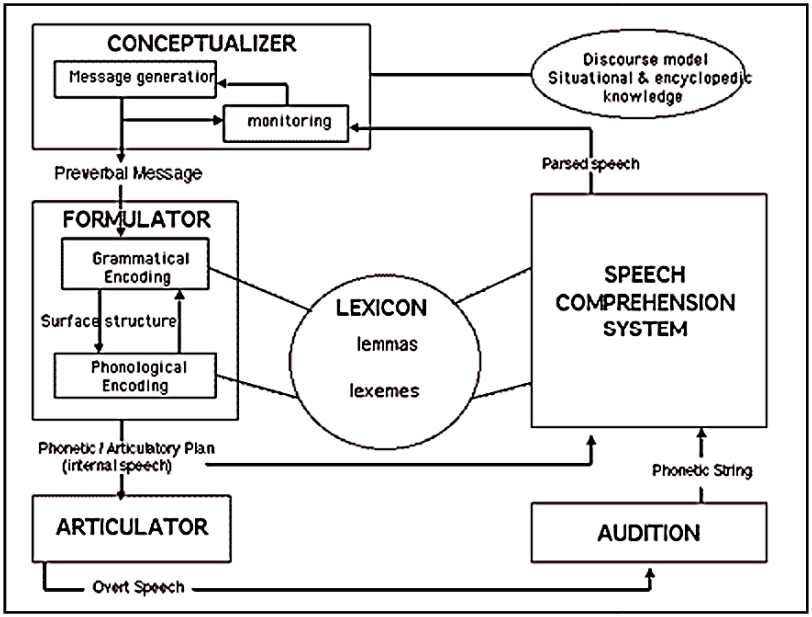

Figure 1. Levelt's blueprint of the speaker (Levelt, 1989, p. 9)

We now turn on the next section, which reviews De Bot's (1992) L2 models of speech production.

2.1.2. L2 Speech production

As concerns bilingual speech production models, although there are other models of L2 speech production available in the literature (for instance, Green, 1986; Poulisee and Bongaerts, 1994), in this study, only De Bot's (1992) L2 speech production model will be reviewed.

De Bot's (1992) L2 speech production model is an adaptation of Level's (1989) model. According to Fortkamp (2000), De Bot made some changes in order to approach L2 speech behavior.

De Bot (1992) assumes that, in bilingual speakers, the decision for language use, either L1 or L2, is determined prior to the encoding of the message. In other words, bilingual speakers decide their output language, the language they intend to use in speech production, at the conceptualizer level. Thus, during microplanning, which is the stage in charge of planning the *form* of the message, the decision for language choice takes place. Hence, De Bot proposes that this stage is language specific, since there is one planning system for each language spoken. However, as in macroplanning the *content* of a message is chosen, De Bot argues that this stage can be realized by one single system, and thus, this stage is not language specific.

As regards the Formulator, De Bot assumes there is one formulator for each language spoken, and thus, this stage is also language specific. However, there is only one mental lexical, which is stored in different subsets of connected lexical items. Hence, for each formulator, the plan for the utterance must be ready, since the speaker may choose to code-switch. In other words, if the speaker is able to speak two different languages, two plans are available, each in its specific formulator, even though only one language will be articulated.

As concerns the Articulator, De Bot proposes that there is only one articulatory system for both languages (L1 and L2), since L2 speakers usually presents phonological cross-linguistic influence.

Since there are distinct formulators for each language spoken, it would be plausible to concur that there is also a separate Speech-Comprehension System for each language spoken.

We now turn on the next section, which reviews grammar teaching.

2.2 Grammar teaching

According to Ellis (2001), the degree of explicitness with which grammar is explained is an area of interest for both researchers and teachers. Researchers are interested in developing and testing theories of SLA, whereas teachers are interested in how to teach grammar per se. Thus, researchers and teachers interests can be brought together, and this is probably why this area has been investigated for more than 30 years.

In order to discuss the role of implicit or explicit instruction, I may first define what is understood by both terms in this thesis. Following DeKeyser (1995), in the present study, *explicit instruction* is any instructional treatment in which rules explanations are part of the instruction, either by *deduction*, in which rules are presented and explained explicitly, or by *induction*, in which learners are encouraged to attend to the forms presented to them and try to understand the rules by themselves. In contrast, *implicit instruction* refers to situations in which there is no rules presentation, neither by deduction nor by induction.

The term *form-focused instruction* must also be defined, since it covers formal instruction, used for grammar teaching in this research. For the term *"form-focused instruction",* we follow Ellis's (2001, p. 2) definitions, which take form-focused instruction as an umbrella term for all kinds of formal instruction, including Focus on FormS and Focus-on-form, either incidental or planned. According to Ellis (2001, p. 2), this term includes the traditional approach to teach isolated grammatical structures in a non-communicative setting (focus on formS), and the more communicative approaches, focus on form, in which the primary focus is on meaning, and features of the L2 are taught within a communicative setting.

As regards focus on form instruction, they are classified as *planned focus-on-form* and *incidental focus-on-form* (Ellis, 2001). In *planned focus-on-form* instruction, a specific L2 feature is planned in advance in order to be taught in a communicative setting, when it is triggered by a problem participants may encounter in order to convey a message, whereas in *incidental focus-on-form* instruction, any feature that incidentally appears during a communicative class is treated, briefly shifting attention from meaning to form. As proposed by Williams (2001), for either *incidental* or *planned focus-on-form* instruction,

attention from meaning to form is shifted when any structural or linguistic problem appears.

In the current research, planned focus on form was the pedagogical intervention used in order to teach a specific grammatical structure – *reported speech,* since in order to collect and analyze data, I needed a pre-selected structure to be approached. The terms *focus on formS* and *focus on form* will be discussed in detail in sections 2.2.2 and 2.2.4, respectively.

In order to approach grammar teaching, I begin by briefly reviewing the role of grammar teaching through time.

2.2.1 A brief overview of grammar through time

According to Ellis (2001), grammar teaching has been investigated for more than 30 years. In 1960s and 1970s, research was "method-oriented", in which comparisons of methods were done, with the goal of discussing how grammar should be taught. Two main points of view were posited: there were those teachers and researchers who believed that they should focus on grammatical forms (*focus on formS*), and claimed for the traditional grammar-translation methods, in which grammar was to be taught explicitly, and those who claimed for *focus on meaning*, and acknowledged that "it is at the unconscious level that language learning takes place" (Selinger 1983, p. 187).

According to Schmidt (1995), the former group believed that the learners' conscious understanding of the structures taught was necessary in order for the learners to be able to use the structure taught accurately. Furthermore, for these teachers and researchers, errors occur due to learner's lack of understanding of the structure, or because learners have forgotten how to use the structure appropriately, or even because learners did not pay attention to rules explanations.

Moreover, they believed that knowledge had to come first, followed by practice, in which learners applied what they had been taught. As regards classroom practice, this included explicit discussion of the grammatical rules, comparison of the L2 with the learners L1, practice usually in the form of drills, and errors were always corrected. Communicative practice took second place, and was usually decontextualized, in the form of drill (Schmidt, 1995, p. 2).

Besides those who claimed for the traditional translation method, as mentioned above, there was the group of teachers and

researchers who believed that grammar was learned unconsciously, and no grammar teaching was needed in order for learners to acquire a second language.

As proposed by Krashen (1981, cited in Krashen, 2002), there is a distinction between '*acquisition*' and '*learning*'. He claims that the former is a subconscious process, which is very similar to L1 acquisition. Only meaningful interaction is required, and speakers' concentration is on the communicative act, and not on the form of the utterance. The later is the product of formal instruction, which is a conscious process which leads to conscious knowledge of language, such as, grammar rules. Krashen states that *leaning* is less important than *acquisition* and that *learning* does not play a meaningful role in language production and comprehension.

Thus, following Krashen, there were those teachers and researchers who believed that language learning takes place through interaction only and input processing, and that for second or foreign language classes to be successful, they must be for social interaction with classmates and teachers only, in which interesting topics are discussed. (Schmidt, 1995). They believed that students were able to achieve high levels of proficiency, as well as high levels of grammatical accuracy by only being exposed to *input*. Mistakes were not to be corrected, and little or no explanation of grammar rules was allowed.

Hence, studies in the late 1980s and early 1990s started to compare the ultimate level of learning of a specific structure (i.e., Long, 1983), as well as the rate in which this structure is learned (i.e., Ellis, 1984) by naturalistic and instructed groups. Moreover, researchers started to investigate why some grammatical structure, even after years of exposure in naturalistic settings, failed to be acquired (Ellis, 2001).

According to Ellis (2001), results showed that participants who received formal instruction attained higher levels of proficiency and learned faster than naturalist participants. However, the order and sequence of acquisition of both instructed as well as naturalistic participants were the same. Researchers claimed that instruction works only if it follows the same order and sequence of acquisition of naturalistic learning. Pienemann (1985), with his *teachability hypothesis*, proposes that learners only learn structures that are close to the point in which these structures would be acquired in a natural setting. As regards structures that are too far from learners' natural developmental sequence, instruction does not show to have any positive effect.

In the same path, Long (1988, 1991) proposes that instruction facilitates learning if the structure to be taught supports the natural processes of acquisition. Moreover, he argues that instruction works most effectively if it is taught within meaning-focused communication.

In the early 1990s, Schmidt (1990) proposed his "*Noticing Hypothesis*", claiming that when learners notice L2 formal aspects, they are more likely to acquire them. According to Ellis (2001), this issue, then, triggered other types of questions, such as, (1) if some kinds of instruction work better than others, (2) how input can be better enhanced in order to promote *noticing*, and (3) how feedback should be given.

For the first question, DeKeyser (1994, 1995), de Graaff (1997), and Robinson (1996), among others, presented findings in favor of explicit instructional approaches. However, Fotos and Ellis (1991), and Fotos (1994) compared explicit traditional instruction, explicit teacher-centered, and explicit consciousness-raising tasks, and found that neither one of the types of explicit instruction was superior to the others. As regards the effect of input enhancement, Jourdenais, Ota, Stauffer, Boyson, and Doughy (1995) showed that when forms are highlighted in the input, they are more likely to be noticed and used. As regards the third kind of research (feedback), Caroll and Swain (1993) showed that explicit feedback is more efficient than implicit feedback. However, Doughty and Varela (1998), Mackey and Philp (1998), among others, showed that "recasts", an implicit type of feedback, also have positive effects on L2 acquisition.

Thus, these researchers claimed that instruction was essential, and that not all the forms were learned only by interaction. Schmidt (1995) proposes that when only attention to form is prioritized and no attention to communication takes place, learners may have limited ability to perform in the L2, whereas when only attention to meaning takes place, learners may acquire fluency, but with poor accuracy. Moreover, according to Schmidt (1995, p.3), "input and interaction, attention and awareness are all crucial for learning". Therefore, at this time, a group of researchers and teachers claimed for the idea that instruction was more beneficial if it was given within a communicative setting, which was when *focus on form* was proposed by Long (1991).

The next sections (2.2.2 and 2.2.4) discuss, in detail, the three approaches that were mentioned in this section – *focus on formS, focus on meaning,* and *focus on form*.

2.2.2 *Focus on formS* and *focus on meaning*

Ellis (2001) states that Focus on FormS instruction differs from Focus on Meaning instruction as regards whether language is viewed as an object (formS) or a tool (Meaning), as well as whether learner is viewed as a student (formS) or a user (meaning) of the language.

According to Ellis (1994, p. 639), Focus on FormS is the traditional approach and is based on the isolation of a linguistic form in order to teach and test this form at a given time, without considering the context in which the target structure is used. In conflict with the principles of the communicative approach, Focus on FormS emphasizes the explicit instruction of the grammar structures, and learners and teachers treat language mainly as an object to be studied.

Ellis (2001, p. 17) proposes that this type of instruction can be given *explicitly* or *implicitly*. If instruction is given explicitly, it can be *deductively* or *inductively*. For deductive instruction, also called didactic instruction, rules are explicitly presented to the learners. For inductive instruction, learners are encouraged to realize how the rules are formed by analyzing a set of sentences. If instruction is given implicitly through focus on formS, learners memorize a set of sentences that contains the target structure to be learned (i.e., drills). Thus, this is considered focus on formS instruction, since the primary attention in these kinds of instruction – explicit deductive or inductive, and implicit focus on formS instruction – is on form, and not on meaning.

However, according to Larsen-Freeman (2001), when attention is purely drawn to form, learners have difficulty to transfer the grammatical structures they learned inside the class to communicative contexts outside the class, and a "new" approach – focus on meaning – was suggested.

Focus on Meaning, proposed by Krashen and Terrell's Natural Approach (1983, cited in Krashen, 2009), does not allow direct grammar teaching. This approach focuses on communication and does not encourage correction of learners' mistakes.

Since Krashen and Terrell believed that L2 learning is similar to L1, for them, learning occurs unintentionally and incidentally, as well as implicitly (without awareness), with no conscious attention to the forms of the language. Instead, only comprehensible L2 input is necessary for learning to take place, and no grammar rules are approached.

It was the learners' role, at a subconscious level, to analyze the grammar they were implicitly exposed to, and the teachers' role was to provide positive evidence of this grammar rule.

However, research showed that students were far from achieving native-like competence, as regards grammatical accuracy (Swain, 1991). Thus, according to Long (1997), focus on meaning alone is inefficient and through positive evidence learners can notice what is grammatical, but not what is ungrammatical. Moreover, he claims that "comprehensible L2 input is necessary, but not sufficient."

Hence, Long (1991) proposed Focus on Form, which was based on the *Noticing Hypothesis*, proposed by Schmidt (1990). Thus, before reviewing Focus on Form instruction, *Noticing* is first approached in the next section.

2.2.3 *Noticing*

As mentioned by Schmidt (1990, p. 131), the role of consciousness in language learning has been investigated for more than 30 years, since authors such as Brewer (1974), Dawson and Schell, (1987), and Lewis and Anderson, (1985) have already stated that it is not possible to learn without awareness.

Schmidt and Frota (1986) reported that L2 learners need to notice aspects of the input in order to acquire them. To support this argument for what Schmidt called "*noticing*", Schmidt and Frota (1986) investigated Schmidt's own acquisition of a foreign language (Portuguese), during five months in which Schmidt stayed in Brazil. According to Schmidt's diary of what he had noticed through instruction as well as his recordings of interaction with native speakers, they found that there is, indeed, a significant relationship to what he had noticed with his use of linguistic forms of the foreign language. Thus, Schmidt claims for a "strong evidence for a close connection between *noticing* and emergence in production" (Schmidt, 1990, p. 141). Based on this study, Schmidt proposed the *Noticing Hypothesis* (1995), and claims that, indeed, the role of conscious awareness at the level of *noticing* is a necessary condition for language learning.

Schmidt (1990, p. 132) implies that there are several levels of awareness, but three of them are crucial for explaining second language leaning – (1) perception; (2) *noticing*; and (3) understanding. At the level of perception, Schmidt claims that perception involves mental

organizations, and the ability to elaborate internal representations of the external facts. As at the level of *noticing*, he proposes that it is the level in which conscious attention is disposed to specific aspects, for being later available for the output. As regards the level of understanding, it is related to a problem solving situation, and the attempt to comprehend the significance of an issue. As regard the levels of awareness, *noticing* will be discussed, since, as proposed by Schmidt (1990), *noticing* plays an important role in Second Language Acquisition.

According to the *Noticing Hypothesis* proposed by Schmidt (1995), the acquisition of L2 formal aspects depends on the degree of attention that the learner disposes to formal aspects during the acquisition process. Schmidt (1995, p. 20) states that 'what learners notice in *input* is what becomes *intake*[6]'. Thus, according to Schmidt (1995) it is through *noticing* that the structure is internalized. Moreover, he proposes that *input* is not sufficient for an L2 language leaning, and that *noticing* is a necessary condition for L2 learning to take place. Yet, according to Long and Robinson (1986), *input* does not become *intake* only by noticing. Instead, learners must make a comparison of their output to a typical output, thus, "*noticing the gap*" between what they said and how it should be said. Furthermore, the author argues that when learners *notice* L2 formal aspects, they are more likely to acquire them (Schmidt 1990, 1993, 1995, 2001). Schmidt (1995, 2001) also claims that L2 learner are capable of noticing not only grammatical features, but also several aspects of L2, such as, sequence of learning, vocabulary, syntax, morphology, pragmatics, and phonology.

Although Schmidt's idea of *noticing* implies that *noticing* is essentially a conscious and explicit type of learning, he does not relate the term *noticing* with explicit instruction. Instead, he claims that *noticing* occurs naturally, through people interaction in the input, without any explicit grammatical explanation of the target structure to be noticed. *Noticing* can be triggered by implicit instruction, without any kind of explicit explanation (see Schmidt and Frota, 1986). He states the explicit instruction may trigger *attention*, which is a more superficial level of awareness than *noticing*, since with explicit instruction, learners' awareness is not raised through the L2 learners' *insight,* but it is imposed or manipulated by the teacher.

In addition, he also argues that through explicit instruction, there is a possibility that L2 learners *notice* this explicitly instructed

[6] Intake refers to "linguistic properties in the input that the learners attend to." (Ellis, 1993, p. 98)

structure in following input, when this input occurs naturally in language use, in an interactional context (Schmidt, 1995). In other words, Schmidt assumes that *noticing* occurs naturally, and that it does not occur through explicit instruction. However, he proposes that explicit instruction may help learners notice the instructed structures in later input, which will occur naturally, in a situation in which students are interacting with their peers or with their teachers.

According to Skehan (1998), *noticing* is a process in L2 acquisition, in which L2 learners dispose attention to formal aspects of the L2. Moreover, he proposes that L2 learners can be taken to notice these aspects through a task [7] or instruction, or by the teachers' intervention or induction. Bergsleithner (2007), as Skehan (1998), acknowledges that *noticing* can occur naturally, as proposed by Schmidt (1990, 1995), and that L2 learners can be lead to notice aspects of the L2. Thus, although I share the same thoughts with Schmidt's as regards his *Noticing Hypothesis*, I follow Bergsleithner's definition of noticing (2007, 2009), since she proposes that, besides the implicit tasks used to promote *noticing*, she also acknowledges that *noticing* can be triggered through explicit teaching as well.

Ellis (1994, 1997) and Skehan (1998), among others, support Schmidt's "*Noticing Hypothesis*", as regards his assumption that, through *noticing*, *input* is transformed into *intake*. However, in contrast to Schmidt, they say that *noticing* a feature in the *input* is either a conscious or an unconscious process. They disagree with Schmidt and Frota (1986) in the sense that "noticing the gap" is in fact a conscious process.

However, some authors criticize Schmidt's Noticing Hypothesis. For instance, Truscott (1998) proposes a weaker view of *noticing* by suggesting that noticing is only necessary for the acquisition of metalinguistic knowledge, which is the ability to manipulate words (affixation), complete gap-fills, manipulate sentences, and state grammar rules. He claims that these abilities promoted by noticing are not of any importance in the learners' use of the L2 (Truscott, 1998).

Tomlin and Villa (1994) propose that L2 learning takes place by detection, which is the more superficial level of awareness, proposed by Schmidt (1990) as *perception*, and that consciousness at the level of noticing is not necessary for second language[8] acquisition.

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[7] *Task* or *exercise*, proposed by Ellis (2003) will be used interchangeably throughout this thesis.

[8] The terms *second language* and *foreign language* are used interchangeably in this study.

Furthermore, Swain (1995) highlights the "noticing the gap" term, as proposed by Schmidt and Frota (1985), and states that besides noticing the target language per se, learners notice that their output is different from the teachers' or the L2 speakers' input. Moreover, Swain (1998, p. 66) proposes that "under certain circumstances, output promotes noticing", since it is through learners' output that they may notice that they are not able to precisely convey the message they want to convey in the target language. Doughty and Williams (1998, p. 228) called this term "noticing a hole". According to Swain (1998), several studies discussed the issue of learners' noticing the gap in their interlanguage (Kowal & Swain, 1994, 1997; Swain & Lapkin, 1995; among others) and found that learners indeed notice the difference between what they are able to say and what they want to say. This difference is perceived when learners try to convey a message, in the output.

Hence, as previously mentioned, in order to approach Schmidt's (1990) idea of Noticing Hypothesis, Long (1991) proposed the pedagogical intervention of *focus on form*, which is the next topic to be discussed

2.2.4 Focus on form

As mentioned above, the central notion of focus on form is Schmidt's *Noticing Hypothesis* (1990), since focus on form instruction, first proposed by Long (1991), requires learners to notice aspects of the L2, when attention from meaning to form is shifted. Hence, in other words, this type of approach – *focus on form* – according to Long (1991), explores activities that require learners to communicate while also focusing their attention on specific formal properties, such as words, collocations, grammatical structures, pragmatic patterns, and so on. So that, when linguistic elements accidently arise during a communicative task and participants are unable to convey the message they mean because of lack of knowledge on the use of this specific structure required to convey this message, a brief shift of attention from meaning to form is done. He also states that the goal of this pedagogical intervention is to lead learners to be aware of and notice L2 formal aspects, either triggered by the teacher or the learners' peers (Long and Robinson, 1998). Moreover, correction of the students' mistakes (corrective feedback) in a contextualized manner is also encouraged (Long, 1991).

Long (1991) and Long and Robinson (1998), propose that *focus on formS* (in which grammatical structures are isolated in a non-communicative setting), and *focus on meaning* (in which any kind of grammatical approaching is excluded) should complement rather than exclude each other. They claim that *focus on form instruction* keeps a balance and combines these two approaches, since it triggers learners' attention to form in a communicative setting.

Long (1991) identifies two essential features of focus on form instruction: (1) form is attended in primarily communicative settings; and (2) form arises incidentally in response to communicative problems. However, as for experimental research a specific grammatical structure previously defined is necessary for treatment, the second issue proposed by Long is many times ignored by researchers (e.g., Doughty and Varela, 1999; Long, Inagaki and Ortega, 1998, and Williams and Evans, 1998).

Long himself has overlooked this issue, since in Long and Robinson (1998), they gave three examples of focus on form: (1) "seed" a text with specific verbs, (2) to shift attention from meaning to form, in a communicative activity, when students experience linguistic problems; and (3) use recast the same manner as children experience when learning the first language. As concerns the second and third issue, they fulfill the two essential features of focus on form instruction. However, for the first issue (seed a text with specific verbs), it cannot be incidental since a pre-selected item has to be chosen in order for a text to be "seeded" with this structure.

Spada (1997) has also defined focus on form as theories that employ the role of consciousness and attention for learning the L2. However, in contrast to Long, she claims that focus on form instruction can be either *reactive* or *proactive*, as well as relatively obtrusive or unobtrusive. Spada (1997) claims that focus on form is the pedagogical intervention in which attention from meaning to form is shifted, within a meaningful context. Furthermore, a structure can be preselected in advance, and thus, according to Spada (1997), the structure to be treated does not have to arise incidentally in class, as proposed by Long (1991). In other words, Spada (1997) states that focus on form instruction entails "any pedagogical effort to draw learners' attention to language either implicitly or explicitly (Spada, 1997, p.73).

Doughty and Williams (1998) have also defined focus on form instruction and state that "the aim of focus on form tasks and techniques is to engage learner attention to facilitate more effective *noticing* of

these form-function-meaning relationships" (Doughty and Williams, 1998, p. 245). They propose that focus on form instruction has three essential features: (1) learners' previous attention must be to meaning rather than to code; (2) learners' needs must be analyzed in order to identify what forms require treatment; (3) treatment should be brief and unobtrusive. Features 1 and 3 fulfill Long's definition, yet, the second issue shows a planned approach to form, and not an incidental, as first proposed by Long (1991).

Ellis (2001) has also proposed that focus on form instruction is "any planned or incidental instructional activity that is intended to induce language learners to pay attention to linguistic form." (Ellis, 2001, pp. 1-2).

Based on Spada's (1997), Doughty and Williams's (1998), and Ellis's (2001) definitions of focus on form instruction, I acknowledge that *focus on form instruction* is a pedagogical intervention, either planned or incidental, in which participants are encouraged to draw their attention from meaning to form, within a communicative setting. Moreover, in my definition, instruction can be reactive or proactive, and can be given implicitly or explicitly.

As regards planned or incidental focus on form, a distinction was made by Ellis (2001). According to him, if focus on form instruction is planned in advance, it is intensive, since learners will be able to focus attention to a single structure for many times. On the other hand, if focus on form is unplanned, it is extensive, since many different grammatical, lexical or phonological items may arise during the class. (Ellis, 2001)

As regards incidental and planned focus on form instruction, the distinction lies on the issue of whether the linguistic feature to be treated is planned by the teacher in advance or if the shift from meaning to form occurs naturally, as proposed by Long (1991). Thus, whereas in planned focus on form the linguistic feature to be treated in a communicative setting are preselected in advance, in incidental focus on form, a shift from communication to formal aspects of language occurs when a problem to convey meaning appears incidentally.

Ellis (2001) distinguishes planned and incidental focus on form as being two of three types of instruction of *form-focused instruction*. As mentioned before, he states that this term is like an umbrella that covers the three kinds of formal instruction – (1) focus on formS, (2) planned focus on form, and (3) incidental focus on form.

According to Ellis (2001), *planned focus-on-form* can be employed in two major ways – through *enriched input*, which consists of input flood or input enhancement; or through *focused communicative tasks*, which are tasks that elicit production of the target structure, while learners are performing a communicative task. This production of the target structure must be natural, useful, and/or essential in order for the learner performing the task.

As regards *incidental focus-on-form,* it is classified into *pre-emptive* and *reactive* (Ellis, 2001). They both occur in a communicative setting, and when a problem in communication appears because of a lack of participants' knowledge when trying to convey a message, attention from meaning to form is shifted. According to Ellis (2001), *preemptive* focus on form occurs when the teacher or learners initiate attention to form, usually by raising a question, without any prior problems about communication. In other words, it occurs when the teacher realizes that learners may have a problem when trying to convey message, even without any perceived problems with communication or errors occurrence. *Reactive* focus on form occurs in response to learners' errors, such as error corrections, corrective feedback, or negative evidence (Long, 1996). Thus, the feedback can be implicit, in forms of recasts, either for clarification or repetition, or explicit, which is less recommended than implicit feedback, since it is more obtrusive. Explicit feedback occurs, for instance, when teachers clearly tell learners that he or she had made a mistake and provide the correct form.

As mentioned before, in this study I pre-selected the grammatical structure – *reported speech* – for focus on form instruction, as proposed by Ellis (2001), and thus, the pedagogical intervention that is used in this research is *planned focus-on-form instruction*. Many forms of promoting *noticing* were used during the treatment in order to give focus on form instruction. Implicit, as well as explicit feedback was provided, as much as input flood and focused communicative tasks. However, even though the pedagogical intervention use was *planned focus on form*, I did not use only enriched input or focused communicative tasks, as proposed by Ellis (2001) when describing the ways of entailing planned focus on form activities. Instead, as if it was incidental pre-emptive focus on form, in the first task, in order to promote *noticing*, I triggered participants' awareness of their lack of knowledge of the target structure by presenting them with a situation in which they were supposed to use this structure, and they realized that they were not able to do so. Later on, during the treatment, as already

mentioned, other types of tasks were used in order to promote *planned focus on form instruction* (see section 3.5.2 for further information on how the treatment was given).

In order to discuss how research on focus on form instruction and L2 speech production has been conducted, we now turn to the next section.

2.3 Research on Grammar and L2 Speech production

Norris and Ortega (2000) investigated how focus on form research has been conducted. They analyzed 78 studies, from 1980 until 1998. Their criteria to consider focus on form instruction were as follows: (a) primary focus on meaning; (b) tasks involving natural L2 forms; (c) unobtrusive instruction; and (d) documenting learners' *noticing*. Moreover, some of the studies presented evidence of (e) pre-selected forms, according the learner's needs; and (f) language constrains taken into account for choosing target structures, as well to interpret results.

In the focus on form studies they investigated, participants' language proficiency level ranged from low to high proficiency levels. Out of the 78 studies analyzed, 28 (36%) were conducted with low proficient level participants, 16 (20.5%) were mid proficient level, 12 (15%) were high, 6 (8%) were mixed proficient levels, and 16 (20.5%) did not report the proficiency level of participants. It was considered low proficient level participants those participants with zero to two semester of L2 learning, mid proficient level participants those with three to four semesters of study, high proficient level participants those with five or more semesters of L2 study.

As regards sample size, Norris and Ortega (2000) reported that it ranged from 6 to 319 participants. The average number of participants ranged between 5 and 35 participants, and the mean was 65.5 participants. Instructional treatment ranged from less than one hour to around four hours of instruction. However, some treatments used fifty hours of instruction. Immediate posttests were taken up to 26 days after instruction, whereas 47% of the studies reported as delayed posttests data collection that occurred from one to four weeks after treatment.

Results of the studies analyzed showed that focus on form instruction of any kind of explicitness overcame non- or minimal focused exposure to the L2 (Norris and Ortega, p. 463). Ellis (1994), based on the review of the research presented in Long (1983), which

was the first review of literatures investigating focus on meaning, focus on forms, and focus on form, also claims that, a combination of both – form and meaning – which is called *focus on form*, is the kind of instruction that works best. Moreover, Norris and Ortega (2000) report that as regards focus on form, focus on formS, implicit and explicit treatments, the more beneficial instruction, according to the studies investigated, was explicit Focus on form instruction, followed by focus on formS explicit instruction, and then focus on form implicit instruction. The least beneficial instruction was focus on FormS implicit instruction. Thus, the pedagogical intervention used in the present research, focus on form with explicit instruction, was considered to be the most efficient treatment among the studies investigated by Norris and Ortega (2000).

According to Ellis (2001), research on focus on form reflects two main approaches – confirmatory research, which is done using statistical analysis of quantitative data, and interpretative research, which involves qualitative analysis of results in regards of contextualized practice in real classrooms, or teachers' cognition about focus on form instruction. As cited in Ellis (2001), according to Lazaraton (2000), who investigated the amount of type of research, either confirmatory or interpretative, published in 4 Journals of applied linguistics (*Language Learning*, *Modern Language Journal*, *Studies in Second Language Acquisition*, and *TESOL Quarterly*) over a 7-year period, most research published in these four journals are quantitative (88%), 10% are qualitative, and 2% are partially qualitative.

Thus, comparative as well as experimental studies have been greatly carried out in the last decades (Ellis, 2001). As mentioned in section 2.2.1, a shift from comparative to experimental research has happened, and, according to Ellis (2001), most research, nowadays, consists of experiments instead of comparisons.

As proposed by Norris and Ortega (2000, pp. 418-419), focus on form research has been conducted through 6 major research questions. These are: (1) Is an implicit or an explicit approach more effective for short-term L2 instruction? (e.g., Doughty, 1991; DeKeyser, 1995; Robinson, 1996); (2) Does learners' metalinguistic awareness of specific L2 forms facilitate acquisition by fostering psycholinguistic processes of form-to-function mapping? (e.g., Fotos, 1994; Fotos & Ellis, 1991; Swain, 1998); (3) Is instruction that draws learners' attention to relevant forms in the context of meaning-focused lessons more effective than an exclusive focus on meaning and content? (e.g.,

Lightbown & Spada, 1990; Leeman, Arteagoitia, Fridman, & Doughty, 1995; Williams & Evans, 1998); (4) Is negative feedback beneficial for L2 development, and if so, what types of feedback may be most effective? (e.g., Doughty & Varela, 1998; Long, Inagaki, & Ortega, 1998; Mackey & Philp, 1998); (5) Is acquisition promoted more effectively when learners process the input in psycholinguistically relevant ways than when they experience traditional grammar explanation and practice? (e.g., VanPatten & Cadierno, 1993; VanPatten & Sanz, 1995; VanPatten & Oikkenon, 1996); and (6) Is comprehension practice as effective as production practicefor learning L2 structures? (e.g., DeKeyser, 1997; DeKeyser & Sokalski, 1996).

Moreover, Byrnes (1999) proposes two distinct areas of focus on form interest that were not mentioned by Norris and Ortega (2000), which are (1) the relationship on the degree of learning with attention, awareness, noticing, and consciousness (e.g. Fotos, 1994; Robinson, 1995; Schmidt, 1995, Tomlin and Villa, 1994); and (2) the best technique for input enhancement (Sharwood Smith, 1993)

As regards L2 speech production research, Mota, Xhafaj and Figueiredo (2005) investigated how L2 speech production research has been conducted in the last three decades, in Brazil, as well as internationally. They claim that the focus of investigation in L2 speech production in Brazil is different from what has been investigated in this area internationally. Whereas in Brazil research in L2 speech production is more concerned with L2 classroom and L2 speech production teaching, international research on L2 speech production has focused more on the cognitive aspects of speaking, where attention is drawn more to the learners than to the teachers or the classroom.

Mota, Xhafaj and Figueiredo (2005) state that there are nine major areas of investigation, as regards L2 speech production internationally. These are: (a) general aspects L2 speech production research (Bygate, 1998, 2001), (b) L2 speech production models (Green, 1986; De Bot, 1992; and Poulisee and Bongaerts, 1994), (c) lexical unit access (De Bot & Shreuder, 1993; Ameel, Storms, Malt, & Sloman, 2005), (d) fluency (e.g., Lennon, 1990; Schmidt, 1992), (e) L2 oral ability teaching (e.g., Burns, 1998; Dörnyei & Kormos, 1998; Izumi, 2003), (f) task planning and task repetition (e.g., Ortega, 1999; Foster & Skehan, 1996), (g) L2 speaking evaluation (Luoma, 2004; Turner, 1998), (h) factors affecting L2 speech production (e.g., Verhoeven, De Pauw & Kloots, 2004; Hirsh, Morrion, Gaset & Carnicer, 2003) , and (i) neurocognitive aspects of L2 speaking (e.g., Paradis, 2003).

Moreover, Mota, Xhafaj and Figueiredo (2005) claim that in Brazil, five major of L2 speech production have been investigated. They are (a) how speech errors are treated in the classroom (e.g., Cunha, 1998; Menti, 2003), (b) tools used for L2 speech production teaching (e.g., D'Ely & Mota, 2004; Rodrigues, 2001), (c) how different tasks affect L2 speech production, which is an area conducted by Mailce Borges Mota's academic orientation (e.g., Silveira, 2004; Vásquez, 2004), (d) classroom interaction as a fundamental part of L2 learning (e.g., Deuber, 1997; Gibk, 2002; Callegaro, 2004), and (e) factors affecting the oral production, which has been greatly investigated by Mota (published as Fortkamp, 1998, 1999, 2003) among others (e.g., Morisawa, 2005; Lemos, 1994; Cunha, 1997).

As regards the two areas of investigation of my research, which are grammar teaching and oral production, Bergsleithner and Mota (2005) conducted an empirical study in order to investigate the relationship between attention and L2 speech production by Brazilian EFL learners. In this study, participants were interviewed after receiving formal instruction about L2 grammar. In this interview, they were asked to verbalize the grammar rule previously taught as well as to produce sentences using this rule. Awareness was measured by means of verbalization of the rules, following Robinson (2001), and by the accuracy of the sentences produced. The results showed that the participants who were more aware of the target structure instruction were more accurate in their L2 speech production.

Bergsleithner (2007) has investigated the relationship among working memory capacity, noticing of L2 forms, and L2 oral production by Brazilian L1 speakers. Results revealed that there are statistically significant relationships among working memory capacity, noticing of L2 forms, and grammatical accuracy on L2 oral production. Moreover, she found that there is statistically significant relationship between noticing the formals aspects of L2 and accuracy of L2 speech production.

The present study investigates the effects of focus on form instruction on the use of a specific grammar structure in students' controlled and relatively spontaneous L2 speech production. To the best of my knowledge, there is no empirical research investigating these issues in Brazil, emphasizing my willingness to carry out research in this field.

The next chapter presents the method used for data collection and data analysis of the current thesis.

CHAPTER III

METHOD

In order to address the general objective of the present study, which is to explore the effects of focus on form instruction on the use of a specific grammar structure in students' controlled and relatively spontaneous L2 speech production, I investigated the *use* and *improvement* of this specific grammar structure in the learners' speech production, in two different conditions. In the first condition, the participants are *formally requested* to use orally the specific grammatical structure, *reported speech*, which is applied in order to elicit controlled speech. Both *use* and *improvement* are measured in controlled speech. In the second condition, these participants have the opportunity to use the grammar structure they were previously taught, but they are *not* explicitly requested to use this structure in their speech, thus eliciting the use of the grammatical structure in relatively free speech. As in the first condition, both use and improvement are measured in relatively free speech. Thus, the present study was conducted in a classroom environment, it has a quasi-experimental design, quantitative data was collected by the method of elicitation, and data is scrutinized though statistical analysis.

This chapter describes the method I applied for conducting this research, and then, is organized in 7 sections, which are further subdivided. Section 3.1 presents the research questions; section 3.2 describes the participants, followed by section 3.3, which presents the target grammar structure under investigation. Section 3.4 presents the material I used to collect data. The design of the study as well as the treatment participants received are described in section 3.5. Section 3.6 presents the measures for accuracy I adopted in this study, and finally, in section 3.7, the procedures for data analysis are presented.

3.1 Research questions

In order to investigate the effects of focus on form instruction on the use of a specific grammar structure in students' controlled and relatively spontaneous L2 speech production, the present study pursued the following research questions:

RQ1. To what extent, do learners use, in controlled speech production, the target structure they are exposed to through focus on form instruction?

RQ2. To what extent, do learners use, in relatively spontaneous speech production, the target structure they are exposed to through focus on form instruction?

RQ3. In controlled speech production, is there a difference between pre- and post-tests in the accuracy with which learners use the target structure they were exposed to through focus on form?

RQ4. In relatively spontaneous speech production, is there a difference between pre- and post-tests in the accuracy with which learners use the target structure they were exposed to through focus on form?

The research questions and information concerning the object of analysis related to each question are presented in Table 1.

Table 1. Summary of issues investigated in the research questions.

RESEARCH QUESTION	ANALYSIS
RQ1 - To what extent, do learners use, in controlled speech production, the target structure they are exposed to through focus on form instruction?	- reported speech use - controlled speech
RQ2 - To what extent, do learners use, in relatively spontaneous speech production, the target structure they are exposed to through focus on form instruction?	- reported speech use - relatively free speech
RQ3 - In controlled speech production, is there a difference between pre- and post-tests in the accuracy with which learners use the target structure they were exposed to through focus on form?	- reported speech improvement - controlled speech
RQ4 - In relatively spontaneous speech production, is there a difference between pre- and post-tests in the accuracy with which learners use the target structure they were exposed to through focus on form?	- reported speech improvement - relatively free speech

3.2 Participants

The participants of the study were 24 intermediate Brazilian EFL learners from two different groups of the fourth level of the Extra-curricular course at Universidade Federal de Santa Catarina (UFSC). Both groups studied in the evening. One group studied on Mondays and Wednesdays, from 6:30 p.m. to 8:00 p.m., and the other group studied on Tuesdays and Thursdays, from 8:10 p.m. to 9:40 p.m. These two classrooms had two distinct teachers. One of the teachers was a man and the other teacher was a woman. Two classrooms were selected in order to obtain a reasonable number of participants to carry out the study.

However, for data analysis, these two groups will be treated as only one group. These participants were chosen because, according to Ortega (1999), the intermediate level of proficiency seems to be more appropriate to elicit spoken data since they are able o convey a message orally in a relatively fluent manner.

The initial pool of participants consisted of 33 learners, who were all submitted to a pretest. From these, only 26 participants took the posttest. From the 26 participants, 2 were eliminated due to their absence in at least two out of four treatment classes. Among these final 24 participants, six were male and eighteen were female. All participants read and signed a consent form prior to the beginning of data collection (Appendix O).

3.3 The target grammar structure under investigation

The target grammar structure of the present study is *reported speech*. This structure was selected for being part of the syllabus of the participants' course at the time of data collection (Lesson 16 of New Interchange 2 (Richards, Hull & Proctor, 1998)); see further description in section 3.4 and in appendix A.

3.4 Material

3.4.1 Speech production tasks

The speech production tasks used to collect data in this research were two different narrative tasks, in which the participants had to (a) retell what was written in the balloon lines of a cartoon strip and (b) report what was said in a short movie shot. Both tasks used are described below (see next sections – 3.4.1.1 and 3.4.1.2).

3.4.1.1 Cartoon

Two different cartoon strips were used to collect data – Cartoon A (appendix B), and Cartoon B (appendix E). Both cartoon lines were created by me, the researcher. Cartoon A was about two female friends talking about a relationship and Cartoon B was about a man and a

woman talking about dinner. There were two versions of each cartoon strip. In the first version of the cartoon strip A, the cartoon strip contained the whole story written in the balloons (appendix B), and in the second version of the same cartoon strip, only few reminder words were written in the balloons (appendix C). The same was done with cartoon B (appendices E – whole story; and appendix F – reminder words). Both cartoon strips (A and B) were carefully balanced regarding the amount of sentences of the balloons as well as the amount and variety of verb tenses used. The sentences in the balloons contained the verb to be in the present, simple past, gerund, present perfect, conditionals, future, and imperative, with some variation of interrogative, affirmative, and negative sentences.

Participants were expected to produce a maximum of 12 *reported speech* sentences in the report of cartoon strip A (see appendix D for expected sentences to be produced for this strip) and a maximum of 13 *reported speech* sentences in the report of cartoon strip B (see appendix G for expected sentences to be produced for this strip). From strip A, for example, they were expected to produce a *reported speech* sentence such as *She said that she couldn't forget what he had done to her* or *She told Mary that she couldn't forget what he had done to her*, from the sentence *I can't forget what he did to me* written in the balloon (see Appendix P for the *reported speech* sentences they produced for both cartoon strips in both the pretest and posttest). For further detail on how the cartoon strips were used in order to collect data, please check section 3.5.

3.4.1.2 Film

Two distinct movie shots taken from the film Super Size Me (Spurlock, 2004) were used to collect data. The movie is about a man who decides to have all his meals at McDonald's for one month. It is a criticism about the size and type of the portions the restaurant offers to the clients, as well as a criticism about junk food.

This film was chosen for two main reasons. First, the topic discussed in the film was supposed to be a familiar topic to the participants. Second, since this movie was a documentary, it had many scenes in which only the main character appeared in front of the camera, describing what was happening to him during the period he decided to eat fast food every day, in every meal, and no other action happened at

this time. So that, the participants would be less likely to describe the scene and instead, would attend to reporting what the character said. Thus, it was expected that this type of movie would minimize the participants' tendency to describe the scenes instead of reporting what the character said in the shot.

The whole film lasts one hour and forty minutes. However, only two scenes were selected to collect the data in the present study. In scene A, the character had just bought a sandwich at MacDonald's through drive-through and he is eating it, sitting inside his car. He is reporting that he was feeling depressed, but that there was not a special reason for feeling that way. He also said that it was not hard to eat at MacDonald's every day because the food tasted good. He said, however, that some time after he ate it, he felt hungry again (see Appendices I for the script of scenes A, and Appendix J for some pictures taken from this shot). In scene B, the character woke up in the middle of the night and is reporting that he started feeling the bad effects of eating fast food every day. He said he wanted to finish this project, but he is afraid something bad happens to him (see appendix L for the script of scene B, and Appendix M for some pictures taken from this shot).

Scene A lasted 27 seconds and scene B lasted 42 seconds. Despite the variation of time duration between the two scenes, they can be considered to have a similar level of difficulty since the participants received almost the same amount of information from both scenes. Even though scene B was longer than scene A, in scene B the character speaks slower. The criteria used to select the scenes were the vocabulary, which was thought to be familiar to the participants, the variety of verb tenses used in these scenes, the similarity of difficulty in the verb tenses of both scenes, and the short time duration of the scenes.

Participants were expected to produce a maximum of 14 *reported speech* sentences from scene A (see appendix K for expected sentences to be produced for this shot) and a maximum of 12 *reported speech* sentences from scene B (see appendix N for expected sentences to be produced for this shot). For instance, from one of the sentences the actor said in scene A, which was *I'll be hungry again,* participants were expected to produce a *reported speech* sentence such as *he said he would be hungry again* as one of their expected reported sentences from scene A. (see Appendix T for the *reported speech* sentences the participants produced for both scenes in both the pretest and posttest). For further detail on how the movie shots were used in order to collect data, please check section 3.5.

3.5 Design of the study

Data were collected in two distinctive phases in this study. Both phases were audio-recorded by the researcher using a Panasonic IC digital recorder, model number RR-US5395.

Data were collect by an appointment with the participants and they were collected individually. I was not possible to collect the data during class hours, since I applied this experiment at the end of the semester (last unit of the book) and the participants were enrolled in a regular English course, in which they have a schedule they must follow in each semester. So that, data were not collected during the class hours because of time constraint, and for both pretests and posttests, each participant had an appointment scheduled with the researcher for data collection, set according to the participants' time availability. Moreover, it would not be appropriate to collect data with the participants altogether at the same room at the same time because it could interfere with participants' answer, therefore possibly changing the results of the research.

In the first phase, each participant was submitted to two oral pretests (section 3.5.1.1. and 3.5.1.2) that, as mentioned before, were recorded individually. After the first phase, the researcher gave the participants a two-week treatment that focused on the last unit of the book New Interchange 2 (unit 16) (see appendix A). In order to control for a possible negative reaction on the part of the participants towards the researcher during the treatment, the researcher also taught the previous lesson, that is, lesson 15 of the book, to all participants. These two previous weeks provided the participants some time to get used to the researcher as their teacher.

In the second phase, two oral posttests were administered to the participants and were also recorded individually. Data were collected in the second semester of 2006, from November 7th 2006 to December 8th 2006. Table 1 shows a summary of the research design. More details about these two phases of data collection and the period of instruction are provided in sections 3.5.1 (Pretests), 3.5.2 (The instruction treatment), and 3.5.3 (Posttests).

Table 2. Research Design

TASK	PERIOD
Group's familiarization with the teacher – Unit 15	From November 06th, 2006 To November 16th, 2006
Pre-test data collection (cartoon+film)	From November 07th , 2006 To November 17th, 2006
Treatment – Unit 16	From November 20th , 2006 To November 30th, 2006
Post-test data collection (cartoon+film)	From December. 06th , 2006 To December 08th, 2006

A proficiency test was not administered since all the students that had not started the Extra-curricular English course in level 1 (semester 1) of the course needed to take a placement test before enrolment. Thus, because the participants of the present study had either started in Level 1 or had taken part in an in-house placement test, it was assumed that all had a relatively similar level of English proficiency.

3.5.1 Pretests

As previously mentioned, in this first phase of the study, 33 potential participants performed two different pretests. One was based on a cartoon strip report and the other one was based on a film shot report. Both pretests are fully described in sections 3.5.1.1 and 3.5.1.2, respectively.

As explained in section 3.2, these participants were from two different groups of the same level in the English extracurricular course at UFSC. In group 1, there were 16 participants and in group 2 there were 17 participants. Even though the two cartoon strip versions and the two video shots were chosen so as to have the same level of difficulty, I subdivided each group in two smaller groups for applying the pre-tests. Thus, from group 1, in the pretest, half of the participants (8) took the cartoon strip A and the video shot A, and the other half of the participants (8) took cartoon strip B and the video shot B. The same procedure was applied for group 2. This subdivision was done for minimizing a possible difference in the participants' performance from both groups (1 and 2), due to the following reasons: (a) a possible slight difference in the degree of difficulty of both versions of the cartoon strip and the movie shot, (b) a possible difference of the participants' English proficiency from group 1 comparing to group 2, ou vice-versa, and (c)

avoid a possible task order effect. The data collection period for the pretests lasted from November 7th 2006 to November 17th 2006.

3.5.1.1 Pretest 1

The first pretest consisted of a narrative oral task, which was used to assess the participants' knowledge of the structure *reported speech*, prior to the treatment, in controlled speech (in a situation in which these participants were explicitly requested to use this structure). The whole pretest 1 data collection procedure took about 10 minutes for each participant. As mentioned above, half of the participants (8) from each of the two groups received one cartoon strip (appendix B) and the other half (8) received another cartoon strip (appendix E). For example, half of group 1 received cartoon strip A and the other half of the same group received cartoon strip B. The same procedure was done with group 2. As also mentioned before, these two groups will be further treated as only one group for data analysis.

For data collection, the researcher first showed the participants the whole cartoon strip story, with all the lines of the balloons. Before they started reading the lines, they received written and oral instruction in English from the researcher. They were told to read the cartoon strip and memorize it as much as possible, because later, they would be requested to report what the characters said in the lines of the balloons. (See appendix B for detailed instruction).

The participants were then given 5 minutes to read and memorize the cartoon strip. After that, the researcher gave these participants the same cartoon strip with only some key words (see Appendices C for cartoon strip A, and appendix F for cartoon strip B). In addition, written and oral instruction in English, written in the same paper sheet of the cartoon strip, was given by the researcher to the participants. The researcher instructed the participants to report what the characters said in the cartoon, and also gave these participants examples on how they should begin the reported sentences (see appendix C for cartoon strip A, and appendix F for cartoon strip B complete instruction).

The key words were intended to help the participants remember what was written in each balloon. With these guiding words, the participants did not need to focus their attention on remembering all the

lines. Instead, the key words gave them the opportunity to focus their attention on the grammatical structure.

Clear examples of the beginning of the sentence, in which they were expected to use the *reported speech* structure, were given in order to maximize the chance of the use of *reported speech* by the participants, since this test was administered in order to collect data of controlled speech production.

The balloon lines of the cartoon strips were carefully created by me, the researcher, in order to elicit the production of reported speech with different types of verb tense that participants had already been exposed to in the classroom prior to treatment and to assess participants' performance in different degrees of complexity.

This test had the goal of providing the researcher with information concerning whether the participants were able to use *reported speech* when explicitly required prior to treatment (in controlled speech). The results of this pretest were used to be compared with participants' performance of the posttest 1 (see section 3.5.3.1), after the participants' exposure to this grammar structure during the treatment, in order to measure participants' possible gains of accuracy of the structure under treatment – *reported speech*. Participants who were able to produce 50% or more of the reported speech sentences correctly in this pretest, consequently scoring 50 or more, would be considered as high achievers of this structure prior to treatment, and then they would be eliminated from the part of the research in which this test was used to compare participant' performance of pretest 1 and posttest 1 (see section 3.5.3.1). However, none of the participants scored 50 or more in this pretest, and therefore, all the 24 participants continued participating in the research.

3.5.1.2 Pretest 2

The second pretest consisted of a video-based narrative task, following Ortega (1999), and was used to assess the participants' knowledge of the structure *reported speech*, prior to treatment, in relatively free speech (in a situation in which these participants were *not* explicitly requested to use this structure). The participants took this test immediately after they had finished pretest 1. The whole pretest 2 data collection procedure took about 10 minutes for each participant. As in Pretest 1 and for the same reasons described above (section 3.5.1), half

of the participants from each of the two groups (8) watched scene A of the film Super Size Me (see transcription in appendices I) and the other half (8) watched scene B of the same movie (see transcription in appendix L).

In order to introduce the participants to the subject of the movie, before they watched the video shot, I asked these participants if they ate fast-food, if they liked it, and what their favorite fast-food restaurant was.

After answering these questions, the participants were told, in English, by the researcher, that they were going watch a shot of the film "Super Size Me", which was about fast-food. I also informed them that the a man in this movie decided to eat at MacDonald's for 1 month – for breakfast, lunch and dinner, and that this character was reporting what was happening to him. So that, they were told they were going to watch this shot for 5 times, and that they could take notes. Finally, I told them that they would have to report what Morgan, the main character, said, after they watched the scene. I explicitly told them that their task was to report what the character said in the shot (see appendix H for complete instruction).

After giving the participants the instruction, they watched the video shot for five times with subtitles in English to assure their understanding of the scene. It was thought that, by allowing them to watch the video for a relatively high number of times, misunderstanding of the shot would be less likely to interfere with the performance of the task. In order to help the participants to remember the lines of the shots when reporting what the main character said, the participants were allowed to take notes as they watched the video sequences. The video shots were not paused at any time.

When the participants finished watching the video shots for five times, I asked them to report what the character had said, asking the following question: "Ok, what did he say?" This time, I did not provide any examples of how they should begin their sentences. This task was used to elicit the use of the grammatical structure *reported speech* by the participants when they were no explicitly requested to do so, since this test was used in order to elicit relatively free speech production.

This test had the goal of providing the researcher with information concerning whether the participants were able to use *reported speech* when *not* explicitly required prior to treatment (in relatively free speech). The results of this pretest were used to be compared with participants' performance of the posttest 2 (see section

3.5.3.2), after these participants' exposure to this grammar structure during the treatment, to measure participants' possible gains in accuracy of the structure under treatment – reported speech. As in pretest 1, participants who were able to produce 50% or more of the *reported speech* sentences correctly in this pretest, consequently scoring 50 or more, would be considered as high achievers of this structure prior to treatment, and then they would be eliminated from the part of the research in which this test was used to measure participant' performance of pretest 2 compared to posttest 2 (see section 3.5.3.2). Thus, for pretest 2, 23 out of 24 participants were selected to continue participating in this part of the research, since 1 participant (participant 24) was able to produce 50% of *reported speech* sentences correctly in this pretest, scoring 50.

3.5.2 The instructional treatment

The treatment lasted six hours, which corresponds to the number of hours to cover one unit in the book used. The six-hour-treatment was divided in four classes of 90 minutes each, two times a week, for two weeks. The treatment took place from November 20th to November 29th 2006 to the group that had classes on Monday and on Wednesdays, and from November 21st to November 30th 2006 to the group that had classes on Tuesdays and on Thursdays. The researcher taught the groups for these two weeks, following the methodology of Planned Focus on Form instruction (see section 2.3.2).

Following Bergsleithner (2005), this study adopted the pedagogic intervention of Planned Focus on Form (Ellis, 2001) to give the participants instructional treatment on *reported speech*. This pedagogical intervention was first proposed by Ellis (2001) with the objective of raising learners' awareness and noticing of the formal aspects of the L2 on pre-selected grammatical topics to be taught. Since the target of instruction was a previously selected grammatical structure, planned focus on form approach was used to teach the target structure.

During the treatment, I explicitly instructed learners about the use of *reported speech*, giving them corrective feedback in a communicative setting. The participants were encouraged to notice the formal aspects of *reported speech* during the whole treatment. I focused on form, meaning, and function whenever a doubt about grammar was raised by the students. (see next paragraph for further details on how

instruction was given). I decided to teach them the classes myself because (1) I was concerned that their regular teachers would not do exactly what I expected them to do when teaching the grammatical structure through planned focus on form and, (2) giving the participants the treatment myself, I would be able to assure that the pedagogical intervention of planned focus on form would be applied during the treatment.

The whole treatment, with 4 classes, first started with a snapshot about excuses, following the book, which reviewed the participants' knowledge about this subject. Then, a topic called "Perspective – who said it?" was presented as a task, to raise the participants' awareness of reporting situations. No grammatical explanation was given at this point. In this task, participants first predicted, through a list of options, who said the sentences presented in the book. They only read it silently. Later, they listened to the CD with the sentences presented in the book in order to get familiar with pronunciation. In the second part of this exercise, students were asked to think about other requests a person might make. Their thinking about these requests was also intended to raise the participants' awareness of their need to use the target structure - *reported speech.* The exercise, thus, helped them realize they lacked sufficient knowledge to use the structure correctly.

Moreover, I also triggered participants' awareness of their lack of knowledge of *reported speech* use by asking one participant a question about what he did the previous day. After he answered that question, I told the other participants that the person next door did not listen to the answer, and that they should tell this person what their friend had said. Then, they realized they did not know how to report that, since they were unable to report what their friend had said. After that, I presented explicitly, how the structure is formed. With the participants' help, I put on the board some sentences they suggested in direct speech and rephrased them as *reported speech*, explaining how this structure is formed. I used their own examples. The explanation of how *reported speech* is formed was the third topic of the lesson. The book presented the chart below (Figure 1).

Figure 2. Chart presented in the book New Interchange 2 - Lesson 16 (Richards, Hull & Proctor, 1998), as regards explicit information on how requests are reported.

All the tasks of the lesson mentioned the *reported speech* somehow, always raising the participants' awareness of this structure in the exercises and explanations. After the seventh task, which raised the participants' awareness of their need to know how to formulate statements as *reported speech*, the eighth task of the lesson was again an explicit presentation of *reported speech*, this time explaining statements formation. I, again, triggered the participants' awareness of their lack of knowledge when I told them to tell the same person next door that I was their English teacher. As they had difficulty when reporting that, they asked me how to do it. So that, I asked students to give me examples of direct speech sentences to put on the board and, with their help, I rephrased them as *reported speech.* Once more, I gave the participants explicit explanation of how reported speech structures are formed. The book presented the chart below (Figure 3).

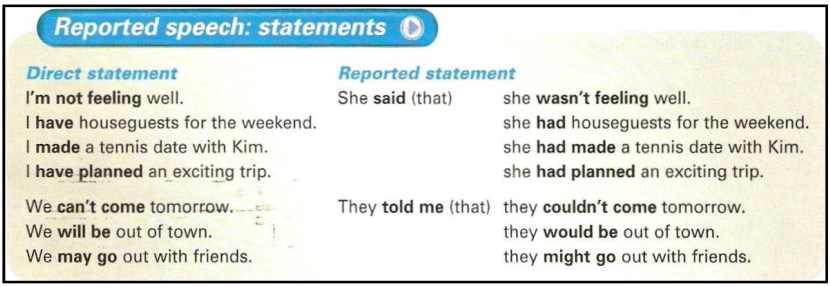

Figure 3. Chart presented in the book New Interchange 2 - Lesson 16 (Richards, Hull & Proctor, 1998), as regards explicit information on how statements are reported.

During this lesson, there was also pronunciation practice about reduction ("had" and "would"), guided and free speaking exercises,

writing and listening with *reported speech* (details on how *reported speech* appears throughout the lesson and on how it is originally presented in the Grammar Focus of the lesson, see Appendix A). The treatment was given to all the students who were part of both groups selected for data collection. Participants who missed more than 50 percent of the classes during the treatment or missed the posttest were not included in the final analysis.

3.5.3 Posttests

In the second phase of the study, participants also performed two different oral tests – one based on a cartoon strip report and the other, on a film shot report. The same cartoon strips and video shots from the pretests were used in the posttests. However, in order to minimize a task-repetition effect, the participants who were given the cartoon strip A in pretest were now given the cartoon strip B in posttest, and vice-versa. The same procedure was done for the video shots. So that, the participants who were given video shot A in pretest were now given video shot B in posttest, and vice-versa. Both posttests are described in detail in sections 3.5.3.1 and 3.5.3.2. The posttests were administered one week after the treatment, from December 6th to December 8th 2006.

3.5.3.1 Posttest 1

Posttest 1 was used to assess the participants' knowledge of the structure *reported speech*, after treatment, in a situation in which these participants were explicitly requested to use this structure (controlled speech). This test was administered to all participants one week after the treatment, from December, 6th, 2006 to December 8th, 2006. The whole posttest 1 data collection procedure took about 10 minutes for each participant. As mentioned above, in order to minimize a task-repetition effect, the participants who were given cartoon strip A in pretest 1, were given cartoon strip B in posttest 1, and vice-versa.

As in pretest 1 (section 3.5.1.1), the participants were first given a cartoon strip with all lines of the balloon, instruction to memorize what the characters said in the cartoon, and were told that they would be requested to report what the characters said in the strip (see appendix B

for cartoon A and appendix E for cartoon B). Then, five minutes later, the researcher gave these participants the same cartoon strip, but only with some guiding words (see Appendices C for cartoon strip A, and appendix F for cartoon strip B), and also gave these participants clear examples on how they should begin the sentences in which they were expected to use the *reported speech* structure.

Once the researcher asked the participants to use *reported speech*, providing clear examples on how they should begin reporting what the characters had said in the cartoon, this test was administered in order to approach two different issues: (1) to investigate the extent to which participants were able to use *reported speech* when they were explicitly requested to use this structure (controlled speech), after being exposed to it during the treatment; (2) to investigate if there had been improvement in participants' accuracy, compared to pretest 1, after their exposure to this target grammatical structure during the treatment, in a situation in which these participants were explicitly requested to use *reported speech* (controlled speech). These data were used in order to answer Research Question 1 and Research Question 3 (see section 3.1).

3.5.3.2 Posttest 2

Posttest 2 was used to assess the participants' knowledge of the structure *reported speech*, after treatment, in a situation in which these participants were *not* explicitly requested to use this structure (relatively free speech). This test was administered to the same participants immediately after they took posttest 1. The test took about 10 minutes for each participant. As in posttest 1, in order to minimize a task-repetition effect, the participants who watched shot A of the video in pretest 2, watched shot B in posttest 2, and vice-versa.

As in pretest 2 (see section 3.5.1.2), participants watched a video shot (appendix I and K for transcription of the scenes) for five times, of which they were allowed to take notes, and received information from the researcher on what the video shot was about. The participants were also instructed to attend to what the main character said, because later they should report what the main character said (see appendix H for complete instruction). After watching the movie shot, the researcher simply asked the participants "What did he say?".

Since I did not provide examples on how to begin the sentences in which they should report what the main character said, this second

test was administered in order to elicit data for two issues: (1) to verify the extent to which participants were able to use the previously taught grammar structure – reported speech, in the same way it was instructed in the treatment, in their speech production, when they were *not* explicitly required to use this structure (relatively free speech); (2) to verify if there had been improvement in participants' accuracy of the use of *reported speech,* compared to its use in pretest 2, in a situation in which these participants were *not* explicitly requested to use this grammar structure (relatively free speech). These data were used in order to answer Research Question 2 and Research Question 4 (see section 3.1).

3.6 Measures of accuracy in L2 oral performance

In the present study, following Bergsleithner, 2007, accuracy is defined as "to reflect correctness in the target structure only". So that, in this study, for a sentence to be considered accurate, only the structure under investigation – *reported speech* – must be produced correctly. Other mistakes or correct sentences will not be considered in this study.

3.7 Data analysis

The data of the present study was analyzed quantitatively. As mentioned before, the participants had a *maximum* number of sentences to be produced in each test (cartoon strip A/B and movie shot A/B). However, they did not have a *fixed* number of sentences they must have produced. For the cartoon strips, for example, even though in cartoon A the participants could have produced 12 reported speech sentences, they might have produced less or more sentences than that, depending on how they reported what the characters said in the cartoon. They may have forgotten to report something or divide the ideas from the cartoon strip in a different manner, and then they may have found a different way to report what the character said. Moreover, the number of sentences participants produced in the tests varied a lot (see section 4.1.1), and a great number of participants did not produce the predicted amount of sentences for each test.

So that, I first counted the amount of sentences the participants produced. Among all these sentences each participant produced, a

percentage of correct sentences they produced was calculated. For instance, participant 3 produced 13 sentences in the pretest of the cartoon strip A. However, from these 13 sentences he produced, only 3 were produced correctly, regarding *reported speech*. So, since 13 sentences is considered 100, 3 sentences is graded as 23. Table 3 presents an example of the criteria used to grade participants.

Table 3. The criteria used to grade participants

Participant	Sentences produced	Number of sentences produced	Sentences produced correctly (3 sentences)	Grade
P3	- Mike said that he were going - And Mar… Kate answer that that they will they would see each other later - After Kate ask if Kate is happy with Mike - And Mar… Kate answer that she was not sure - Cause she didn't forget - what Mike said, what Mike did, Mike d…, what Mike did <u>- Mary said that this is this was normal</u> - cause that happen not long time ago - So Kate said that she she knews <u>- but she wasn't able to forget</u> <u>- and she didn't want to forget</u> - After, Mary said that she un… understood - and she said that she she said she will find a new boyfriend	**13**	<u>-Mary said that this is this was normal</u> <u>-but she wasn't able to forget</u> <u>-and she didn't want to forget</u>	**23,1 = 23**

In order to address research question 1 – To what extent, do learners use, in controlled speech production, the target structure they are exposed to through focus on form instruction? – I analyzed the grades these participants scored in the cartoon posttest (Posttest 1). Participants were then placed into four categories. In a score from 0 to 100, it was considered as *high-achievers* those participants who scored 50 or more, *mid-achievers* participants who scored from 30 to 49, *low-achievers* those participants who scored from 1 to 29, and *non-achievers* those participants who scored 0. The grammar structures participants produced correctly in the posttest 1, when reporting what the characters in the cartoon said, are also analyzed and discussed.

In order to address research question 2 – To what extent, do learners use, in relatively spontaneous speech production, the target structure they are exposed to through focus on form instruction? – I analyzed the grades these participants scored in the film posttest (Posttest 2). As in research question 1, participants were then placed into four categories. In a score from 0 to 100, it was considered as *high-achievers* those participants who scored 50 or more, *mid-achievers* participants who scored from 30 to 49, *low-achievers* those participants who scored from 1 to 29, and *non-achievers* those participants who scored 0. As for answering research question 1, the grammar structures participants produced correctly in the posttest 2, when reporting what the character in the movie shot said, are also analyzed and discussed.

To approach research question 3, which is – In controlled speech production, is there a difference between pre- and post-tests in the accuracy with which learners use the target structure they were exposed to through focus on form? – I compared the participants' grades from pretest 1 and posttest 1 (*cartoon* report). The statistical test used was a non-parametrical *t*-test for paired samples – Wilcoxon test – since data were not normally distributed. The test was used to compare the groups' means in both pretest 1 and posttest 1. The grammar structures used in the pre- and posttest 1 are also discussed and analyzed.

To approach research question 4 which is – In relatively spontaneous speech production, is there a difference between pre- and post-tests in the accuracy with which learners use the target structure they were exposed to through focus on form? –, I compared the participants' grades from pretest 2 and posttest 2 (*film* report). The statistical test used was a non-parametrical *t*-test for paired samples – Wilcoxon test – since data were not normally distributed. The test was used to compare the groups' means in both pretest 2 and posttest 2. As

for answering research question 3, the grammar structures used in the pre- and posttest 2 are also discussed and analyzed.

In sum, to answer the first two research questions, quantitative data from both posttests were submitted to statistical treatment. For answering research questions 3, pretest 1 and posttest 1 were compared and submitted to statistical analysis. For answering research question 4, pretest 2 and posttest 2 were compared and submitted to statistical analysis. For research questions 1 and 2, statistical analysis was used to verify participants' performance in both posttests. For research questions 3 and 4, the statistical test used was a non-parametrical *t*-test for paired samples – Wilcoxon test – since data were not normally distributed.

The next chapter presents the results and discussion of the data analysis.

CHAPTER IV

RESULTS ND DISCUSSION

The present chapter presents and discusses the results of statistical analyses, performed in order to address the four research questions that motivated this study. As already stated in Chapter III, the research questions approach grammar teaching of a specific grammatical structure – *reported speech* – through focus on form instruction, in two different conditions: controlled and relatively spontaneous speech production. Moreover, it investigates the extent to which participants accurately *use* this specific grammatical structure after focus on form instruction, as well as the extent to which participants' accuracy of this grammatical structure *improves* after focus on form instruction. Thus, four different conditions are investigated: *reported speech use* in *controlled* speech production; *reported speech use* in relatively *spontaneous* speech production; *reported speech improvement* in *controlled* speech production; and *reported speech improvement* in relatively *spontaneous* speech production.

In order to present and discuss the four different conditions investigated in this study, this chapter is divided in three parts. Section 4.1 presents the descriptive statistics of the results, section 4.2 presents the discussion of results, and section 4.3 presents and discusses the summary of results, answering the four research questions.

Section 4.1 is then subdivided into 5 subsections. Since the number of sentences produced was of prime importance to grade participants, section 4.1.1 presents and discusses the number of sentences produced in both pretests (1 and 2) and posttests (1 and 2). Section 4.1.2 presents the descriptive statistics of posttest 1 (cartoon – see section 3.5.3.1), used to access the extent to which learners use, in controlled speech production, the target structure they are exposed to through focus on form instruction. Section 4.1.3 presents the descriptive statistics of posttest 2 (film – see section 3.5.3.2), which was used to access the extent to which learners use, in relatively spontaneous speech production, the target structure they are exposed to through focus on form instruction. Section 4.1.4 presents the descriptive statistics of pretest 1 and posttest 1 (see sections 3.5.1.1 and 3.5.3.1 respectively), in order to verify if, in controlled speech production, there is a difference between pre- and post-tests in the accuracy with which learners use the target structure they were exposed to through focus on form. Section

4.1.5 presents the descriptive statistics of pretest 2 and posttest 2 (see section 3.5.1.2 and 3.5.3.2 respectively), in order to verify if, in relatively spontaneous speech production, there is a difference between pre- and post-tests in the accuracy with which learners use the target structure they were exposed to through focus on form.

The second part of this chapter (4.2) discusses the results of the research, comparing the results obtained in this study with results of other studies that investigated the same contexts of this research. This section is then subdivided in two sections: Section 4.2.1 approaches research questions 1 and 2, which discusses the extent of the ***use*** of the target structure learners are exposed to through focus on form instruction in two different conditions – controlled and relatively spontaneous speech production. Section 4.2.2 approaches research questions 3 and 4, which discusses accuracy ***improvement*** of the target structure participants were exposed to through focus on form, in two different contexts – controlled and relatively spontaneous speech production.

Finally, section 4.3 presents the summary of the results, answers the four research questions that motivated this study (see section 3.1), and presents the conclusion of the discussion.

4.1 Descriptive statistics

4.1.1 Number of sentences produced

Since the number of sentences produced was essential for grading participants, before analyzing participants' performance of the use of *reported speech*, I first report and analyze the number of sentences that each participant produced in both pretests 1 and 2, and posttests 1 and 2. Pretest 1 and posttest 1, which used the cartoon strip to elicit data in controlled speech, are first discussed and analyzed. Table 4 and Table 5 present the frequency table and descriptive statistics for the number of sentences produced in pretest 1 and posttest 1 (Appendix Q presents detailed information as regards the number of sentences that each participant produced in pre- and post-tests 1).

Table 4. Frequency Table: Number of sentences produced in pretest 1 and posttest 1 (cartoon) – controlled speech – 24 participants

Pretest 1		**Posttest 1**	
Number of sentences produced	Frequency and percentage	Number of sentences produced	Frequency and percentage
6	1 (4%)	9	3 (13%)
9	1(4%)	10	2 (8%)
10	1(4%)	11	2 (8%)
11	6(25%)	***12***	***5 (21%)***
12	***5(21%)***	***13***	***7 (29%)***
13	***6(25%)***	14	4 (17%)
14	4(17%)	15	1 (4%)

Table 5. Descriptive Statistics: Number of sentences produced in pretest 1 and posttest 1(cartoon) – controlled speech.

	Min.	Max.	***Mean***	Median	Mode
Pretest 1	6	14	***11.9***	12	11/13
Posttest 1	9	15	***12.1***	12.5	13

As previously mentioned, the expected amount of sentences to be produced in cartoon strip A and B were 12 and 13 sentences, respectively (see section 3.4.1.1). The results presented in Table 4 show that 11 participants (46%) produced the predicted number of sentences for pretest 1 (5 participants produced 12 sentences and 6 participants produced 13 sentences). However, most participants (13 participants – 54%) produced either less or more than the predicted number of sentences to be produced for these tests (pretest 1 – A or B). As can be seen in Table 4, four participants (17%) produced more than 13 sentences, and 9 participants (37%) produced fewer than 12 sentences.

As regards posttest 1, half of the participants (12 participants – 50%) produced the expected amount of sentences to be produced for posttest 1 – A or B (5 participants produced 12 sentences and 7 participants produced 13 sentences), whereas the other half produced either more or fewer sentences than they were expected to produce. Five participants (21%) produced more than 13 sentences, and 7 participants (29%) produced fewer than 12 sentences.

Table 5 shows that the average amount of sentences participants produced in pretest 1 was 11.9, whereas this average was 12.1 sentences in posttest 1. The minimum and maximum amount of sentences participants produced in posttest 1 (6 and 14, respectively) were also higher than in pretest 1 (9 and 15, respectively), whereas the mode (the number of sentences most participants produced) was within the predicted number of sentences to be produced in pretest 1 (11 and 13 sentences) and one sentence above in post-test 1 (13 sentences).

Thus, although most participants did not produce the expected amount of sentences for pretest 1 and posttest 1, since 54.2% produced either more or less than the expected number of sentences in pretest 1, and 50% of the participants produced either more or less than the expected amount of sentences to be produced in posttest 1, the means for pretest 1 (11.9 sentences) and for posttest 1 (12.1 sentences) indicate that there was a general tendency towards the production of the expected amount of sentences predicted for these tests.

Moving on to pretest 2 and posttest 2, which used the movie shot report in order to elicit relatively free speech production of *reported speech*, the expected amount of sentences to be produced in these tests were 12 and 14 (for version A and B, respectively – see section 3.4.1.2). Tables 6 and 7 present the frequency table and descriptive statistics, respectively, of the number of sentences produced in these tests (Appendix S presents detailed information as regards the number of sentences that each participant produced in pre- and post-tests 2).

Table 6. Frequency Table: Number of sentences produced in pretest 2 and posttest 2 (film) – relatively spontaneous speech – 23 participants

Pretest 2		**Posttest 2**	
Number of sentences produced	Frequency and percentage	Number of sentences produced	Frequency and percentage
5	1 (4.3%)	-	-
6	2 (8.7%)	6	3 (13%)
7	2 (8.7%)	7	4 (17.4%)
8	5 (21.7%)	8	4 (17.4%)
9	3 (13%)	9	3 (13%)
10	5 (21.7%)	10	3 (13%)
11	2 (8.7%)	11	4 (17.4%)
12	***1 (4.3%)***	***12***	***1 (4.3%)***
13	1 (4.3%)	13	1 (4.3%)
14	***1 (4.3%)***	**-**	**-**

Table 7. Descriptive Statistics: Number of sentences produced in pretest 2 and posttest 2 (film) – relatively spontaneous speech.

	Min.	Max.	***Mean***	Median	Mode
Pretest 2	5	14	***9.1***	9	8/10
Posttest 2	6	13	***8.9***	9	7/8/11

As can be seen in table 7, only 2 participants (8.7%) produced 14 or 12 sentences in pretest 2, as the expected number of sentences to be produced for movie shot A and B, respectively (1 participant produced 12 sentences and 1 participant produced 14 sentences). The great majority of participants – 20 participants out of 23 (87%) – produced less than the expected number of sentences predicted for this pretest (pretest 2 – A or B). One participant produced 13 sentences (4.3%), and none of the participants produced more than 14 sentences.

In posttest 2, only 1 participant produced 12 sentences (4.3%), as one of the expected number of sentences to be produced for movie shot A or B (1 participant produced 12 sentences and none of the participant produced 14 sentences). As in pretest 2, the great majority of participants – 21 participants (91.3%) – produced fewer than 12 sentences, one of the expected amount of sentences predicted for this posttest. One participant produced 13 sentences (4.3%), and none of the participants produced more than 14 sentences.

Table 7 shows that participants produced an average of 9.1 sentences in pretest 2 and an average of 8.9 sentences in posttest 2. The minimum and maximum number of sentences produced in pretest 2 was 5 and 14, respectively, whereas in posttest 2 they the number was 6 and 13, respectively. The mode in pre- and post-test 2 was below the number of sentences predicted for this test (8 and 10 sentences for pretest 2, and 7, 8 and 11 sentences for posttest 2).

Furthermore, in contrast with pre- and post-tests 1, the means in the pre- and post-tests 2 are below the predicted number of sentences to be produced in this test (9.1 in pretest 2 and 8.9 in posttest 2). These results may indicate that these tests (pre- and post-tests 2) were, indeed, less controlled than pre- and post-tests 1, as regards freedom of speech production.

In order to gain insights about the percentage of participants who produced the amount of sentences expected for each test, I placed participants into three categories. For the pre-and post-tests 1 (cartoon) and for pre- and post-tests 2 (film), I placed those participants who produced less than the expected number of sentences for this test in one category (1), participants who produced the expected amount of sentences for each test were placed in another category (2), and participants who produced more than the expected amount of sentences for each test were placed in another category (3). Thus, for pretest 1 and posttest 1, participants who produced less than 12 sentences were placed into category 1, participants who produced 12 or 13 sentences were placed into category 2, and participants who produced more than 13 sentences were placed in category 3.

Since in pretest 2 and posttest 2 the number of sentences they were expected to produce was 12 in pretest A or posttest A, and 14 in pretest B or posttest B, I added a category in the middle of 2 and 3 (category 2.5) to place those participants who produced 13 sentences in these tests. Thus, in these tests, participants who produced less than 12 sentences were placed into category 1, participants who produced 12 or 14 sentences were placed in category 2, participants who produced 13 sentences were placed into category 2.5, and those participants who produced more than 14 sentences were placed into category 3.

This procedure of placing participants within a category according to the number of sentence they produced was applied in order to verify the amount of participants who produced the expected amount of sentences for each of the tests used to collect data (pre- and post-test

1 and pre- and post-test 2). Table 8 presents a summary of the categories for these tests.

Table 8. Number of sentences produced: criteria for placement participants into categories – pre- and posttest 1 and pre- and post-test 2

PRETEST AND POSTTEST 1 - CARTOON				**PRETEST AND POSTTEST 1 - FILM**			
Number of sentences	Fewer than 12	12 or 13	More than 13	Fewer than 12	12 or 14	13	More than 14
Category	1	2	3	1	2	2.5	3

The frequency Table below (Table 9) as well as Figure 4 present the number and percentage of participants placed in each category, according to the number of sentences produced in pre- and post-test 1.

Table 9. Frequency Table – category placement. Number of sentences produced in pre- and post-test 1 (cartoon strip) – 24 participants

Number of sentences produced	**Pretest 2**	**Posttest 2**
	Frequency and percentage	Frequency and percentage
Fewer than 12	9 (37.5%)	7 (29.2%)
12 or 13	***11 (45.8%)***	***12 (50.0%)***
More than 13	4 (16.7%)	5 (20.8%)

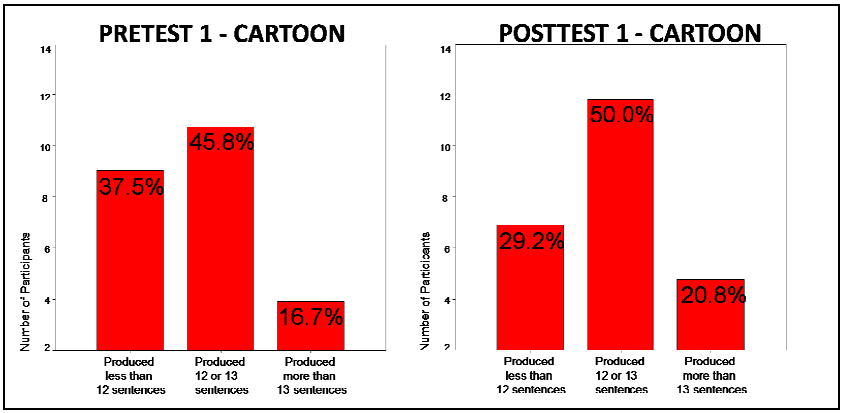

Figure 4. Number of participants and number of sentence production in Pre- and Post-test 1 – Cartoon

As can be seen in Table 9 and in Figure 4, 45.8% of the participants in pretest 1 and 50% of the participants in posttest 1 produced the expected amount of sentences for these tests. However, in pretest 1 most participants (54.2%) produced less or more than the expected amount of sentences for this test, and in pretest 2, half of the participants (50%) produced fewer or more sentences than they were expected to.

Moving on to pre- and post-tests 2, Table 10 presents the percentage of sentences produced in these tests.

Table 10. Sentences produced in pre- and post-test 2 (movie shot) – 23 participants

Number of sentences produced	**Pretest 2** Frequency and percentage	**Posttest 2** Frequency and percentage
Less than 12	20 (87%)	21 (91.3%)
12 or 14	***2 (8.7%)***	***1 (4.3%)***
13	1 (4.3%)	1 (4.3%)
More than 14	0 (0.0%)	0 (0.0%)

As can be seen, only 8.7% of the participants in pretest 2 and 4.3% in posttest 2 produced the predicted amount of sentences for these tests. The great majority of participants produced fewer sentences than the predicted amount of sentences for these tests, which is 87% in pretest 2 and 91.3% in posttest 2. None of the participants produced more than the expected amount of sentences in pre- or post-test 2, whereas 1 participant (4.3%) produced 13 sentences in pre- as well as in post-test 2. Figure 5 illustrates these results.

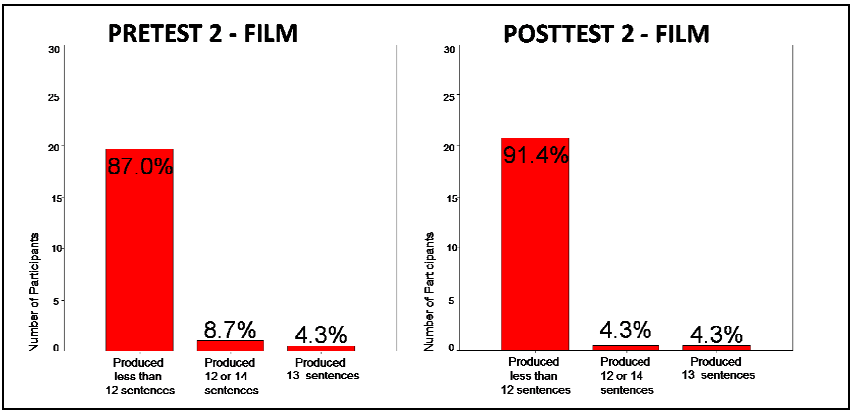

Figure 5. Number of participants and number of sentence production in Pre- and Post-test 2 – Film

Thus, results show that at least half of the participants did not produce the amount of sentences they were expected to produce neither in the cartoon (pre- and post-tests 1), nor in the film tasks (pre- and post-tests 2). In pretest 1 and posttest 1 (cartoon), 54% and 50% of the participants, respectively, produced more or fewer sentences than the expected amount of sentences for these tests. In pretest 2 and posttest 2 (film), this number was even higher. Out of the 23 participants, 21 participants (91.3%) in pretest 2 and 22 participants (95.6%) in posttest 2 were placed out of the category of those participants who produced the expected amount of sentences for these tests. Only 2 participants (8.7%) in pretest 2 and 1 participant (4.3%) in posttest 2 produced the expected amount of sentences for these tests. Thus, as Figure 5 shows, participants' placement into the category within the expected amount of sentences to be produced for pre- and post-tests 2 was very low, and since the number of sentences participants produced varied substantially, and most participants did not produce the expected amount of sentences for pre- and post-tests 1 and 2, these data were of prime importance for my decision to take into account the number of sentences produced in order to grade participants.

The difference in the means of the number of sentences produced in the pre- and post-tests 1 (12 sentences) compared to the pre- and posttest 2 (9 sentences) provides us with information on the degree of freedom with which participants performed each task. As can be observed, the number of sentences produced was much closer to the amount of expected sentences in the cartoon task (12 and 13 sentences),

used to elicit controlled speech, than in the movie shot task (12 and 14 sentences), which was used to elicit relatively free speech. Thus, this difference indicates that the pre- and post-tests 2 elicited, indeed, less controlled speech production than pre- and post-test 1.

4.1.2 *Reported speech* use in controlled speech production

This section presents results of posttest 1, which was used to elicit data of the extent of learners' use, in controlled speech production, the target structure - *reported speech* - they are exposed to through focus on form instruction. Moreover, the grammar rules the participants used when reporting what the characters said in the cartoon strip (see section 3.4.1.1), in posttest 1, are also discussed and analyzed. More specifically, this section presents results related to research question one, which is: To what extent, do learners use, in controlled speech production, the target structure they are exposed to through focus on form instruction?

In order to analyze the extent to which participants were able to use, in controlled speech production, the target structure - *reported speech* - they were exposed to through focus on form instruction during the treatment, participants' grades were separated into four categories – participants who scored 0 were placed in the *non-achievers* group; participants who scored from 1 to 29 were placed in the *low-achievers* group; participants who scored from 30 to 49 were placed into the *mid-achievers* group, and participants who scored 50 or more were placed in the *high-achievers* group. Table 11 presents the summary of the categories.

Table 11. Categories according to grades

Grades on posttests	Category
Score 0	Non-achievers
Scores from 1 to 29	Low-achievers
Scores from 30 to 49	Mid-achievers
Scores from 50 or more	High-achievers

Table 12 shows participants' performance in posttest 1 (cartoon), as well as the category each participant was placed.

Table 12. Participants' placement into categories according to their grades – Posttest 1

Score 50 or more HIGH ACHIEVERS		**Score between 30 and 49 MID ACHIEVERS**		**Score between 1 and 29 LOW ACHIEVERS**		**Score 0 NON ACHIEVERS**	
P**	score	P	score	P	score	P	score
P2*	62	P24	43	P3*	25	P8*	0
P7	57	P19	33	P18	22	P5*	0
P10	54	P1	33	P13*	22	P22	0
P20*	54	P17	33	P15*	21	P6	0
P21	54			P11	17		
				P23	15		
				P14*	11		
				P4*	10		
				P12*	9		
				P9	8		
				P16	7		

*Placed in the same category in the film posttest 2 (10 participants). See section 4.1.3.

** "*P*" is for "*participant*"

As can be noticed, most participants were placed in the low-achievers group (11 participants – 45%). In the high-achievers group, five participants (21%) were placed, since they scored 50 or more. Four participants (17%) scored from 30 to 49 and were placed in the mid-achievers group. Participants P8, P5, P22 and P6 scored 0 in posttest 1 and were placed in the non-achievers group. However, P8 and P5 also scored 0 in posttest 2. So that, they are the only two participants in a group of 24 participants who did not show any benefit from instruction, since P22 was placed in the low achiever group in posttest 2 and P6 was placed in the mid achiever group in posttest 2 (see Table 15 in the section 4.1.3).

The frequency table for grades (Table 13) and the pie chart (Figure 6) illustrates the percentage of participants placed in each of the category mentioned above according to their grades.

Table 13. Frequency Table **– Posttest 1**

Grade	Frequency and percentage
0	4 (16.6%)
7	1 (4.2%)
8	1 (4.2%)
9	1 (4.2%)
10	1 (4.2%)
11	1 (4.2%)
15	1 (4.2%)
17	1 (4.2%)
21	1 (4.2%)
22	2 (8.3%)
25	1 (4.2%)
33	3 (12.5%)
43	1 (4.2%)
54	3 (12.5%)
57	1 (4.2%)
62	1 (4.2%)

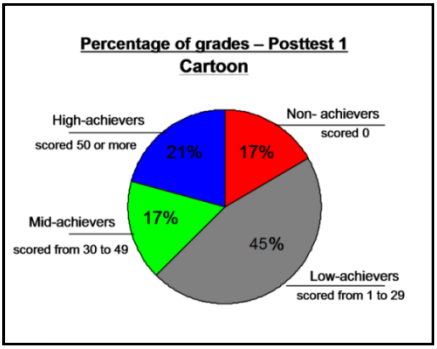

Figure 6. Percentage of participants in each category – Posttest

As already discussed and as displayed in Figure 6, most participants were placed in the low-achievers group (45%), followed by the high-achievers group, who were 21% of the participants (5 participants). Seventeen percent of the participants were placed in the non-achievers group and the other 17%, in the mid-achievers group.

Thus, according to the information displayed above, it is possible to conclude that, since 79% of the participants scored less than 50 in posttest 1, most participants were not able to produce *reported speech* accurately, in controlled speech, after being exposed to focus on form instruction. However, 21% of the participants scored 50 or more and are considered high achievers of the use of the target structure in controlled speech production.

Table 14 presents the results regarding the grammar rules produced in posttest 1, when reporting what was said in the cartoon strip.

Table 14. Grammar structures produced in posttest 1 – Cartoon

Grammar structure	Number of times	Number of participants
*Verb **TO BE** presented in the **PRESENT** and produced in the **PAST***	38	18 ***(75%)***
*Verbs presented in the **SIMPLE PRESENT** and produced in the **SIMPLE PAST***	16	12 ***(50%)***
*Future **WILL** produced as **WOULD***	8	6 (25%)
*Conditional **CAN** produced as **COULD***	5	5 (21%)
*Conditional **MAY** produced as **MIGHT***	3	3 (12.5%)
*Verbs presented in the **PRESENT PERFECT** and produced in the **PAST PERFECT***	3	3 (12.5%)
*Verbs presented in the **SIMPLE PRESENT** and produced in the **SIMPLE PRESENT***	2	2 (8%)
*Verbs presented in the **SIMPLE PAST** and produced in the **PAST PERFECT***	2	2 (8%)
Negative imperative	2	2 (8%)
None of the sentences produced correctly	-	2 (8%)

As can be seen, most participants were able to produce the verb to be presented in the present and reported in the past (75%) correctly in posttest 1. Moreover, this rule was produced correctly 38 times by these participants. Verbs presented in the simple present and reported in the simple past were also produced correctly several times in posttest 1. Fifty-percent of the participants were able to produce it correctly, and these participants produced it correctly 16 times.

However, the other structures required for reporting what was said in the cartoon strip were all produced accurately by less than 50% of the participants. For instance, future *will* produced as *would* was used accurately 8 times, by 25% of the participants. *Can* produced as *could* was used correctly 5 times and 21% of the participants were able to produce it correctly. The other structures mentioned above were produced correctly less than 3 times and were produced by less than 12% of the participants.

Thus, addressing research question 1 – If explicitly required, to what extent do students use the L2 grammar structure they are formally exposed to in the classroom through focus on form when speaking the L2? – these results show that even though most participants (45%) are considered to be low-achievers of accurate production of a specific grammatical structure – *reported speech* – in controlled speech production, after being exposed to this structure through planned focus on form instruction, 21% of the participants scored 50 or more and were considered high achievers of the use of the target structure, after being exposed to focus on form instruction. Furthermore, with regard to the grammatical structures needed in the production of *reported speech*, the rules structures verb to be presented in the present in direct speech and produced in the past in *reported speech*, as well as verbs presented in the simple present in direct speech and produced in the simple past in *reported speech*, are considered to be successfully produced by most participants (75% and 50%, respectively), since at least half of the participants were able to produce it correctly, in controlled speech production, after planned focus on form instruction. As regards the other structures presented in the test, since less than half of the participants were not able to produce them correctly in posttest 1, these structures are not considered to be successfully produced by most participants after planned focus on form instruction.

4.1.3 *Reported speech* use in relatively spontaneous speech production

This section presents results of posttest 2, which was used to elicit data of the extent of learners' use, in relatively spontaneous speech production, the target structure – reported speech – they are exposed to through focus on form instruction. Moreover, the grammar structures the participants used when reporting the movie shot (see section 3.4.1.2), in posttest 2, are also discussed and analyzed. More specifically, this section presents the results of posttest 2 in order to answer research question two: To what extent, do learners use, in relatively spontaneous speech production, the target structure they are exposed to through focus on form instruction?

In order to approach this issue, as previously mentioned, participants were placed into 4 categories according to their grades. (Table 6). The Table below shows participants' performance in posttest 2 (film), as well as the category that each participant was placed (Non-achievers, Low-achievers, Mid-achievers and High-achievers).

Table 15. Participants' placement into categories according to their grades – Posttest 2

Score 50 or more HIGH ACHIEVERS		**Score between 30 and 49 MID ACHIEVERS**		**Score between 1 and 29 LOW ACHIEVERS**		**Score 0 NON ACHIEVERS**	
P**	score	P	score	P	score	P	score
P7	– 70	P6	– 46	P3*	– 29	P8*	– 0
P20*	– 67	P16	– 46	P12*	– 27	P5*	– 0
P2*	– 64	P18	– 33	P4*	– 25		
P23	– 57	P9	– 31	P17	– 25		
		P10	– 30	P21	– 25		
		P11	– 30	P1	– 22		
				P15*	– 17		
				P19	– 17		
				P13*	– 14		
				P14*	– 13		
				P22	– 11		

*Scored in the same grade range of the cartoon (10 participants)
** "*P*" is for "*participant*"

As can be seen in Table 15, most participants were placed in the low-achievers group (48%), as in posttest 1, followed by the mid-

achievers group, who were 26% of the participants. High-achievers were 17% of the participants, and non-achievers were 9%. As mentioned in section 4.1.1, participants P8 and P5 were the only ones in this research that did not benefit at all from the treatment, since they were the only two participants graded as 0 in both posttests (posttest 1 and posttest 2 – see Table 12, section 4.1.2).

Table 16 presents the Frequency Table for grades of posttest 2 and Figure 7 illustrates the percentage of participants placed in each of the category mentioned above – Non-achievers, Low-achievers, Mid-achievers and High-achievers.

Table 16. Frequency Table **– Posttest 1**

Grade	Frequency and percentage
0	2 (8.8%)
11	1 (4.3%)
13	1 (4.3%)
14	1 (4.3%)
17	2 (8.8%)
22	1 (4.3%)
25	3 (13.2%)
27	1 (4.3%)
29	1 (4.3%)
30	2 (8.8%)
31	1 (4.3%)
33	1 (4.3%)
46	2 (8.8%)
57	1 (4.3%)
64	1 (4.3%)
67	1 (4.3%)
70	1 (4.3%)

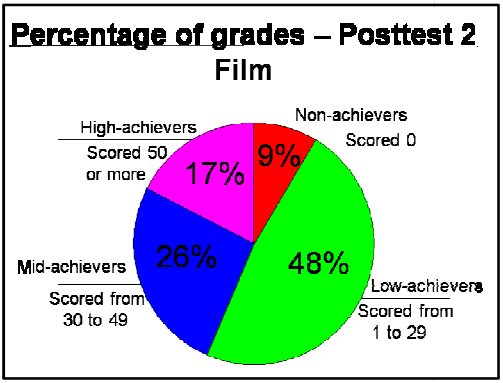

Figure 7. Percentage of participants in each category – Posttest 2

According to the information displayed above, since 83% of the participants scored less than 50 in posttest, we can conclude that most participants were not able to produce *reported speech* correctly when they are *not* explicitly required, in relatively spontaneous speech, after receiving the treatment. However, 17% of the participants scored 50 or more in this posttest, thus being considered high-achievers of accurate use of *reported speech* in relatively spontaneous speech production, after focus on form instruction.

As regards the grammar structures participants used accurately when reporting what the character said in the movie shot (posttest 2), Table 12 presents the results.

Table 17. Grammar structures produced in posttest 2 – Film

Grammar structure	Number of times	Number of participants
*Verb **TO BE** presented in the **PRESENT** and produced in the **PAST***	**31**	**19 (83%)**
*Verbs presented in the **SIMPLE PRESENT** and produced in the **SIMPLE PAST***	18	8 (35%)
*Verbs presented in the **SIMPLE PAST** and produced in the **PAST PERFECT***	6	5 (22%)
*Future **WILL** produced as **WOULD***	5	3 (13%)
*Conditional **COULD** produced as **COULD***	4	4 (17%)
*Verbs presented in the **PRESENT PERFECT** and produced in the **PAST PERFECT***	2	2 (9%)

As can be seen, the rule verb to be presented in the present and should be produced in the past was produced correctly by more than 50% of the participants in posttest 2 (83% of the participants), which was produced correctly 31 times by these participants. This rule was also produced correctly by most participants in posttest 1. However, more participants produced it correctly in posttest 2 (83%), in which relatively spontaneous speech was elicited, than in posttest 1 (75%), which elicited controlled speech. Yet, whereas in posttest 1 two grammar rules were produced correctly by most participants, in posttest 2 only 1 grammar rule was produced correctly by these participants.

As mentioned above, the other grammar rules needed in order to produce *reported speech* in posttest 2, when participants reported what the main character in the movie shot said, were produced accurately by less than 50% of the participants. For instance, when verbs were presented in the simple present in direct speech and produced in the simple past in *reported speech*, 8 participants were able to produce them correctly in *reported speech* (35% of the participants). These participants produced them correctly for 18 times. Other rules, as verbs

presented in simple past in direct speech and produced in past perfect in *reported speech*, future will presented in direct speech and produced as would in *reported speech*, conditional could presented in direct speech and produced as could in *reported speech*, as well as verbs presented in present perfect and produced as past perfect in *reported speech*, were produced accurately less than 6 times, and by less than 5 participants.
Thus, addressing research question 2 – To what extent, do learners use, in relatively spontaneous speech production, the target structure they are exposed to through focus on form instruction? – these results show that even though most participants (48%) are considered as low-achievers of the accurate use of *reported speech* in relatively spontaneous speech production, after being exposed to this structure through planned focus on form instruction, 17% of the participants were able to use *reported speech* correctly and scored 50 or more after instruction. As regards the grammar rules used to produce *reported speech* correctly after treatment, in relatively spontaneous speech, results show that the only rule that was produced correctly by more than half of the participants when reporting what the main character said in the movie shot was verb to be presented in the present in direct speech and reported in the past in *reported speech*. Since the other rules presented in the test were all produced correctly by less than 50% of the participants, they are not considered to be successfully produced by most participants after planned focus on form instruction in relatively spontaneous speech.

4.1.4 Improvement of the accurate use of *reported speech* in controlled speech production

This section presents and discusses the improvement of the accurate use of a specific grammar structure – reported speech – in controlled speech production, before and after exposure to this structure through focus on form instruction. Thus, this section approaches research question three, which is: In controlled speech production, is there a difference between pre- and post-tests in the accuracy with which learners use the target structure they were exposed to through focus on form?

Since pretest 1 and posttest 1 were administered in order to elicit participants' performance of *reported speech* in controlled speech production before and after planned focus on form instruction, participants' grades from pretest 1 and posttest 1 were compared in

order to approach Research Question 3. Besides the comparison of the grades from pretest 2 to posttest 2, the grammar rules participants used when reporting what the characters said in the cartoon strip, before and after treatment, are also analyzed and discussed.

Table 18 presents the descriptive statistics for the pre- and post-test 1, carried out using the cartoon strip report.

Table 18. Descriptive Statistics - *Reported speech* sentences produced when explicitly required – cartoon report

	N	*Min*	*Max*	*Mean*	*Median*	*Mode*	*SD*	*Skew.*	*Kurt.*
Pre	24	0	25	5.75	3.50	0	7.25	1.347	1.570
Post	24	0	62	24.58	21.50	0	20.23	.519	-1.001

Table 18 indicates that the average grade of the participants in posttest 1 was higher than in pretest 1. As already mentioned, the participants were graded from 0 to 100. The average grade participants achieved in pretest 1 was 5.75%, whereas in posttest 1 it was 24.58%. Moreover, the maximum grade achieved in pretest 1 was 25, whereas in posttest 1 it was 62. The median in posttest 1 was also higher than in pretest 1 (3.5 and 21.5, accordingly). However, the mode, which is 0, remained the same in both tests. Despite the mode remaining 0 in posttest 1, in pretest 1, 12 participants scored 0, whereas in posttest 1, only 4 participants scored 0. Thus, even though the mode remained the same in both tests, the number of participants who scored 0 was much lower in posttest 1 than it was in pretest 1. Moreover, even though the mode in posttest 1 is 0, since most participants' score was 0 (4 participants), 3 participants scored 33, and 3 participants scored 54 in this test.

In sum, on the one hand, the descriptive statistics presented in Table 1 demonstrates that the minimum number of correct *reported speech sentences* as well as the mode remained the same, that is, zero, in both pre- and post-test 1, which was already discussed above. On the other hand, the descriptive statistics in Table 1 also demonstrate there was a difference in the mean, median and in the maximum number of correct *reported speech* sentences from both tests. The mean was 5.75 in pretest 1 and 24.58 in posttest 1; the maximum score was 25 in pretest 1 and 62 in posttest 1; and the median was 3.5 in pretest 1 and 21.5 in posttest 1. These results indicate that there was a positive change in participants' performance from pretest 1 to posttest 1.

Finally, Table 18 also presents the Standard deviation, Skewedness and Kurtosis for the participants' scores. According to the difference among the mean, median and mode, as well as the high standard deviations (7.25 in pretest 1 and 20.23 in posttest 1), Skewedness (1.347, and 0.519 – for pre- and post-test 2, respectively) and Kurtosis (1.570, and -1.001 – for pre- and post-test 2, respectively) indicate that the data is not normally distributed in pretest 1 and posttest 1. However, this is not an issue of great concern in the present study, since I do not intend to investigate if *most* participants followed a pattern of improvement, as well as if they achieved the same average score, which leads to normally distributed data. Instead, my goal is to investigate if there has been an improvement in *each* participant's performance in posttest 1 compared to *each* participant's performance in pretest 1.

Moving on to Figure 8, participants' individual performance in pretest 1 compared to posttest 1 is displayed.

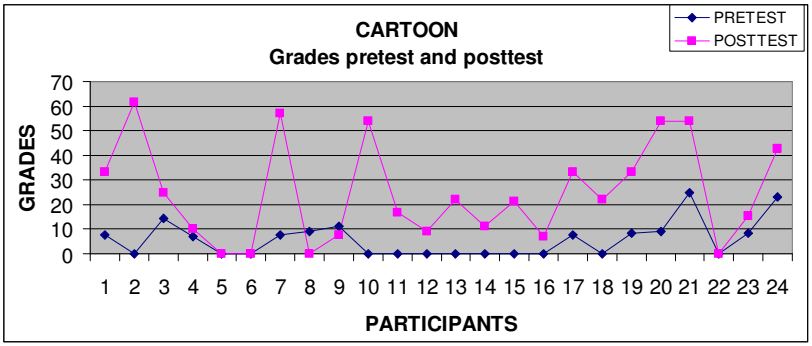

Figure 8. Participants' grades – Pretest 1 and Posttest 1 compared

As can be seen, most participants improved after treatment, except for P5, P6 and P22, who performed the same in pretest 1 and posttest 1 (scored 0 in both tests), and P9 and P8, who demonstrated a decrease in performance after treatment. P9 produced more sentences in posttest 1 (13) than in pretest 1 (9). Although, this participant produced the same structure correctly in both tests (Verb to be presented in the present in direct speech and produced in the past in reported speech). However, since grades were calculated taking into consideration the amount of sentences produced, this participant scored lower in posttest

1, since 1 correct sentence corresponds to grade 8, when 13 sentences were produced (as in posttest 1), and 1 correct sentence corresponds to grade 1, when 9 sentences were produced (as in pretest 1).

Participant P8 produced the first sentence presented in the test correctly (verb to be presented in the present in direct speech and reported in the past in reported speech) in pretest 1, but did not produce any correct sentence in posttest 1, since instead of reporting what the characters said, he reproduced exactly what the characters said.

An analysis of the individual results presented in Appendices R and S demonstrate that most participants improved after treatment. Only 5 out of the 24 participants did not show any benefit from instruction. The percentage improvement ranged from 620% to 41% (see Table 19 for further information). Three participants scored the same in pretest 1 and posttest 1 (0), as reported above.

Besides improving in their grades after treatment, participants also showed improvement in the number of correct sentences produced, independent of the number of sentences produced. Figure 9 below displays these results.

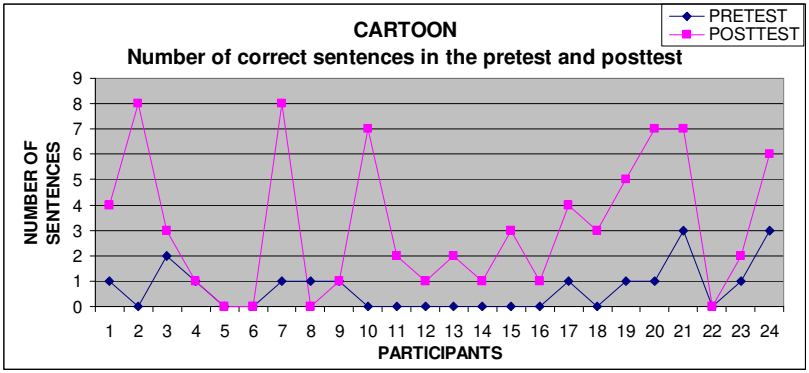

Figure 9. Number of correct sentences in pretest 1 and posttest

As can be noticed in Figure 9, as concerns number of sentences produced correctly, 5 participants produced the same number of correct sentences in the pre- and post-tests 1 (P4, P5, P6, P9, P22). These participants correspond to 21% of the total amount of participants. P8 was the only one who produced more correct sentences in pretest than in posttest, and corresponds to 4% of the participants. Most participants

produced more correct sentences in posttest 1 than in pretest 1 (P1, P2, P3, P7, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21, P23, and P24). These 18 participants correspond to 75% of the participants. Thus, once more, results show a positive effect of *planned focus on form* instructions on *reported speech* in controlled speech production.

Moving on to the results of the statistical test, despite this possible positive effect of *planned focus on form* instruction, as mentioned before, the data related to participants grades in pre- and post-tests 1 are not homogenously distributed in either tests, as the histogram in Figure 10 also demonstrates.

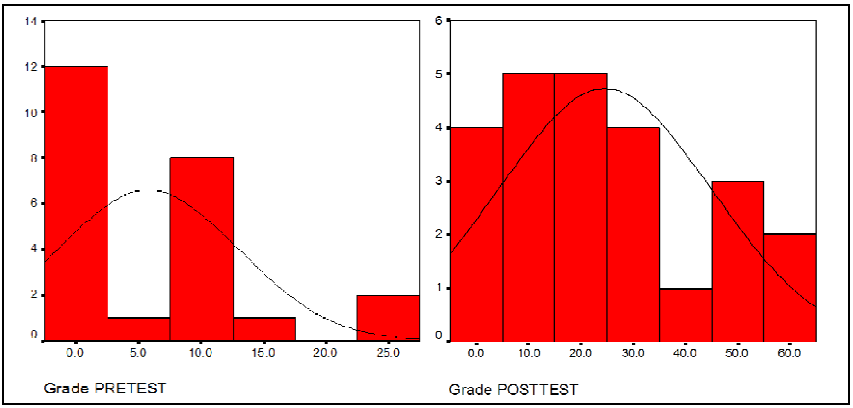

Figure 10. Histogram of the grades in pretest 1 and posttest

Since data is not normally distributed as Table 18 and figure 10 show, the most appropriate statistical test to be used to scrutinize data and compare means from pretest 1 and posttest 1, as well as to check for probability of this improvement being by chance or not, is a Non-parametric statistical test, equivalent to the paired-sample t-test – Wilcoxon test. Tables 19 and 20 present the results for this test.

Table 19. Scores and Ranking – Pretest 1 and Posttest 1 (Cartoon).

P*	Grade Pretest 1	Grade Posttest 1	Percentage of improvement
P2	0	62	620%
P7	8	57	612%
P10	0	54	540%
P20	9	54	500%
P1	8	33	332%
P17	8	33	332%
P19	8	33	300%
P18	0	22	220%
P13	0	22	220%
P15	0	21	210%
P11	0	17	170%
P21	25	54	116%
P14	0	11	110%
P12	0	9	90%
P24	23	43	87%
P23	8	15	86%
P3	14	25	75%
P16	0	7	70%
P4	7	10	41%
P5	0	0	0%
P22	0	0	0%
P6	0	0	0%
P9	11	8	-38%
P8	9	0	-90%

P* - participants

Table 20. Comparison ranks – Pretest 1 and Posttest 1 (Cartoon strip)

	Number of cases	Means	*p.*
Negative Ranks	2	3.5	.000
Positive Ranks	19	11.79	
Ties	3		

Sample-related Wilcoxon signed rank test was run to compare participants' grades of the production of *reported speech* sentences in controlled speech in both pre- and post-test 1. Results above yield a

statistically significant difference (z = -3.774, p<.0001), showing that the probability of the different results from pre- to post-test 1 be due to chance is 0.0001. Results presented in Table 19 and Table 20 also demonstrate that 2 participants, that is P9 and P8 performed better in pretest 1 than in posttest 1, and were negative ranked. These two cases were previously discussed above. Participants P5, P22, P6 were tied, scoring 0 in pretest 1 and posttest 1, and the majority of participants, that is, the remaining 19 participants, showed positive ranks, performing better in posttest 1, after being instructed, than in pretest 1, before being instructed. These results provide further evidence of the positive effect of *Planned Focus on Form* instruction in the production of *reported speech* sentences in a situation when participants are explicitly requested to use this structure (controlled speech production).

In order to inspect participants' performance, I applied the same procedure as I did to address research questions 1 and 2 and placed participants into 4 different categories: *non-achievers* (participants who scored 0), *low-achievers* (scores from 1 to 29), *mid-achievers* (scores from 30 to 49) and *high-achievers* (scores 50 and above). Figure 11 illustrates the results.

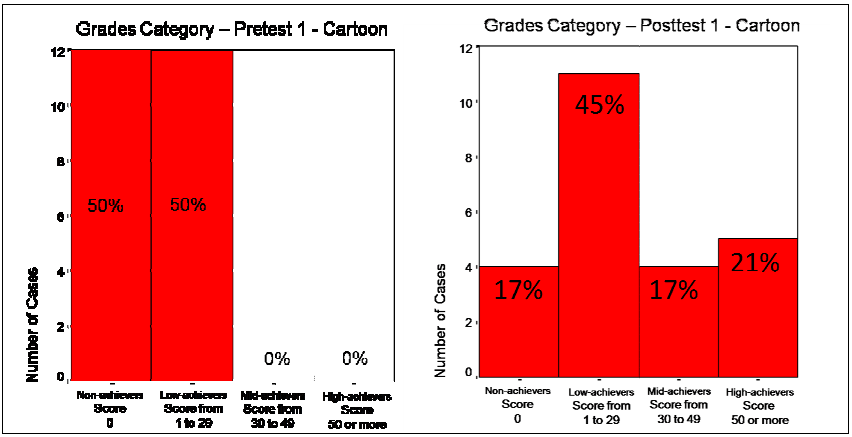

Figure 11. Pretest 1 and Posttest 1 – category grades.

As Figure 11 shows, half of the participants in pretest 1 were placed into the non-achievers group (scored 0) and the other half were placed into the low-achievers group (scored from 1 to 29). In contrast to pretest 1, in posttest 1, although most participants were placed in the low-achievers group (45%), only 17% of them were placed in the non-achievers group in the posttest 1. Furthermore, in posttest 1, 21% of the

participants were placed in the high-achievers group, and 17 % of the participants were placed in the mid-achievers group. Results show, once more, participants' improvement from pretest 1 to posttest 1, in controlled speech production, after being exposed to treatment.

Moving on to the grammar structures that were used correctly when participants reported what the characters said in the cartoon strip, in pretest 1 and posttest 1, Table 21 presents the results.

Table 21. Grammar rules produced correctly in pretest 1 and posttest 1

	times produced correctly		**participants produced correctly**		**participants correctly either pre- or post-test**	
Grammar structure	**Pre**	**Post**	**Pre**	**Post**	**Pre**	**Post**
*Verb **TO BE** presented in the **PRESENT** and produced in the **PAST***	14	38	12 (50%)	18 (75%)	1 (4%)	6 (25%)
*Verbs presented in the **SIMPLE PRESENT** and produced in the **SIMPLE PAST***	2	16	2 (8%)	12 (50%)	0 (0%)	10 (42%)
*Verbs presented in the **SIMPLE PRESENT** and produced in the **SIMPLE PRESENT***	1	2	1 (4%)	2 (8%)	0 (0%)	1 (4%)
*Conditional **MAY** produced as **MIGHT***	0	3	0 (0%)	3 (13%)	0 (0%)	3 (13%)
*Conditional **CAN** produced as **COULD***	0	5	0 (0%)	5 (21%)	0 (0%)	5 (21%)
*Future **WILL** produced as **WOULD***	0	8	0 (0%)	6 (25%)	0 (0%)	6 (25%)
*Verbs presented in the **SIMPLE PAST** and produced in the **PAST PERFECT***	0	2	0 (0%)	2 (8%)	0 (0%)	2 (8%)
*Verbs presented in the **PRESENT PERFECT** and produced in the **PAST PERFECT***	0	3	0 (0%)	3 (13%)	0 (0%)	3 (13%)
Negative imperative	0	2	0 (0%)	2 (8%)	0 (0%)	2 (8%)
None of the sentences produced correctly	-	-	10 (42%)	2 (8%)	10 (42%)	2 (8%)

As can be seen, three rules were produced correctly in pretest 1. As regards the grammar rule mostly produced correctly in pretest 1 – to be presented in the present and reported in the past – even though it was already produced correctly before treatment (14 times), this number was 2.7 times higher in posttest 1 (38 times). Moreover, the number of participants who produced it correctly in posttest 1 (75%) was also higher than in pretest 1 (50%). Furthermore, 6 participants (25%) who were not able to produce it correctly in pretest 1 were able to produce it correctly in posttest 1.

The other rule which was produced correctly in pretest 1 was the verbs presented in the simple present and reported in the simple past. They were produced 2 times correctly in pretest 1. However, once more, this number was much higher in posttest 1 (16 times). Furthermore, only 2 participants (8%) were able to produce it correctly in pretest 1 whereas 12 (half of the participants – 50%) were able to produce it correctly in posttest 1. Moreover, 10 participants who could not produce it correctly in pretest 1 were able to produce it correctly in posttest 1.

The last rule produced correctly in pretest 1 was verbs presented in the simple present and reported in the simple present. One participant was able to produce it one time correctly in pretest 1, and 2 participants were able to produce it correctly 2 times in posttest 1. However, these numbers do not tell much, since participants may have only reported this structure the same way it was said in the direct speech without really reasoning how it should be reported in the *reported speech*.

In spite of these three grammar rules discussed above, all the other structures were produced only in posttest. Conditionals *can* produced as *could*, and future *will* produced as *would* were the 2 next most correctly produced sentences in posttest 1.

Moreover, according to the table, 42% of the participants were not able to produce any correct rules in the pretest 1, whereas this number was only 8% in the posttest 1.

To sum up, 79% of the participants improved after treatment, 12% kept performance at the same level, and 9% showed a decrease in performance when producing *reported speech* in controlled speech production. As concerns the grammatical rules used accurately in order to report what the characters said, in controlled speech production, results show that all the grammar rules used were produced either more times correctly or used correctly by more participants in posttest 1, than in pretest 1. Hence, these results suggest a positive effect of *Planned Focus on Form* instruction of *reported speech* when this grammar rule is

used orally, in a situation where participants are explicitly required to use this structure. Figure 12 presents the results related to participants' improvement.

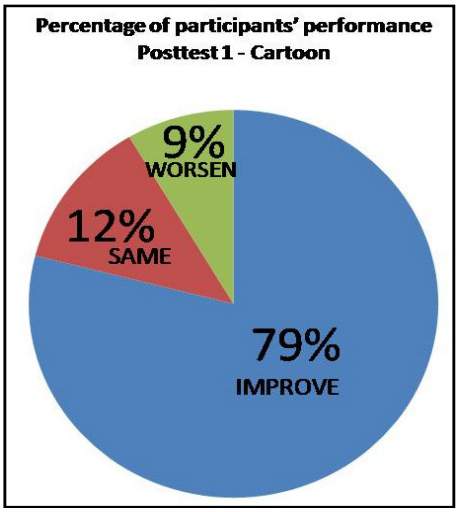

Figure 12. Participants' performance
posttest 1 – Cartoon – controlled speech production

4.1.5 Improvement of the accurate use of *reported speech* in relatively spontaneous speech production

This section discusses the improvement of the accurate use of a specific grammar structure – *reported speech* – in relatively spontaneous speech production, before and after exposure to this structure through *planned focus on form* instruction. Thus, this section addresses research questions four, which is: In relatively spontaneous speech production, is there a difference between pre- and post-tests in the accuracy with which learners use the target structure they were exposed to through focus on form?

Thus, in order to address this research question, results of pretest 2 are compared to posttest 2. These two tests were carried out using a movie shot report and participants were not told how they should report what was said in the movie shot, in contrast to the design

of pre- and posttests 1. In this task, after participants watched the scene, they were asked what the character had said. This kind of task, in contrast to pre- and posttest 1, gave the participants more freedom as regards the way they chose to report the scene, and as shown in section 4.1.1, participants were, indeed, less prone to produce the expected amount of sentences that could be produced in pre- and posttests 2, which was aimed at eliciting relatively spontaneous speech, than in pre- and posttest 1, which was aimed at eliciting controlled speech production. Besides the comparison of scores of pretest 2 to those of posttest 2, the grammar rules participants used correctly to report what the main character in the movie said, before and after treatment, are also analyzed and discussed.

The descriptive statistics for pretest 2 and posttest 2 are presented in Table 22.

Table 22. Descriptive statistics - *Reported speech* sentences produced when *not* explicitly required – film report

	N	*Min*	*Max*	*Mean*	*Median*	*Mode*	*SD*	*Skew.*	*Kurt.*
Pre	23	0	33	6.30	.00	0	10.38	1.685	2.105
Post	23	0	70	30.39	27.00	25	19.73	.626	-.211

As mentioned before, the number of participants in pre- and post-test 2 was lower than in pre- and post-test 1 (24 and 23, respectively). P24 scored 50 in the pretest 2 and was, thus, eliminated from this part of the analysis.

Table 22 displays the mean, median, mode, and maximum grade, which were higher in the posttest 2 than in pretest 2. The mean in pretest 2 was 6.3, whereas in posttest 2 it was 30.39. The maximum score in posttest 2 was two times higher than in pretest 2 (70 and 33, accordingly). Whereas the median and mode in pretest 2 were 0, in posttest 2 they were 27 and 25, respectively. However, the minimum score remained the same in the pre- and posttest 2 (0). Thus, these results of the descriptive statistics seem to indicate that there was a positive difference in participants' performance from the pre to the posttest.

The high standard deviation numbers in both pre- and post-tests 2 (10.38, and 19.73, respectively), relatively high Skewedness (1.685 in pretest 2) and Kurtosis (2.105 in pretest 2), as well as the difference among mean, median and mode presented in table 22 indicate that the

data is not normally distributed in either tests. As explained in section 4.1.3, this is not of great concern in the present study, since the goal of this research is to assess the possible gains participants had after instruction, and not to determine if most participants followed a pattern of improvement or achieved the same average score.

Moving on to participants' grades in pretest 2 and posttest 2, Figure 13 displays the results.

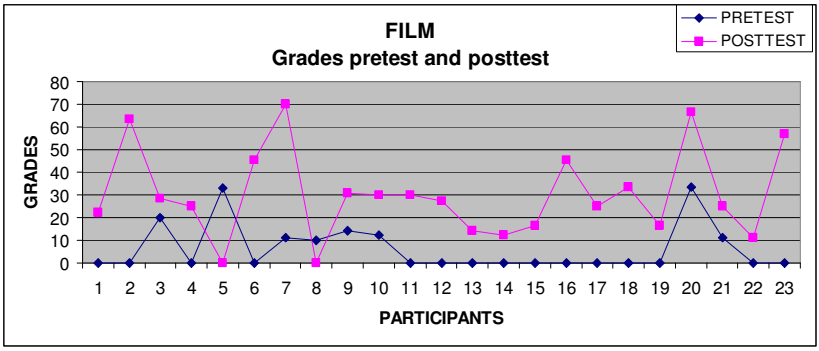

Figure 13. Participants' grades – Pretest 2 and Posttest 2 compared

As can be noticed, participants' performance in posttest 2 was higher than in pretest 2 (except for P5 and P8), showing that most participants performed better as regards the accuracy of *reported speech*, used in relatively spontaneous speech, after treatment. As can be seen, P5 and P8 are the only two participants who showed a decrease in performance after treatment. P5 produced 6 sentences in the pretest, and 2 of them were produced correctly. However, the sentences this participant produced correctly were – (1) one sentence which contained the conditional *could*, which was also reported as *could*, and (2) one sentence which contained the verb to be presented in the present and supposed to be reported using the verb to be in the past in reported speech. In the first case, she may have only reported the sentence in the same way it was said in the direct speech, without really reasoning how it should be reported. In the second case, she may have been influenced by the sentence produced above or below this reported sentence, since they were presented in the direct speech using the *verb to be in the past*. In the posttest 2, she produced 7 sentences, but none of them were produced correctly.

As mentioned before, P8 made the same mistake he had made in pretest 1 and posttest 1. However, as in the pretest 2, there was a sentence that contained conditional *could*, which should also be produced as *could.* Thus, this sentence was considered correct in pretest 2. Since in posttest 2 there was no sentence that was supposed to be reported the same way it was said in the direct speech, P8 did not produce any correct sentences in posttest 2. Hence, even though this participant's scores indicate that he showed a decrease in performance in posttest 2, this participant, in fact, did not show a decrease in performance, but instead, he kept performance at the same level, once he was not able to produce any sentences correctly, but the ones that were produced the same way in direct speech and reported speech.

As regards the other 21 participants, in relatively spontaneous speech they all showed some benefit from instruction after treatment. The percentage improvement ranged from 640% to 43% (see table 23 for further information). Another striking data was the number of participants who scored 0 in pretest 2 compared to posttest 2. In pretest 2, 15 participants (65%) scored 0, and the remaining 8 participants (35%) scored from 10 to 33 in the pretest 2. On the other hand, the only two participants (9%) who scored 0 in the posttest 2 were the two cases discussed above (P5 and P8). The remaining 21 participants (91%) scored from 29 to 64.

Besides participants' improvement in their scores after treatment, they also improved as regards the number of sentences produced correctly. Figure 14 illustrates the results.

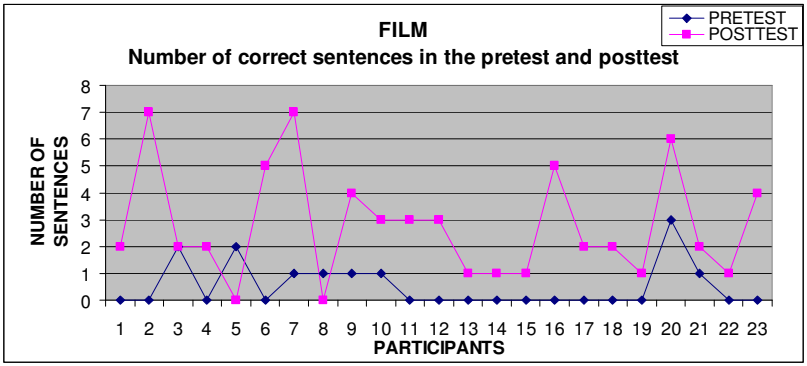

Figure 14. Number of correct sentences in pretest 2 and posttest 2

As Figure 14 demonstrates, the number of correct sentences in posttest 2 was also higher than in pretest 2. Most participants (20 out of 23 – 87%) produced more correct sentences in posttest 2 than in pretest 2. P3 produced the same amount of correct sentences in pre- and post-test 2, and she corresponds to 4% of the participants. However, she produced more sentences in pretest 2 (10) than in the posttest 2 (7), thus scoring more in posttest 2. She is the last one in the rank, before P5 and P8, who showed a decrease in performance. These two participants (P5 and P8 - 9% of the participants) produced fewer correct sentences in posttest 2 than in pretest 2, and their results were already discussed above.

Thus, these results show a beneficial effect of *focus on form* instruction of *reported speech* in relatively spontaneous speech production (when participants are *not* explicitly required to use this structure).

Moving on to the results of the statistical analysis, in spite of a positive effect of instruction, data is not normally distributed, as table 22 (displayed above) and the figure below show (figure 15).

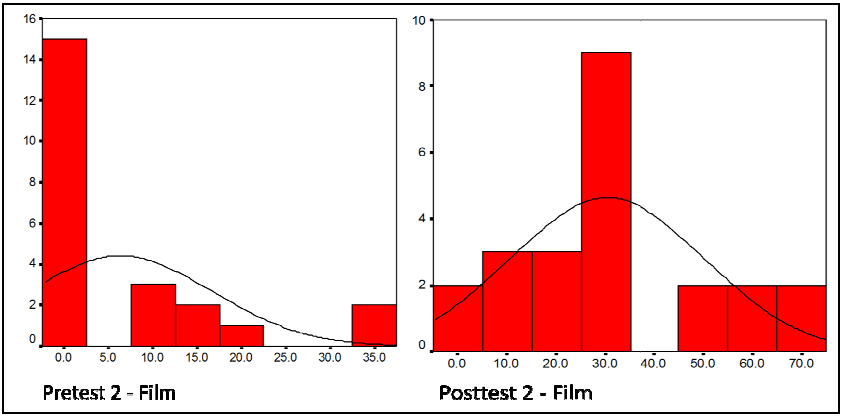

Figure 15. Histogram of the grades in pretest 2 and posttest 2

As can be noticed in the Figure 15, data seems to be more normally distributed in posttest 2 than it was in pretest 2, since in pretest 2, the great majority of participants scored 0. However, in pretest 2 data is not normally distributed either, and Wilcoxon test, a non-parametric statistical test, was used in order to compare means and check for probability of the difference in means from pre- to posttest 2 being due to chance or not. Tables 23 and 24 present the results.

Table 23. Scores and Ranking – Pretest 2 and Posttest 2 (Film).

P*	Grade Pretest 2	Grade Posttest 2	Percentage of improvement
P2	0	64	640%
P23	0	57	570%
P7	11	70	531%
P6	0	46	460%
P16	0	46	460%
P18	0	33	330%
P11	0	30	300%
P12	0	27	270%
P4	0	25	250%
P17	0	25	250%
P1	0	22	220%
P15	0	17	170%
P19	0	17	170%
P10	13	30	140%
P13	0	14	140%
P14	0	13	130%
P21	11	25	125%
P9	14	31	115%
P22	0	11	110%
P20	33	67	100%
P3	20	29	43%
P8	10	0	-100%
P5	33	0	-330%

P* - participants

Table 24. Comparison ranks – Pretest 2 and Posttest 2 (Film)

	Number of cases	Means	*p.*
Negative Ranks	2	9.25	.000
Positive Ranks	21	12.26	
Ties	0		

As mentioned above, sample-related Wilcoxon signed rank test was used to scrutinize data and compare participants' grades of pre- and post-tests 2, as regards the use of *reported speech* in relatively

spontaneous speech production. Results above demonstrate a statistically significant difference (z=-3.60, p<.0001), showing that the probably of the positive difference of results from pre- to post-test 2 is less than 5% due to chance (.0001). Moreover, Table 24 shows that most participants, 21 out of 23, were positively ranked, and only 2 participants were negatively ranked. None of the participants were tied, though. Results demonstrate further evidence of the positive effect of *planned Focus on Form* instruction in a relatively spontaneous speech production of *reported speech* sentences.

The same procedure for pre- and post-test 1 was applied for pre- and post-test 2 as regards the participants' placement into categories according to their scores, in order to address their proficiency level of accuracy of a specific grammatical structure – *reported speech* – before and after planned focus on form instruction. Figure 16 presents the results related to the percentage of participants placed in each category, according to their grades.

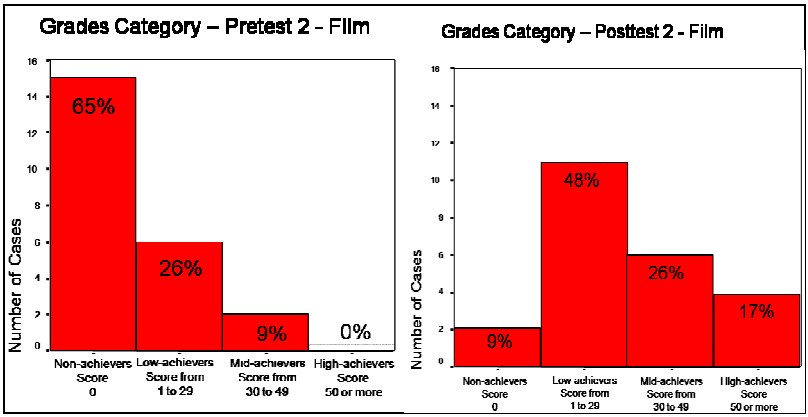

Figure 16. Pretest 2 and Posttest 2 – category grades.

As Figure 16 shows, whereas in pretest 2 most participants (65%) scored 0 and were placed into the non-achievers group, in posttest 2 only 9% of the participants were placed in this category. As regards the low-achievers group, most participants in posttest 2 were placed in this category (48%), whereas in pretest 2 only 26% of the participant scored from 1 to 29. In mid-achievers group in pretest 1, 9% of the participants were place, whereas in the posttest 2, this number was almost 3 times higher – 26% of the participants. A great improvement in participants' performance of the use of *reported speech*

in relatively spontaneous speech in shown by analyzing the amount of participants placed in non-achievers and high-achievers group in pre- and post-test 2. As can be seen, whereas in pretest 2 65% of the participants scored 0, only 9% of them scored 0 in posttest 2. As regards the high-achievers group, none of the participants were placed into this category in pretest 2, whereas 17% of the participants in posttest 2 scored 50 or more and were considered as high-achievers of the accurate use of *reported speech* in relatively spontaneous speech production after focus on form instruction of this grammatical structure.

Thus, once more, results show a positive effect of planned focus on form instruction of *reported speech* when it is used in relatively spontaneous speech production (in a situation where these participants were *not* explicitly required to use this structure).

We now turn on to the grammar rules used correctly in pretest 2 and posttest 2 when reporting what the character said in the movie shot. Table 25 below displays the results.

Table 25. Grammar rules produced correctly in pretest 2 and posttest 2

	Number of times produced correctly		**participants produced correctly**		**participants correctly either pre- or post-test**	
Grammar structure	**Pre**	**Post**	**Pre**	**Post**	**Pre**	**Post**
*Verb **TO BE** presented in the **PRESENT** and reported in the **PAST***	5	31	5 (22%)	19 (83%)	2 (9%)	16 (70%)
*Verbs presented in the **SIMPLE PRESENT** and reported in the **SIMPLE PAST***	2	18	1 (4%)	8 (35%)	0 (0%)	13 (57%)
*Conditional **COULD** reported as **COULD***	4	4	4 (17%)	4 (17%)	4 (17%)	4 (17%)
*Future **WILL** reported as **WOULD***	0	5	0 (0%)	3 (13%)	0 (0%)	3 (13%)
*Verbs presented in the **SIMPLE PAST** and reported in the **PAST PERFECT***	0	6	0 (0%)	5 (22%)	0 (0%)	5 (22%)
*Verbs presented in the **PRESENT PERFECT** and reported in the **PAST PERFECT***	0	2	0 (0%)	2 (9%)	0 (0%)	2 (9%)
None of the sentences produced correctly	0	0	10 (43%)	2 (9%)	10 (43%)	2 (9%)

As Table 25 shows, the grammar rule produced correctly mostly by participants in posttest 2 was verb to be when presented in the present and reported in the past. Even though this structure was produced correctly 5 times in pretest 2, it was produced 31 times correctly in posttest 2, showing that it was produced correctly more than 5 times accurately in posttest 2 than it was in pretest 2. The number of participants who produced this structure correctly in posttest 2 (5 participants – 22%) was also higher than in pretest 2 (19 participants – 83%). Moreover, 16 participants (70%) who had not produced this structure correctly in the pretest 2, produced it correctly in the posttest 2.

The other grammar rule that was highly produced correctly by the participants was verbs presented in the simple present and reported in the simple past. As can be seen, yet it was produced correctly 2 times

in pretest 1 (cartoon), it was produced 18 times correctly in posttest 2 (film). The number of participants who produced it correctly in the posttest 2 was 8 (35%), whereas in the pretest 2 was 1 (4%). Moreover, 13 participants (57%) who hadn't produced it correctly in the pretest 2, produced it correctly in the posttest 2.

Conditional *could* was produced correctly in the posttest 2 the same amount of times it was produced correctly in pretest 2 (4 times) and 4 participants (17%) produced it correctly in pretest 2 and posttest 2. However, participants who produced it correctly in the pretest 2 did not produce it correctly in the posttest 2, and vice-versa.

Future *will* produced *as would* was not used accurately in pretest 2, and it was produced accurately in posttest 2 for 5 times, by 3 participants. The other grammar rule that was not produced correctly in the pretest 2 was verbs presented in the simple past and reported in the past perfect. In posttest 2, they were produced correctly 6 times, by 5 participants. Verbs presented in the present perfect and reported in the past perfect were also only produced correctly in the posttest 2. It was produced 2 times, by 2 participants. Moreover, in pretest 2, 43% of the participants were not able to produce a single structure correctly. As concerns the posttest 2, this number was lower to 9% of the participants.

Thus, as regards the accuracy improvement of the grammatical structures used to report a situation in relatively spontaneous speech, we can observe that all the structures, except for conditional *could* produced as *could*, were used more accurately in the posttest 2 than in pretest 2, after participants exposure to planned focus on form instruction.

To sum up, in relatively spontaneous speech, 91% of the participants improved after planned focus on form instruction, 9% showed a decrease in performance, and none of the participants kept performance at the same level. As concerns the grammatical structures used accurately in order to report what the character in the movie shot said, results indicate that, except for conditional *could* in presented in direct speech and produced as *could* in *reported speech*, all the structures used were produced either more times correctly or used correctly by more participants in posttest 2 than in pretest 2.

Thus, results yield a positive effect of planned focus on form instruction, in relatively spontaneous speech production, as regards the accuracy with which participants use *reported speech,* as well as the grammar structures participants are able to produce after being exposed to planned focus on form instruction. Figure17 illustrates the results related to participants' improvement.

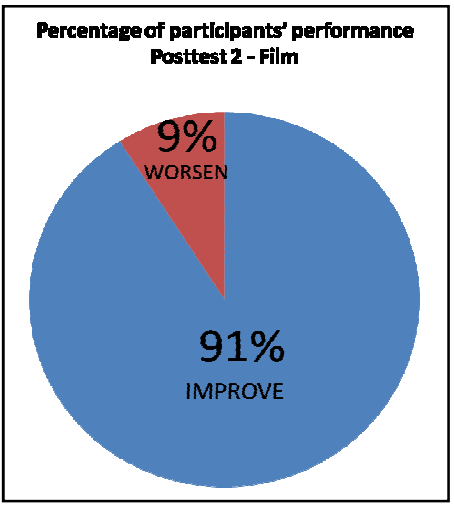

Figure 17. Participants' performance Posttest 2 – Film

4.2 Discussion

This section discusses the results of this research, as well as empirical research as regards the extent of the *use* and *improvement* of *reported speech* in two different conditions: *controlled* speech production (i.e. when participants were asked to use the structure previously taught) and *relatively spontaneous* speech (when participants were not told to, or asked to use the structure previously taught, but simply given the opportunity to use this structure). For research questions 1 and 2, the *use* of reported speech is discussed. More specifically, for research question 1 discussion, the *use* of reported speech in *controlled* speech production is discussed, whereas for research question 2, the *use* of reported speech in relatively *spontaneous* speech production is discussed, as regards accuracy of *reported speech* use in speech production. For research questions 3 and 4, *improvement* of *reported speech* in speech production is discussed. So that, for research question 3, *improvement* of *reported speech* accuracy in *controlled* speech production is discussed, whereas for research question 4, what is discussed is the *improvement* of the accuracy of *reported speech* in relatively *spontaneous* speech production.

Thus, this subsection is organized in two further subsections: 4.2.1 discusses the *use* of reported speech either in *controlled* or *relatively spontaneous* speech production, whereas section 4.2.2 discusses the *improvement* of reported speech either in *controlled* or *relatively spontaneous* speech production.

4.2.1 The accurate *use* of reported speech after focus on form instruction in *controlled* speech and *relatively spontaneous* speech production

According to Ellis, 2001, since research on focus on form instruction varies a lot as regards the variables investigated in the studies, and since many studies do not include pre- and post-tests and/or a control group, it is difficult to compare results among the studies that investigated this issue.

Moreover, research on focus on form instruction either compares the effect of focus on form and other type of instruction (Pica, 1983, 1985; Montgomery and Eisenstein, 1985; White, 1991; Leeman, Arteagoitia, Fridman, and Doughty, 1995; Lyster, 1994; VanPatten and Sanz, 1995; VanPatten and Oikkenon, 1996; Doughty and Varela, 1998; Norris and Ortega, 2000; Muranoi, 2000; among others), or, according to Byrnes (1999), investigates this issue through main 5 categories: (1) the relationship on the degree of learning with attention, awareness, noticing, and consciousness (e.g. Fotos, 1994; Robinson, 1995; Schmidt, 1995, Tomlin and Villa, 1994); (2) the effect of corrective feedback or positive evidence provided to learners in order to either speed up the process of learning or to assure continued restructuring; (3) the best technique for input enhancement; (4) how to approach feedback (Lightbown and Spada, 1990); and (5) whether the acquisition sequence is fixed or not (Pienemann , 1985, 1989).

As can be observed, the present study, on the other hand, does not compare focus on form instruction to any kind of instruction. Instead, I investigate only the effect of focus on form instruction on speech production in four different conditions – use and improvement, in free and controlled speech.

Ellis (1994) states that in most studies he analyzed, formal instruction often does not work, particularly when it is measured in relation to spontaneous speech. These results are partially in line with those of the present study, since most participants were not able to use

reported speech accurately in speech production after focus on form instruction, either in controlled or relatively free speech. However, as can be seen in figure 5 (section 4.1.2), 21% of the participants, in controlled speech production, were able to use the target structure accurately and scored 50 or more, in a score from 0 to 100. Thus, even though most participants (79%) scored less than 50, and were not considered, in the present study, accurate producers of the target structure under investigation – *reported speech* – after being exposed to focus on form instruction, 21% of the participants were considered accurate producers of the target structure under investigation – *reported speech* – after being exposed to focus on form instruction. As regards relatively free speech, Figure 6 showed (section 4.1.2) that 17% of the participants scored 50 or more and were considered great achievers of reported speech accurate use after being exposed to focus on form instruction. However, the majority of them (83%) scored less than 50 and was not considered great achievers of reported speech accurate use after being exposed to focus on form instruction.

Results reported by DeKeyser (2000), Johnson & Newport (1989) and Yeni-Komshian, Robbins, & Flege (2001) also partially corroborate the results of the present study, since they report their participants were not able to use the target structure they investigated accurately, after instruction, in controlled speech, as their tests were grammatically judgment tests, investigating third person –s, articles, or plurals (cited in DeKeyser, 2005).

Jiang (2004) also reports that participants were not able to use the target structure accurately after instruction. However, he investigated reading comprehension, which is a different context from this study, with Chinese ESL speakers (also cited in DeKeyser, 2005).

As regards the two grammatical rules used correctly in posttests (1 and 2) – to be presented in the present in direct speech and produced in the past in reported speech, as well as verbs presented in the simple present in direct speech and produced in the simple past in reported speech – Pienemann (1985) and his teachability hypothesis might shed light on the results obtained from this research. Pienemann (1985) proposes that only the structure that are close to the natural stage of participants' development, are learned through formal instruction. Hence, as regards all the other structures that were not used accurately either in spontaneous as well as in controlled speech, we can concur that these structures may be too far from the point in which participants would acquire them in natural setting.

Thus, results showed that, even though most participants were not able to use *reported speech* accurately in *controlled* speech production, after being exposed to this structure through focus on form instruction, there was an overall positive effect of focus on form instruction. As presented in section 4.1.2, 21% of the participants scored 50 or more after instruction, showing that only six hours of instruction already produced benefits in terms of the accurate use of the target form. Furthermore, two rules were used correctly in controlled speech production when participants reported what was said in the cartoon strip - verb to be presented in the present in direct speech and produced in the past in reported speech (75% of the participants) and verbs presented in the simple present in direct speech and produced in the simple past in reported speech (50% of the participants). The other structures were produced correctly by less than 50% of the participants, though.

As regards *relatively spontaneous* speech production, results also show that even though most participants were not able to use *reported speech* accurately, after being exposed to it through focus on form instruction (see Figure 6 (section 4.1.2),), 17% of the participants scored 50 or more after instruction. Hence, six hours of focus on form instruction showed to be beneficial as regards the accurate use of a specific target structure. As regards the grammatical structures used in order to report what was said in the movie shot, the reporting of was used accurately by 83% of the participants – see Table 12 (section 4.1.2). The other structures were produced correctly in relatively spontaneous speech by less than 50% of the participants, and are, thus, not considered to be accurately produced by most participants.

4.2.2 *Improvement* of *reported speech* use after focus on form instruction in *controlled* speech and *relatively spontaneous* speech production

As regards improvement after focus on form instruction of *reported speech* in free and controlled speech, results of this research show that both in controlled as well as in relatively spontaneous speech production participants improved significantly after instruction. In controlled speech, results of the pretest 1 and the posttest 1 presented in Tables 18, 19 and Figures 7, 8, 10, and 11 (section 4.1.4) demonstrate that participants of the present study seemed to have benefited from focus on form instruction when they are explicitly required to use the

target grammar structure of *reported speech* (controlled speech), since 79% of the participants improved significantly after instruction. In relatively spontaneous speech this number was even higher (91% of the participants), as Tables 22, 23 and Figures 12, 13, 15 and 16 show (section 4.1.5) participants' improvement after instruction.

According to Ellis (1994), several studies have investigated the effect of grammar instruction at specific grammatical features, measuring accuracy. Several studies investigate the effect of planned focus on form instruction on controlled as well as in spontaneous production (Ellis, 1984; VanPatten and Sanz, 1995; Doughty and Varela, 1998; Muranoi, 2000; among others). One study that compared the effects of focus on form instruction to focus on meaning instruction in controlled and spontaneous speech was Leeman, Arteagoitia, Fridman, and Doughty's (1995). In their study, they used visual enhancement to promote focus on form instruction. Thus, the target structures under investigation – preterit and imperfect tenses in Spanish – in a text about Spanish history, were highlighted, underlined and color-coded.

They separated the participants in two groups: one group received purely communicative treatment, without any kind of attention to the target structures, and the other group received focus on form instruction, in two 50-minutes period of instruction. In the first 50 minute class, subjects from both groups were told to read and answer questions to get prepared for a discussion. For the experimental group, who received the text with enhancement of the target structures (highlight, underlining and color-coding), they were also told to pay special attention to how temporal relations were presented in the material they received, and they also received corrective feedback on the use of the target structures of the study. The control group only received the instruction to read and answer questions to get prepared for discussion.

In the second class, there was a debate, in which the treatment group was again told to be careful when expressing the temporal relation – the target structure under investigation – and were also given corrective feedback on the production of this structure. The control group did not receive any corrective feedback or instruction to be careful about the use of the target structure.

A comparison of the pretests and posttests on three different measures – a cloze completion task (controlled production), a written essay (spontaneous production), and an analysis of speech production

during the second class (spontaneous speech production) showed that participants had a significant gain from pre- to post-test for accuracy and amount of use of the target structure in the tests.

These results are in line with those of the present study, since in the spontaneous speech task, as well as in controlled speech task, participants showed to be benefited from focus on form instruction, as they improved after instruction.

Doughty and Varela's results (1998) also corroborate the results of the present study. They investigated 34 teenager intermediate ESL level students who, most of them, came from Spanish speaking countries. The researchers collected oral and written science lab reports, which contained a combination of the target forms of the study, which were *past* and *conditional,* in spontaneous speech. The researchers separated the participants into two groups – one that served as control, and the other one, as experimental. The experimental group received focus on form instruction and corrective feedback whereas the control group did not receive any kind of instruction nor corrective feedback. Results showed a significant improvement in accuracy and the total number of attempts at *past,* on both oral and written tasks from the pretest to posttest in the experimental group. The control group did not show improvements in performance.

Other studies that corroborate the results of the present research as regards the positive effect of focus on form instruction on spontaneous speech are Pica's (1983, 1985), Lyster's (1994), and Muranoi's (2000).

Pica (1983, 1985) investigated the effect of instruction in spontaneous speech, and found that instructed learners produced plural –s more accurately than naturalistic learners in unplanned speech. However, instructed participants produced progressive –ing less accurately than the naturalistic participants. As regards the other structures that were investigated in her study, instructed and naturalistic participants did not show any difference in performance. Thus, she concludes that instruction is beneficial to structures that are easy to acquire.

Lyster (1994) has investigated 106 participants enrolled in a French immersion program, who received explicit instruction, by highlighting the target structures in written texts, as well as contextualized production practice. There were two groups of participants, who served as control and experimental groups. He found

that the experimental group outperformed the control as regards the written and oral tests.

Muranoi (2000) has also investigated the effect of instruction plus communicative practice to explicit instruction, in free speech production, with 91 Japanese learners of English, and with English definite and indefinite articles as target structures. He investigated 3 groups. Group 1 received instruction by input and output enhancement, plus formal debriefing; group 2 received input-output enhancements, plus meaning focused debriefing; and group 3 served as control group. Instructions lasted one hour and a half. For both written and oral tasks, groups 1 and 2 outperformed the control group in indefinite articles in immediate posttest, but only group 1 outperformed the control group in delayed test. On the definite article, group 1 outperformed the control group in immediate and delayed posttest, but did not outperformed group 2, who showed the highest scores either in written and oral tasks in both immediate and delayed posttests.

However, Ellis (1994) points out that, in terms of accuracy, formal instruction is beneficial to control, but not to spontaneous speech production. As can be observed, these results do not completely corroborate the results of the present study, since in the present research, participants showed to have benefited from instruction in both controlled as well as in relatively spontaneous speech production. In the present study, the mean in spontaneous speech after treatment was even higher than in controlled speech (24.58 for the former and 30.39 for the latter). Moreover, whereas in the controlled speech task 79% of the participants improved, in spontaneous speech task 91% of the participants improved.

4.3 Summary of the results

This section presents the summary of the results, addressing the four proposed research questions.

4.3.1 Answers for the Research questions:

Research questions:

-RQ1: If explicitly required, to what extent do students use the L2 grammar structure they are formally exposed to in the classroom through focus on form when speaking the L2?

Results suggest that even though most participants achieve low proficiency in the accuracy of *reported speech* use, in controlled speech, after being exposed to focus on form instruction, 21% of the participants achieved high proficiency levels in the accurate use of reported speech in controlled speech production, after being exposed to this structure through focus on form, since they scored more than 50. Forty-five percent of the participants scored from 1 to 29, in a scale from 0 to 100.

As regards the grammatical structures involved when using reported speech in controlled speech after focus on form instruction, two structures are considered to be used accurately by most participants – verb to be presented in the present in direct speech and reported in the past in reported speech, as well as verbs presented in the simple past in direct speech and reported in the simple past in reported speech. They are produced accurately by 75% and 50% of the participants, respectively. Although the other structures involved in the use of reported speech were produced correctly by less than 50% of the participants, in controlled speech production, after focus on form instruction, table 14 showed that they were produced correctly by some participants.

RQ2: If <u>not</u> explicitly required, to what extent do students use the L2 grammar structure they are formally exposed to in the classroom through focus on form when speaking the L2?

As for controlled speech, in relatively spontaneous speech, results also demonstrate that even though most participants achieve low proficiency in the accuracy of *reported speech* use, in relatively spontaneous speech, after being exposed to focus on form instruction, 17% of the participants achieved high proficiency levels in the accurate use of reported speech in relatively spontaneous speech production, after being exposed to this structure through focus on form, since they scored more than 50. Forty-eight percent of the participants scored from 1 to 29, on a scale of 0 to 100.

Moreover, as regards the grammatical structures involved when using reported speech in relatively spontaneous speech after focus on form instruction, the rule verb to be presented in the present in direct speech and reported in the past in reported speech is considered to be used accurately by most participants, since it was produced accurately by 83% of the participants. Although the other structures involved in the use of reported speech were produced correctly by less than 50% of the participants, in controlled speech production, after focus on form instruction, table 17 showed that they were produced correctly by some participants.

RQ3: When students are explicitly required to use the grammar structure – reported speech – in their speech production, is their accuracy in the use of this specific structure statistically different in the pretest phase and in the posttest phase?

As results show, the answer for this research question is "yes", since 79% of the participants improved their accuracy of *reported speech* production, in controlled speech, after being exposed to this structure through focus on form instruction. Results of the present study are in line with other studies, since most of them report gains in accuracy in the controlled production of a specific target structure after focus on form instruction (Ellis, 1984; Schumann, 1978; Kadia, 1988; VanPatten and Cadierno, 1993; among others).

As regards the grammatical structures involved in the use of reported speech in controlled speech after focus on form instruction, results indicate that the use of all structures improved as regards the amount of participants who accurately used them in pretest 1 compared to posttest 1, as well as the number of times these structures were produced accurately.

RQ4: When students are not explicitly required to use the grammar structure – reported speech – in their speech production, is their accuracy in the use of this specific structure statistically different in the pretest phase and in the posttest phase?

Results show that the answer to this research question is also "yes", since 91% of the participants improved their accuracy of *reported speech* production, in relatively spontaneous speech, after being exposed to this structure through planned focus on form instruction. Results of my study corroborate Pica's (1983); Lyster (1994); Doughty and Varela (1998); Muranoi (2000); among others. However, some other studies

(Ellis, 1984; VanPatten and Sanz, 1995; Kadia, 1988; among others) report gains in accuracy in the controlled production of a specific target structure after focus on form instruction but not in spontaneous speech production. Leeman, Artegagoitia, Fridman, and Doughty (1995) corroborate the results of the present research, since they show that focus on form instruction is beneficial to either controlled as well as spontaneous speech production.

As regards the grammatical structures involved when using reported speech in relatively spontaneous speech production after focus on form instruction, results show that most structures, except for conditional could presented in direct speech and reported as could in reported speech, which was reported correctly the same amount of times in the pretest and posttest (however by different participants) showed to be improved as regards the amount of participants who accurately used them in the pretest 1 compared to the posttest 1, as well as the number of times they were produced correctly.

4.3.2 Conclusion

Results of the present research provide evidence for the positive effect of Focus on Form instruction on L2 controlled speech production and relatively spontaneous speech production. However, it is not possible to argue that most participants used the target structure under investigation – reported speech – accurately, since most participants were not able to do that neither in controlled nor in spontaneous speech.

As regards the grammatical structures, results show that in controlled speech, report of verb *to be* presented in the present and reported in the past, as well as report of verbs presented in the simple present and reported in the simple pas*t* were produced correctly by most participants (50% or more) after being exposed to treatment. As concerns relatively free speech, report of verb *to be* presented in the present and reported in the past was produced correctly by more than 50% of the participants.

Thus, according to Long and Robinson (1998) results showed that:

> "Effects for instruction of any kind may be, and probably almost always are, gradual and cumulative rather than instantaneous and categorical, and they draw on memory for noticed features at subsequent points in development as learners process linguistic material at higher levels. Consequently, effects of instruction attributable to noticing may not be

immediate and may result from the delayed interaction of materials noticed and available for recall (rather than simply detected), with developmental processes occurring along other dimensions of language ability than those specifically targeted by the instructional treatment." (p. 40)

CHAPTER FIVE

FINAL REMARKS

The main objectives of the present study were (1) assessing the extent to which learners use, in controlled speech production, the target structure they are exposed to through focus on form instruction; (2) assessing the extent to which learners use, in relatively spontaneous speech production, the target structure they are exposed to through focus on form instruction; (3) measure if there is, in controlled speech production, a difference between pre- and post-tests in the accuracy with which learners use the target structure they were exposed to through focus on form; and (4) measure if there is, in relatively spontaneous speech production, a difference between pre- and post-tests in the accuracy with which learners use the target structure they were exposed to through focus on form. Hence, section 5.1 presents the summary of the results of data analyzes carried out in order to approach the four objectives described above. This chapter also presents the limitations of the study and suggestion for further research (section 5.2), as well as pedagogical implication of the present findings (section 5.3).

5.1 Conclusions

As results of data analysis showed, the main important findings of this study are:

1. Six hours of *focus on form* instruction, divided in four 90-minute-classes showed an overall positive effect in promoting accurate use of reported speech in controlled speech production, since 21% of the participants scored 50 or more, on a scale from 0 to 100, and thus were considered high-achievers and able to produce this structure accurately after instruction. Most participants (45%), however, scored from 1 to 29, and were classified as low-achievers (see table 11, section 4.1.2).
2. In controlled speech production, two structures were produced accurately by at least half of the participants – (1) *verb to be presented in present in direct speech and reported in the past* was produced correctly by 75% of the participant when they

had to use this structure for reporting what was said in the cartoon strip; and (2) *verbs presented in the simple present in direct speech and reported in the simple past in reported speech* were used accurately by 50% of the participants when reporting what was said in the cartoon strip. The other structures were used accurately by less than 50% of the participants.

3. Six hours of *focus on form* instruction, divided in four 90-minute-classes showed an overall positive effect in promoting accurate use of reported speech in relatively spontaneous speech production, since 17% of the participants scored 50 or more, on a scale from 0 to 100, and thus were considered as high-achievers and able to produce this structure accurately after instruction. However, most participants (48%of them) scored from 1 to 29, and were classified as low-achievers (see table 11, section 4.1.2).
4. In relatively spontaneous speech production, the grammatical structure – *verb to be presented in present in direct speech and reported in the past* was the only structure used accurately by at least half of the participants. This structure was produced correctly by 83% of the participants when they reported what was said in the movie shot. The other structures were used accurately by less than 50% of the participants.
5. Six hours of *focus on form* instruction divided in four 90-minute-classes promoted improvement as regards the accurate use of a specific grammatical structure – *reported speech* – in participants' controlled L2 speech production, since most participants (79% of them) improved from pre- to post-test, as regards the accurate use of reported speech in controlled reported speech production.
6. All the grammatical structures participants needed to use in order to report what was said in the cartoon strip were used more accurately after instruction. The amount of times these structures were used correctly was also higher in the posttest 1 than in pretest 1.
7. Six hours of *focus on form* instruction divided in four 90-minute-classes promoted improvement as regards the accurate use of a specific grammatical structure – *reported speech* – in participants' relatively spontaneous L2 speech production, since most participants (91% of them) improved from pre- to post-

test 2, as regards the accurate use of reported speech in relatively spontaneous reported speech production.

8. As regards grammatical structures, except for *conditional could presented in direct speech and reported as could in reported speech*, which was reported correctly by the same amount of times in the pre- and post-test 2 (by different participants, though), all the grammatical structures participants needed to use in order to report what was said in the movie shot were used more accurately after instruction. The amount of times these structures were used correctly was also higher in the posttest 2 than in pretest 2.

5.2 Limitations and suggestions for further research

As previously mentioned, the present study was carried out to to explore the effects of focus on form instruction on the use of a specific grammar structure in students' controlled and relatively spontaneous L2 speech production

Also, as already mentioned, to the best of my knowledge, no studies, so far, have investigated the effect of *focus on form* of a pre-selected grammatical feature – *reported speech* – in controlled, as well as relatively spontaneous speech production, by Portuguese L1 speakers. Hence, this study shed light into grammar and L2 speaking research. However, the results obtained in this research should be treated with caution, since some issues are still to be investigated. Thus, the following limitations and suggestions for further research are presented:

1. Elicitation of L2 speech production – In this study, speech data was elicited through two different tasks. In order to elicit participants' controlled speech production, a cartoon strip report with guiding lines was used, whereas for eliciting relatively spontaneous speech production, a video-based narrative task was used. In order to elicit more spontaneous speech production, I suggest that future studies also collect speech production in, for instance, a class debate, as in Leeman, Artegoitia, Fridman, and Doughty's (1995) study.
2. Recording of the classes – In order to better evaluate how participants performed in their use of *reported speech* when this structure was being taught during the treatment, as well as to find out how participants reacted when they realized they were not able to convey their intended message because of their lack of knowledge of the required structure, it would have helped if I had recorded and

transcribed the classes in which treatment was given. Thus, for future research, I suggest that when investigating the effects of focus on form instruction on the use of a specific grammar structure in students' controlled and relatively spontaneous L2 speech production, classes should be recorded.

3. Control group – In order to measure participants' performance of reported speech after treatment, I could have used a control group to compare results. Results of this study showed that most participants were not able to use reported speech accurately in controlled or relatively spontaneous speech production after treatment. However, if I had a control group, I might have showed that even without being able to use the structure accurately, the group that received treatment could perform better than the group who had not received focus on form instruction. Hence, for further research, I suggest that the use of a control group might help better evaluate the results of the data analyzes.

4. Delayed test – Results showed that, even though participants were not able to use the treated structure accurately in their controlled as well as in their relatively spontaneous speech production, most participants improved after treatment in their both controlled and relatively spontaneous speech production. Thus, a delayed test would allow me to analyze if after treatment, in the immediate posttest, participants were in the process of acquiring the grammatical structure previously taught. If it was the case, participants could perform better in the delayed test than in the immediate posttest. Thus, I suggest that future research includes a delayed posttest in order to measure the duration of instruction, as well as to investigate if, in the immediate posttest, participants might be in the learning process of the target structure.

5. Relationship between speech freedom – In order to investigate if participants performed better in controlled or relatively spontaneous speech production, I suggest that future research scrutinize data in order to compare both tests – cartoon strip results, which was used in order to collect controlled speech production, and the movie shot report, which was used in order to collect relatively spontaneous speech production.

6. Measure types of *focus on form* instruction – Another suggestion for future research is to compare the two kinds of focus on form instruction – incidental and planned focus on form instruction. I also suggest that a task to elicit participants *noticing* of formal aspects of the L2 is carried out, as in Bergsleithner's (2007) study, to verify

whether incidental or planned focus on form instruction would elicit *noticing* most.

7. Limited L2 feature analyzed – In this study, I only measured one of the four features of L2 speech production (accuracy). I suggest that future research measure fluency as well, in order to verify if gains in L2 performance is only on accuracy, or in fluency as well.

8. Measure isolated sentences – In order to verify if participants were able to use the taught structure accurately in isolated sentences (when they could dispose their attention to form only), it would have helped if I had asked participants to perform this type of task, in order to compare their performance with the other two tasks I used to carry out controlled and relatively spontaneous speech production. Thus, I suggest that future research asks participants to produce the target structures in isolated sentenced.

9. Sample size – The research begun with 33 participants, as explained in section 3.2. However, only 24 participants were part of data analysis, since 9 participants were discarded either for not taking post-test, or for being absent in more than 50% of the classes during the treatment. Thus, as sample size is restricted, results of this research cannot be generalized. So, future research should have larger samples in order to investigate effects of focus on form instruction on the use of a specific grammar structure in students' controlled and relatively spontaneous L2 speech production.

5.3 Pedagogical Implications

As previously stated, this research aimed at investigating the extent to which a pre-selected grammatical structure is used in controlled as well as in relatively spontaneous speech production, after *focus on form* instruction. Even though most participants did not score more than 50 after instruction, neither in controlled nor in relatively spontaneous speech production, some of these participants achieved this score. In controlled speech production, 21% of the participants scored 50 or more, and in relatively spontaneous speech production 17% of the participants scored 50 or more. Furthermore, 79% of the participants improved after instruction in controlled speech production, and 91% of the participants improved after instruction in relatively spontaneous speech production. Hence, according to these positive results of data analyses, this study offers as pedagogical implication that planned *focus*

on form instruction may help learners, contributing to language development and acquisition of formal aspects of the L2. *Focus on form* instruction also provides learners with better chances to produce grammatical structures more accurately in their L2 speech production. Moreover, *focus on form* instruction showed to be beneficial to both learners' controlled speech production as well as their relatively spontaneous speech production.

Instructors, then, should provide learners with opportunities to *notice* aspects of the L2 when a grammatical structure is to be taught. As results showed, one of the valid forms of achieving this goal is by using *focus on form* instruction. I acknowledge that explicit instruction is of great importance for language learning, but that should be offered in a communicative setting. Most important, before instruction is given, learners must first be triggered to learn that structure. They must realize by themselves that they need that structure in order to convey the message they intended to convey. Moreover, corrective feedback, mainly the least obtrusive ones, should also be used throughout the class.

In carrying out this study, I tried to find what could be done for learners to have a better chance to use, in their spontaneous speech production, what is taught in class. The results demonstrate that my objective was partially reached, since participants showed that, even though they have not mastered the use of the structure previously taught, *focus on form* instruction helped them improve their accuracy in the use of the previously taught structure, in their controlled as well as in their spontaneous speech production.

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APPENDIX A

16 What's your excuse?

1 SNAPSHOT

EXCUSES, EXCUSES

Situation	Excuse
Being late	My watch stopped. My class got out late.
Forgetting to meet someone	I wrote down the wrong date. I forgot to check my calendar.
Not doing homework	My sister was using the computer. I thought it was due tomorrow.
Getting home late	I couldn't get a ride. I missed the bus.
Not accepting a date	I'm not allowed to date. I have a boyfriend/girlfriend.

"I'm sorry I'm late. My watch stopped."

Have you ever heard any of these excuses? Have you ever used any of them?
Which are good excuses? Which are bad excuses?
What other excuses can you make for not accepting an invitation?

2 PERSPECTIVES Who said it?

A Who do you think made these requests? Listen and match each request with a person.

1. He asked me to play my music more quietly. .....
2. She told me not to come home after midnight. .....
3. She said to drink at least six glasses of water a day. .....
4. He said not to be late for practice again. .....
5. She asked me to pick up the kids after school. .....
6. He told me to bring a dictionary tomorrow. .....
7. He asked me not to tell anyone about his new girlfriend. .....

a. my doctor
b. my coach
c. my friend
d. my neighbor
e. my mother
f. my wife
g. my teacher

B *Pair work* Can you think of another request each person might make?

A: A doctor might also tell a patient to get more exercise.
B: . . . or to avoid eating greasy foods.

3 GRAMMAR FOCUS

Reported speech: requests

Original request	Reported request
Can you play your music more quietly?	He **asked me to play** my music more quietly.
Don't come home after midnight.	She **told me not to come** home after midnight. She **said not to come** home after midnight.

A Amanda is having a suprise party for Albert. Look at what she told the guests. Write each request using *ask*, *tell*, or *say*. Then compare with a partner.

1. Meet at Albert's apartment at 7:30.
2. Can you bring your favorite CDs?
3. Don't bring any food.
4. Can you bring a small gift for Albert?
5. Don't spend more than $10 on the gift.
6. Be careful not to say anything to him.

Amanda told them to meet at Albert's apartment at 7:30.

B ***Group work*** Imagine you're planning a class party. Write four requests. Then take turns reading your requests and changing them into reported requests.

Juan: Bring something good to eat to the party!
Sonia: Juan told us to bring something good to eat.

Noriko: Can you help me clean up after the party?
Jin Sook: Noriko asked us to help her clean up.

4 SPEAKING What a request!

A Think of requests that people have made recently. Write two things people asked you to do and two things people asked you *not* to do.

Person	Request
my mom	*get a haircut*

B ***Group work*** Compare with others. Who has the most interesting or unusual requests? Who did what was asked?

A: My mom asked me to get a haircut.
B: What did you tell her?

5 WORD POWER *Verb and noun pairs*

A Find three words or phrases in the list that are usually paired with each verb. Then compare with a partner.

anger	a compliment	a criticism	a joke	your regrets
an apology	a concern	an excuse	a lie	sympathy
a complaint	your congratulations	an invitation	a reason	the truth

express	.....	.....	.....
give	.....	.....	.....
make	.....	.....	.....
offer	.....	.....	.....
tell	.....	.....	.....

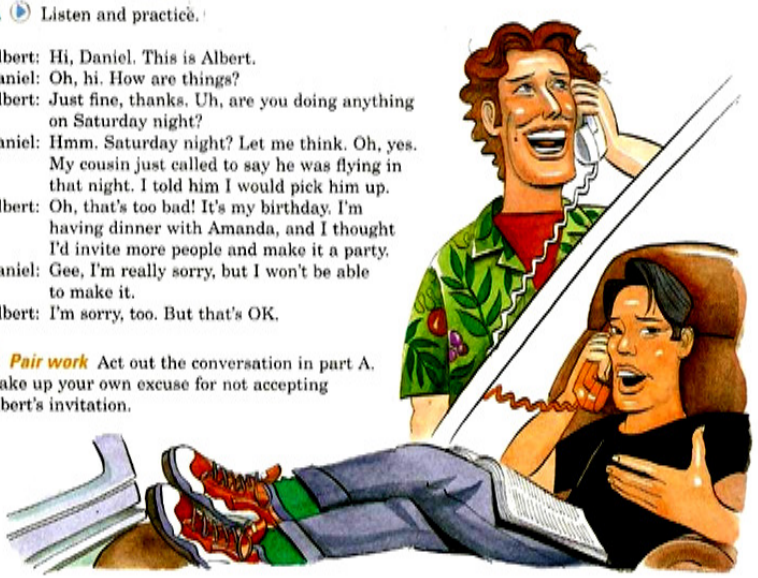
B ***Pair work*** In what situations do you do the things in part A? Write five sentences about things you *never*, *sometimes*, or *always* do. Then take turns reading your sentences and asking questions.

A: I never tell a lie.
B: Are you sure? What if someone asks how much you weigh?

6 CONVERSATION *Are you doing anything on Saturday?*

A Listen and practice.

Albert: Hi, Daniel. This is Albert.
Daniel: Oh, hi. How are things?
Albert: Just fine, thanks. Uh, are you doing anything on Saturday night?
Daniel: Hmm. Saturday night? Let me think. Oh, yes. My cousin just called to say he was flying in that night. I told him I would pick him up.
Albert: Oh, that's too bad! It's my birthday. I'm having dinner with Amanda, and I thought I'd invite more people and make it a party.
Daniel: Gee, I'm really sorry, but I won't be able to make it.
Albert: I'm sorry, too. But that's OK.



B ***Pair work*** Act out the conversation in part A. Make up your own excuse for not accepting Albert's invitation.

7 LISTENING *He said, she said*

A Listen to Albert inviting friends to his party on Saturday. What excuses do people give for not coming? Match the person to the excuse.

1. Scott .....
2. Fumiko .....
3. Manuel .....
4. Regina .....

a. She said that she wasn't feeling well.
b. He said he was taking his mother to a dance club.
c. She said she had houseguests for the weekend.
d. He said that he would be out of town.
e. She said she might go out with friends.
f. He said he was going away with his family.

B Listen. What happens on the night of Albert's birthday?

8 GRAMMAR FOCUS

Reported speech: statements

Direct statement	*Reported statement*	
I'm **not feeling** well.	She **said** (that)	she **wasn't feeling** well.
I **have** houseguests for the weekend.		she **had** houseguests for the weekend.
I **made** a tennis date with Kim.		she **had made** a tennis date with Kim.
I **have planned** an exciting trip.		she **had planned** an exciting trip.
We **can't come** tomorrow.	They **told me** (that)	they **couldn't come** tomorrow.
We **will be** out of town.		they **would be** out of town.
We **may go** out with friends.		they **might go** out with friends.

A Sandra is having a party at her house on Saturday. Look at these excuses. Change them into reported speech. Then compare with a partner.

1. Donna: "I have to baby-sit my nephew that night."
2. William and Brigitte: "We're going out of town for the weekend."
3. Mary: "I've been invited to a wedding on Saturday."
4. James: "I promised to help Dennis move."
5. Anita: "I can't come because I have the flu."
6. Mark: "I'll be studying for a test all weekend."
7. Eva and Randall: "We have to pick someone up at the airport that evening."
8. David: "I may have to work late on Saturday night."

Donna said she had to baby-sit her nephew that night.
Donna told her she had to baby-sit her nephew that night.

B ***Group work*** Imagine you don't want to go to Sandra's party. Take turns making excuses and changing them into reported speech.

A: I'm sorry I can't go. I have tickets to a concert that night.
B: Lucky guy! He said he had tickets to a concert that night.

9 PRONUNCIATION *Reduction of* had *and* would

A Listen and practice. Notice how **had** and **would** are reduced in the following sentences.

She said she'd made the bed. (She said she **had made** the bed.)
She said she'd make the bed. (She said she **would make** the bed.)

B Listen to four sentences. Check (✓) if you hear the reduced form of **had** or **would**.

1.	2.	3.	4.
☐ had	☐ had	☐ had	☐ had
☐ would	☐ would	☐ would	☐ would

10 SPEAKING *Good intentions*

A ***Group work*** What are some things you would like to do in the near future? Think of three intentions.

A: I'm going to learn how to sail.
B: That sounds fun. Are you going to take lessons?

B ***Class activity*** Report the best intentions you heard. Then predict which ones will happen.

"Tatyana said she was going to learn how to sail, but she doesn't want to take lessons."

11 WRITING *A voice mail message*

A Dan is out of town for the weekend. Listen to four voice mails he received. His roommate has written down the first message. Write down the three other messages.

Dan– Friday, 9 P.M. Bill called. He said he would meet you in front of Pizza House at 6:30 P.M. on Monday.

B ***Pair work*** Compare your messages. Is any important information missing?

12 INTERCHANGE 16 *Excuses, excuses*

Make some plans. Student A find Interchange 16A; Student B find Interchange 16B.

13 READING

The Truth About Lying

Is it ever better to tell a lie rather than the truth? If so, when?

Most of us are taught to believe that lying is wrong. But it seems that everybody tells lies – not big lies, but what we call "white lies." If we believe that lying is wrong, why do we do it? Most of the time, people have very good reasons for lying. For example, they might want to protect a friendship or someone's feelings. So, when do we lie and who do we lie to? A recent study found that the average person lies about seven times a day. Here are some ways and reasons why.

#1 Lying to hide something: People often lie because they want to hide something from someone. For example, a son doesn't tell his parents that he's dating a girl because he doesn't think they will like her. Instead, he says he's going out with the guys.

#2 Lying to make an excuse: Sometimes people lie because they don't want to do something. For example, someone invites you to a party. You think it will be boring, so you say you're busy.

#3 Lying to make someone feel good: Often we stretch the truth to make someone feel good. For example, your friend cooks dinner for you, but it tastes terrible. Do you say so? No. You probably say, "Mmm, this is delicious!"

#4 Lying to avoid sharing bad news: Sometimes we don't want to tell someone bad news. For example, you have just had a very bad day at work, but you don't feel like talking about it. So if someone asks you about your day, you just say that everything was fine.

A Read the article. Then complete the summary with information from the article.

It isn't necessarily ..... to lie. It's probably OK to lie if you want to protect ..... or ..... . The main reasons for lying are to ..... , to ..... , to ..... , or to ..... .

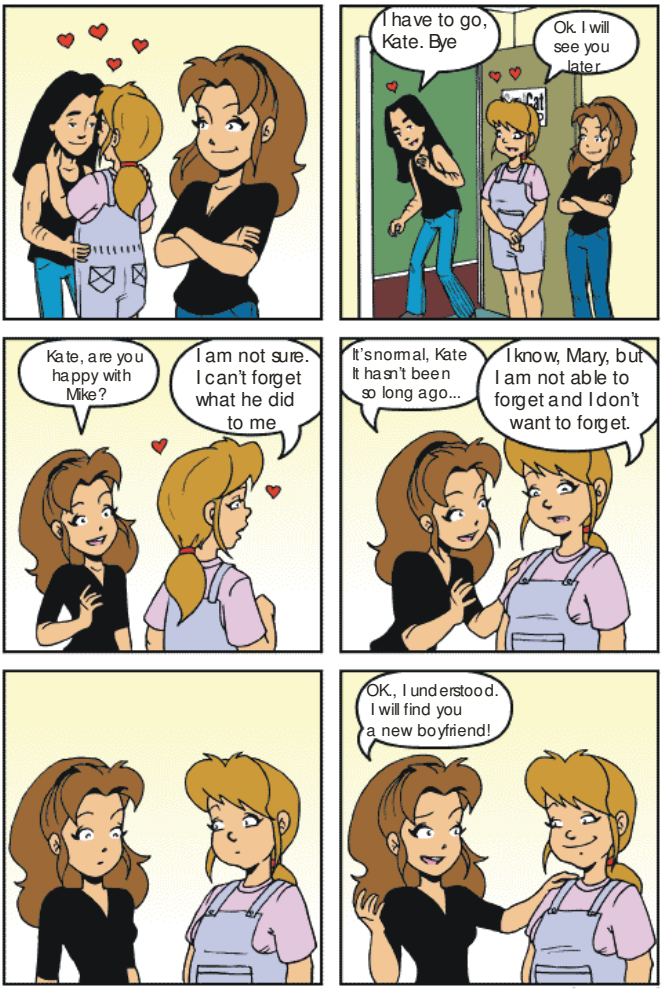
B Look at these situations. For each example, write the number of the appropriate reason.

..... 1. Your friend gives you an ugly shirt for your birthday. You say, "Oh, it's great!"
..... 2. You lost your job and are having trouble finding a new one. When an old friend calls to find out how you are, you say you're doing well.
..... 3. Someone you don't like invites you to a movie, so you say, "I've already seen it."
..... 4. You're planning a surprise party for a friend. To get him to come over at the right time, you ask him to stop by to see your new motorcycle.

C ***Group work*** Can you think of other reasons people tell white lies? What white lies have you told recently?

APPENDIX B

Cartoon A
Instructions:
Read the cartoon strip carefully, as much as you need, in order to memorize it.
Try to memorize as much as you can, because later, you will be asked to report what the characters said in the balloons.
You have 5 minutes to memorize the lines of the balloons.



APPENDIX C

Cartoon A

Instructions:

Report what the characters said in the cartoon strip. Always change the verb tense, although sometimes it is not necessary. Try to remember every detail. Start your sentences with:

- Mike said that he …
- Mary asked Kate if she…
- Kate told Mary that she …"

APPENDIX D

Cartoon A – Expected sentences

- MIKE: I have to go, Kate. Bye.

MIKE SAID THAT HE HAD TO GO.

MIKE TOLD KATE THAT HE HAD TO GO

- KATE: Ok, I will see you later.

KATE SAID THAT SHE WOULD SEE HIM LATER

KATE TOLD HIM THAT SHE WOULD SEE HIM LATER.

- MARY: Kate, are you happy with Mike?

MARY ASKED KATE IF SHE WAS HAPPY WITH MIKE.

- KATE: I am not sure.

KATE SAID THAT SHE WAS NOT SURE.

KATE TOLD MARY THAT SHE WAS NOT SURE

I can't forget what he did to me.

SHE SAID THAT SHE COULDN'T FORGET WHAT HE HAD DONE TO HER

SHE TOLD MARY THAT SHE COULDN'T FORGET WHAT HE HAD DONE TO HER.

- MARY: It's normal, Kate.

MARY SAID THAT IT WAS NORMAL

MARY TOLD HER THAT IT WAS NORMAL.

It hasn't been so long ago…

SHE SAID THAT IT HADN'T BEEN SO LONG AGO.

SHE TOLD KATE THAT IT HADN'T BEEN SO LONG AGO.

- KATE: I know, Mary,

KATE SAID THAT SHE KNEW,

KATE TOLD MARY THAT SHE KNEW,

but I am not able to forget and I don't want to forget.

BUT SHE WAS NOT ABLE TO FORGET AND SHE DIDN'T WANT TO FORGET.

- MARY: Ok, I understood.

MARY SAID THAT SHE HAD UNDERSTOOD.

MARY TOLD KATE THAT SHE HAD UNDERSTOOD.

I will find you a new boyfriend.

SHE SAID THAT SHE WOULD FIND HER A NEW BOYFRIEND.

SHE TOLD KATE THAT SHE WOULD FIND HER A NEW BOYFRIEND

APPENDIX E

Cartoon B

Instructions:

Read the cartoon strip carefully, as much as you need, in order to memorize it.

Try to memorize as much as you can, because later, you will be asked to report what the characters said in the balloons.

You have 5 minutes to memorize the lines of the balloons.

APPENDIX F

Cartoon B

Instructions:

Report what the characters said in the cartoon strip. Always change the verb tense, although sometimes it is not necessary. Try to remember every detail. Start your sentences with:

- Mary said that she …
- John told her that he…
- Mary asked John if …"

APPENDIX G

Cartoon B – Expected sentences

- MARY: I am happy you prepared dinner, John.
MARY SAID THAT SHE WAS HAPPY HE HAD PREPARED DINNER.
MARY TOLD JOHN SHE WAS HAPPY HE HAD PREPARED DINNER.
What are we having?
SHE ASKED HIM WHAT THEY WERE HAVING.
- JOHN: I have prepared a special dish for us.
JOHN SAID HE HAD PREPARED A SPECIAL DISH FOR THEM
JOHN TOLD HER HE HAD PREPARED A SPECIAL DISH FOR THEM
I think you may like it.
HE SAID SHE MIGHT LIKE IT.
HE TOLD HER THAT HE THOUGHT SHE MIGHT LIKE IT.
- MARY: Wow! Did you cook fire?
MARY ASKED JOHN IF HE HAD COOKED FIRE.
- JOHN: No… I'm sorry.
JOHN SAID THAT HE WAS SORRY
JOHN TOLD HER THAT HE WAS SORRY
I will never try to cook again.
HE SAID HE WOULD NEVER TRY TO COOK AGAIN
HE TOLD HER THAT HE WOULD NEVER TRY TO COOKAGAIN.
- MARY: Don't worry, John.
MARY TOLD HIM NOT TO WORRY
MARY SAID NOT TO WORRY
I made chicken for lunch
SHE SAID THAT SHE HAD MADE CHICKEN FOR LUNCH AND THAT
SHE TOLD HIM THAT…
***It's delicious*.**
SHE SAID THAT IT WAS DELICIOUS
SHE TOLD HIM THAT…
- JOHN: Oh, I love chicken
JOHN SAID THAT HE LOVES (LOVED) CHICKEN
JOHN TOLD HER THAT…
- MARY: We can have it.
MARY SAID THAT THEY COULD HAVE IT.
MARY TOLD HIM THAT…

APPENDIX H

Instructions for the video shots task

Now, you will watch a shot of the film “Super Size Me”, which is about fast-food restaurant.
The man in the movie decided to eat at MacDonald’s for 1 month – for breakfast, lunch and dinner, and he is reporting what is happening to him.
You will watch the shot five times.
You can take notes.
After watching it for five times, you will be required to report what Morgan, the main character said in the shot.
Your task is to tell me what he SAID in the shot.
Try to remember as much as you can.”

APPENDIX I

Scene A – Script

- I don't feel good today. Not that I feel sick, but I just feel a little depressed…
You know, for no reason. I mean, things are going great, I've had a good day.
I just feel really... Yeah.
It's not real hard eating this food all the time, just because it tastes good, it makes you feel good.
I really noticed I'll eat some, and just a little while later, I'll be hungry again, and I'll want more -- More, more, more.

APPENDIX J

Scene A – Movie Shot pictures

beginning

middle

end

APPENDIX K

Scene A – Expected sentences

- I don't feel good today.
HE SAID THAT HE DIDN'T FEEL GOOD THAT DAY
- Not that I feel sick,
HA SAID THAT IT WAS NOT THAT HE FELT SICK
- but I just feel a little depressed…
BUT HE JUST FELT A LITTLE DEPRESSED…
- You know, for no reason.
HE SAID THAT IT WAS FOR NO REASON
- I mean, things are going great,
HE SAID THAT THINGS WERE GOING GREAT…
- I've had a good day.
HE SAID THAT HE HAD HAD A GOOD DAY.
- I just feel really... Yeah.
HE JUST FELT REALLY…
- It's not real hard eating this food all the time,
HE SAID THAT IT WAS NOT REAL HARD TO EAT THAT FOOD ALL THE TIME
- just because it tastes good,
JUST BECAUSE IT TASTED GOOD
- it makes you feel good.
IT MADE YOU FEEL GOOD
- I really noticed
HE SAID THAT HE HAD REALLY NOTICED THAT
- I'll eat some, and just a little while later,
HE WOULD EAT SOME AND JUST A LITTLE WHILE LATER
- I'll be hungry again,
HE SAID HE WOULD BE HUNGRY AGAIN
- And I'll want more -- More, more, more.
AND HE WOULD WANT MORE – MORE, MORE, MORE.

APPENDIX L

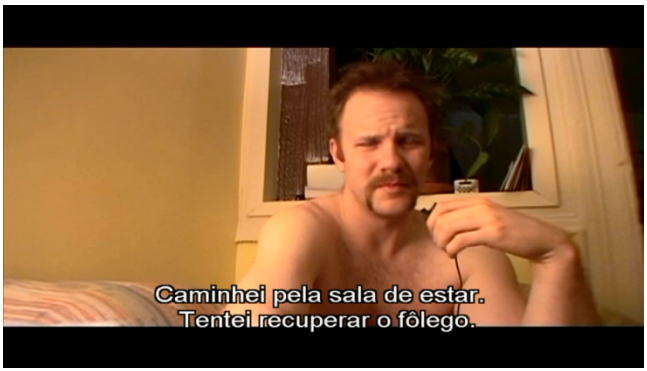
Scene A – Script

Morgan: it's, um -- it's, like, 2 in the morning on February 21st.
I woke up, I couldn't breathe.
I'm having really difficulty breathing.
I'm very hot, and ... I felt like I was having heart palpitations.
I came up and I walked around the living room, I was trying to get my breath back.
and...I want to finish but I don't want anything real bad to happen, either

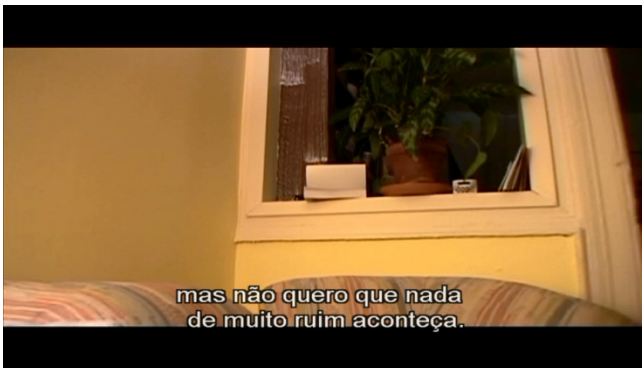
APPENDIX M

Scene B – Movie Shot

beginning



middle



end

APPENDIX N

Scene B – expected sentences

- Morgan: it's, um -- it's, like, 2 in the morning on February 21st.
HE SAID THAT IT WAS 2 IN THE MORNING ON FEB. 21.

- I woke up, I couldn't breathe.
HE SAID THAT HE HAD WAKED/WOKEN UP AND HE COULDN'T BREATH.

- I'm having really difficulty breathing.
HE SAID HE WAS HAVING REALLY DIFFICULTY BREATHING

- I'm very hot, and ...
HE SAID THAT HE WAS VERY HOT

- I felt like I was having heart palpitations.
HE SAID HE HAD FELT LIKE HE HAD BEEN HAVING HEART PALPITATIONS

- I came up and I walked around the living room.
HE SAID HE HAD COME UP AND HAD WALKED AROUND THE LIVING ROOM

- I was trying to get my breath back.
HE HAD BEEN TRYING TO GET HIS BREATH BACK.

- I want to finish but
HE SAID THAT HE WANTED TO FINISH BUT

- I don't want anything real bad to happen, either.
HE DIDN'T WANT ANYTHING BAD TO HAPPEN EITHER.

APPENDIX 0

Classes on Mondays and Wednesdays

Formulário de Consentimento

Título da pesquisa: L2 Grammar Acquisition and L2 Speech Production – An Exploratory study.

Você está sendo convidado para ser um possível participante de uma pesquisa envolvendo gramática e produção oral de língua inglesa como língua estrangeira. Você foi selecionado por ser estudante de inglês como língua estrangeira e aluno do nível intermediário do curso Extracurricular da Universidade Federal de Santa Catarina.

Esse estudo será conduzido por mim, Ariene C. D. L. dos Santos, aluna de mestrado em lingüística aplicada, sob a supervisão de minha orientadora Mailce B. M. Fortkamp, dentro da Universidade Federal de Santa Catarina.

Informação sobre o estudo:

O objetivo deste estudo é investigar o uso da gramática na produção oral.

Procedimentos:

Sua participação se constituirá de um pré-teste e pós-teste de aproximadamente 30 minutos cada. Neste teste, você reportará uma pequena história em quadrinho e uma tomada do filme "Super Size Me". Oito aulas de inglês do curso Extracurricular de segundas e quartas, das 18h30min às 20h00min também serão ministradas por mim.

Riscos e benefícios em ser participante do estudo:

Não há nenhum risco em participar deste estudo. Por outro lado, os benefícios incluem chances de desenvolver mais seu aprendizado e conhecimento. Seu consentimento irá também ajudar o desenvolvimento dessa área de pesquisa.

Confidencial:

Qualquer informação em que seja possível identificar o participante deste estudo será mantida em anonimato. Somente o pesquisador e o orientador terão acesso aos arquivos gravados. Depois que a pesquisa for analisada, todos os arquivos gravados serão apagados.

Natureza Voluntária do estudo:

Este estudo não faz parte de seu curso na Universidade. Sendo assim, seu desempenho neste estudo é completamente a parte das aulas

do seu curso Extra-curricular. Você pode desistir a qualquer momento, sem ser prejudicado de qualquer forma.

Contato e perguntas:

Se você tiver qualquer pergunta, pode fazê-la agora ou a qualquer outra hora. Você pode entrar em contato com Ariene C. D. L. dos Santos (ariene@cce.ufsc.br) 47 9942-9900 ou Dr. Mailce B. M. Fortkamp (mailce@cce.ufsc.br).

Consentimento:

Eu li e entendi as informações acima. Fiz eventuais perguntas e recebi respostas. Concordo em participar da pesquisa.

Nome_____

Assinatura_____Data_____

Classes on Tuesdays and Thursdays

Formulário de Consentimento

Título da pesquisa: L2 Grammar Acquisition and L2 Speech Production – An Exploratory study.

Você está sendo convidado para ser um possível participante de uma pesquisa envolvendo gramática e produção oral de língua inglesa como língua estrangeira. Você foi selecionado por ser estudante de inglês como língua estrangeira e aluno do nível intermediário do curso Extracurricular da Universidade Federal de Santa Catarina.

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Riscos e benefícios em ser participante do estudo:

Não há nenhum risco em participar deste estudo. Por outro lado, os benefícios incluem chances de desenvolver mais seu aprendizado e conhecimento. Seu consentimento irá também ajudar o desenvolvimento dessa área de pesquisa.

Confidencial:

Qualquer informação em que seja possível identificar o participante deste estudo será mantida em anonimato. Somente o pesquisador e o orientador terão acesso aos arquivos gravados. Depois que a pesquisa for analisada, todos os arquivos gravados serão apagados.

Natureza Voluntária do estudo:

Este estudo não faz parte de seu curso na Universidade. Sendo assim, seu desempenho neste estudo é completamente a parte das aulas do seu curso Extracurricular. Você pode desistir a qualquer momento, sem ser prejudicado de qualquer forma.

Contato e perguntas:

Se você tiver qualquer pergunta, pode fazê-la agora ou a qualquer outra hora. Você pode entrar em contato com Ariene C. D. L. dos Santos (ariene@cce.ufsc.br) 47 9942-9900 ou Dr. Mailce B. M. Fortkamp (mailce@cce.ufsc.br).

Consentimento:

Eu li e entendi as informações acima. Fiz eventuais perguntas e recebi respostas. Concordo em participar da pesquisa.

Nome_____

Assinatura_____Data_____

APPENDIX P

Transcription of the sentences produced in the Cartoon task
Pre- and post-tests 1

PRETEST CARTOON	POSTTEST CARTOON
PARTICIPANT 1 - Mike said that he he was go out - Mary asked Kate if she was happy with Mike - Kate told Mary that she not sure - cause you don't forget don't forget - what he did for she - Mary she Mary said that its is normal - it's hasn't been so long ago - Kate said that he that she she know - But she not she not able she don't able forget - and she don't want forget - Mary Mary said that he understand - and she she have sure have sure - that Kate meet will meet new boy	- Mary said that she was happy - because John cooked for them - And Mary asked John what he cooked - John said that he cooked spec… special dish and - John said that John John said that she Mary Mary might like - And Mary asked John if he he cooked fire - And John said that no - And said that would never coo… never try cook - And Mary asked John, Mary said that he he wasn't worry - Mary said that he cooked chicken for lunch - And Mary said "o que que era aqui.." Mary said that they could have it - John said that he loved chicken
Sentences produced – 13 **Correct sentences – 1 – 7,7%**	**Sentences produced – 12** **Correct sentences – 4 – 33,3%**

PARTICIPANT 2 - Mike say that I have to go, Kate - Kate responds I I see you lat… I see you later - And Kate, and Mary told, Mary ask to - Kate Are you happy with Mike? - And Kate respond I'm not sure - I I can… I can't forget - what he did me - and Mary say it's normal - it had has not haven't been not long ago, not long ago - Kate say I know - but I don't I'm not able to forget - and I don't want to forget - Mary say to to Kate I understood - I will find you a new boyfriend	- Mary said that she was happy - because John had had prepared the dinner - She she ask she asked she asked him what what what were we having - John told her that he he have prepared a special dish for them - And he he think and he thought he thought - she might like it - Mary asked John if if he cooked fire dish dish fire - John John said he's he was sorry - and he told her he would never try to cook again - And so Mary told him to to him not to worry - because she she was cook a chicken for lunch - it was delicious, I don't remember (laughs) - but John said that he had loved
Sentences produced - 13 **Correct sentences – 0 – 0%**	**Sentences produced - 13** **Correct sentences – 8 – 61,5%**

PARTICIPANT 3 Mike said that he bye to Mary because he he he go Mary said see you later Mary asked Kate if she she was happy, she was happy with Mike Kate told Mary she that she is not sure, she is not sure because she didn't forget what he did for she and Mar… Kate told Mary "Ah é. Essa é a Kate" T: Yeah, No problem, no problem. I understand. S: Mary said told to Kate "que" its normal, the situation is normal And she she has have be has be "alguma coisa" (laughs) And Mary did, no Mary said she know but she not able forgot And she she didn't wan… wanna forgot, forget something And here Mary told Kate she understands the situation and she will will find a new boyfriend for for Kate	Mary said that she was happy because John dinner cook for the dinner Mary said that Mary asked John Mary said that she was they have for the dinner John told her that he cooked a special dish John told her that he found "é.." found She like like it Mary asked John if he did cook "não" Mary asked John if he cooked fire for the dinner John told her that he was sorry He would would wouldn't he wouldn't cook anymore She Mary said that she was not wasn't worry, Mary said that she don't worry, didn't worry She she will do chicken for the lunch John told her that he love chicken
Sentences produced – 14 **Correct sentences – 2 – 14,3%**	**Sentences produced – 12** **Correct sentences – 3 – 25%**

PARTICIPANT 4	
Mike said Kate he she she have to go And Ka.. and Kate and Kate said Ok See you later I don't remember Mary asked Kate if she happy she she was happy with I forgot the name of boyfriend Mike And Kate told, Kate said said she not sure because she can't forget what he said for him, for him, for her And Mary said it's normal because don't long tim… don't long time the fact happen Kate said said for Mary with, no Kate notice difficult but she don't forget he his him and he can't forget him And Mary said she understood and she she will find a new boyfriend for Kate	Mary Mary said that she she was happy because Joh… she was happy And Mary asked John if if what he he did for dinner And he John John teld her that she she did "não" he did a special dish And Mary said that John cooked fire John told her an excuse and Joe John said Mary that she that he will never do a dish And Mary said that he not to worry because he she she did a a chicken chicken for lunch And Mary asked John if he he like a a chicken And John John told her that he he love chicken
Sentences produced - 14 **Correct sentences – 1 – 7,1%**	**Sentences produced – 10** **Correct sentences – 1 – 10%**

PARTICIPANT 5 Mary said that she happ… happy Because John make dinner Mary said what you make dinner? John told her that "que" that he make a special dish Mary said, no sorry, John told her that he that she like it And Mary said that he fir… fire dinner John told to /her/ that that he sorry sorry because he never cook dinner Ma… Mary said that John not worry fire dinner She cooking chicken lunch John told her that love chicken	Mike Mike said that he need to go I forget Mary? ((about the name of the character)) T: Oh no problem no problem S: Mary Mary asked Kate if she she is, sorry, Mary said Mike that she see see he later Kate told Mary, sorry, Mary asked Kate if she she is happy with Mike Kate told Mary that she she not, not sure, not sure she not forget what she did she did for she Kate told Mary it is normal And Mary Mary told Kate that she know She not will able she not forget And not will want forget Kate told Mary that she understand And she will find new boyfriend for she
Sentences produced - 11 **Correct sentences – 0 – 0%**	**Sentences produced – 12** **Correct sentences – 0 – 0%**

PARTICIPANT 6 Mary said that she ver… she happy because John prepared dinner for for them And Mary ask what are you preparing And here John tell I I prepare a special special dish for to us and Mary said I like it Mary said if cook fire And John told her that he don't cook again, never cook again And Mary said he don't worry I can prepare chicken for us Can we cook And John said I love chicken	Mike said that she would would go And Monica said that they that they did see later And Mary asked Kate if she ha.. she did happy with Mike And Monica "é Monica, né?" T: Ok S: Monica said said said Mary that she don't for… didn't forget about that the boyfriend sa… make with her And Kate "é Kate… eu confundi os nomes" T: Ok, no problem S: Her friend said that she didn't ma… didn't make so long so long a long time ago about boyfriend, did make long And Monica said told she that she didn't able forget that he did make with her And Mary said I undestood and she said that get another boyfriend
Sentences produced – 11 **Correct sentences – 0 – 0%**	**Sentences produced – 10** **Correct sentences – 0 – 0%**

PARTICIPANT 7 Mary said that she she was happy because John cooked dinner So John told her that that he made a special dish to to "não é they" to ah to they And John said that he think that she may like it So Mary asked John if he cooked fire So John answer to to Mary that no and she she and he and he "pediu desculpas", and he and he said sorry He will never cooking try to cooking again And Mary and Mary said to John that he he doesn't be worry because she made chicken for lunch and they can have it So, John responds to Mary that he loves chicken	Mike said Mike said that she that he will go And Kate said that she would see him later Then Mary asked Kate if she was happy with Mike Kate said that she that she wasn't, no, that she was not sure Because she she said that she couldn't forget what she what he did with her Then Mary said that it's that it was normal Because Mary said that it have happened happened not long long ago Kate sa… told Mary that she knew But she wasn't able to forget Mike To forget what happened no Mike And she told Mary that she didn't want forget Then Mary said that she undestood And she would she would a new boyfriend, a present, I don't know
Sentences produced - 13 **Correct sentences – 1 – 7,69%**	**Sentences produced – 14** **Correct sentences – 8 – 57,1%**

PARTICIPANT 8 Mary said that she she was happy because John have dinner with us John cook a special dish John told Mary may like it Mary told John did you did you cook fire? John told I'm sorry Mary I will I will never cooking I will never cooking I will never cooking Mary told don't you worry John I made a chicken for lunch it is delicious John told I love chicken	Mary Mary said that I I I have I have to go Kate Kate sa… told Mary that I I will you I will see you see later Mary asked Kate are you happy with the Mike? Kate told Mary I I'm not sure I I don't forget, no, I I don't forget what did what did to me Mary said that that Kate it's normal Kate It's it's it it hasn't been so long ago Kate told Mary that I know Mary I don't I don't I don't able to forget to forget it and I don't I don't forget Mary told Kate I I undestand I will find you a new boyfriend
Sentences produced - 11 **Correct sentences – 1 – 9,1%**	**Sentences produced – 13** **Correct sentences – 0 – 0%**

PARTICIPANT 9 Mary said that she was happy that day and and ask and Mary ask John what he make for dinner. And here John told her that he made a special dish for for they and John John told her that he hopes that she like Mary say, Mary ask John if he cook cooked fire. And John told her that never will try to cook again. Mary said that she made chicken for lunch and said if they will have that for dinner And John told her that he loves chicken.	Mike Mike said Monica that he he should go Monica said that she Monica s… Monica said he that she should be see he later Kate ask Monica Kate asked Monica if she was happy with Mike Monica said that she has not sure She said that she she said that she can't forget forget what he did to her Kate Kate Kate told that that it is normal it is And she said Monica that it it happens too a long time ago Monica said she know but she said that she is she not she she said that she not able to forget and She said that she don't want to forget Kate said that she understand and told that he would find a new boyfriend to her
Sentences produced – 9 **Correct sentences – 1 – 11,1%**	**Sentences produced – 13** **Correct sentences – 1 – 7,7%**

PARTICIPANT 10 Mary said that she is happy because John have prepared a special dish for us, for them "Bom" John told her that he have prepared a special dish for them And he he he told too he he also told that Mary may like it Mary asked John if (laughs) he did prepare did he prepare fire, did he cook fire John told her that he frustrated And he he will tr… try, no, he will try never cook cook it And then, Mary told him don't worry about this because he he made a a chicken for lunch She she told he it's delicious chicken it's delicious too Then John told I love chicken	Mike told Kate that he he would see her late And then Kate told him that she would see late, Kate Kate told him that she would see him later Then Mary asked Kate that sh… if she was happy with him And Kate answer Kate said she wasn't sure because she couldn't forgot what he had did her And Mary said it was normal And it it wasn't not long ago I don't remember exactly Then Kate told Mary that she knows but she she wasn't able to forgot and she didn't want forgot forget sorry And Mary told her that she had understood her And she would find out another boyfriend with her
Sentences produced - 11 **Correct sentences – 0 – 0%**	**Sentences produced – 13** **Correct sentences – 7 – 53,8%**

PARTICIPANT 11 Mary is said to John to John that she w… she was happy with him because she she she made a dinner And he asked to him what he he cook he cooked He said he said to her that she cooks a special dish and she think that she will like it Then (laughs) she said to him oh your your cook is fire Then she said to her that she is he is very sad he is very sorry about what happen And then he want to to cook more, Then they are very sad here And then she said to him that she cooked she made chicken for lunch She she think that its very delicious that they have the chicken to eat to the lunch Then he said to her that he loves (laughs) chicken	Mike said Mary that he he want to go And and Mary said to him that he'd like to see you before Kate told Mary that if if she she was happy with the Mike Mary said that she was not sure about it She she would try to forget what he did with her but she she couldn't do it Mary said that to her friend that is normal this He had to to have a long time to to forgot but she she impossible And then Mary said to Kate that she understood and she would try to to found a new boyfriend to her
Sentences produced - 14 **Correct sentences – 0 – 0%**	**Sentences produced – 12** **Correct sentences – 2 – 16,7%**

PARTICIPANT 12 Mike, is go away and her, Mike say that he go to take he… his girlfriend, and Mary probably a friend of Kate Mary asked if she happy with her boyfriend Kate told Mary she, that she I she don't don't know what he do for for her, I think, I think And Mary told it is normal in a /relation/, /relation/ So, Kate its told she doesn't able to forget a new boyfriend So, Mary told she that she find take find a boyfriend	Mary said that she was happy because taught her son make the dinner S: John? T: Uh-uh S: John told her that he prepared the special dish And he may she like she like, and they said, they said this So the mom told oh, sorry, asked for John what he do for the dinner And John told her that he that he don't nee.. don't know cook and fire that he cook so the dinner don't don't be good But the Mary said said that John "não" sorry, Mary said that she have have made has made chicken for the dinner And asked if he can can he could chicken And John told her that he can, that he could
Sentences produced - 6 **Correct sentences – 0 – 0%**	**Sentences produced – 11** **Correct sentences – 1 – 9,1%**

PARTICIPANT 13 Mike said he want to go T: Ok, that's it, and you keep going S: And Kate said with, no sorry, Kate, no. sorry, Mike, Ok, I will have to later And Kate asked to Kate and she happy with Mike And she say not sure She don't, don't forgot the he do with she And Kate she… "trocado", Kate with Mary is normal And she have a long time to And she say know but she don't want forget And she say Mary, Kate, I don't know, He, she help to her find a new boyfriend	Mary said that she asked John if he prepared was prepared the dinner And asked he what had was happen And he John told her that he had prepared a special dish Mary asked John if sh… he cooking fire, was cooking fire And John told her that he was sorry And he not would wouldn't wouldn't never cooking again Mary said that sh... Mary said with for John she was prepared chicken in the lunch And asked he if he have the the chicken And he said Mary that he was love the chicken
Sentences produced - 1 **Correct sentences – 0 – 0%**	**Sentences produced – 9** **Correct sentences – 2 – 22,2%**

PARTICIPANT 14 T: You just have to tell me orally S: Ah, tá Mike said for Kate that he need to go So Kate said for Mike that she will see Mike later After, after Mary question Kate if she, she, she's, she's happy with Mike So Kate said that he, he not, not sure She don't, she don't forget with, that, that Mike said for her Then, then Mary said that it's normal Kate said: I don't know He, he, he, she guess she is not able to forget with Mike, Mike said for her And she is said too that, that she don't want forget Mary said that, that he understand And, and said that he will find a new boyfriend to your friend	The the history start when John is is preparing the dinner So M… Mary ask John if he if they ar… are they having something John said Mary he he cooked a dish a special dish, Ma… Mary was dis… is interesting And he he ask John if he cooked fire Then John said he is bored he was bored And he never never would try cook anything And Mary and Mary told told her that don't wo… don't worry <u>because she had made chicken for lunch</u> and it's delicious So John John said Mary he loved chicken
Sentences produced - 12 **Correct sentences – 0 – <u>0%</u>**	**Sentences produced – 9** **Correct sentences – 1 – <u>11,1%</u>**

PARTICIPANT 15 T: But you can't write S: Ah, Ok. Mike said that he is going out And he said that see you later And Mary, Monica asked to Kate if she is happy with Mike And she answered that she is not sure if she is happy And that she can't forget, can't forget what he did with she And Monica said, told that is normal And that … don't do so long, yeah, don't do a long time She answer that she knows, she's not able to forget and she don't want to forget Here, thinking Monica told her that she will, she will, she will, I forgot, She will see another boyfriend for Kate	Mary said that she was happy for John had for cooking the dinner And and she ask she asked him what he did In the second, John John told her that he was "não" he did a special dinn... dish And that he he think that she like that And Mary asked if sh… if he cooking what cooking fire And John said oh sorry And that he would never cooking again They are sad, they were sad, they were sad Mary told him to to not worry to didn't worry And she said that she was she did a chicken in the lunch and that was delicious I don't remember this, and he said that he love chicken He loved chicken
Sentences produced - 13 **Correct sentences – 0 – 0%**	**Sentences produced – 14** **Correct sentences – 3 – 21,4%**

PARTICIPANT 16 **S: Mike said that the that he that he go lat… he go he go to see later** **And Mary asked Kate if she is happy with Mike** **Kate told Mary that she don't forget with, don't forget what he did to he to she to her, yeah, to her** And now I T: yeah, you are here ((pointing to the box in the cartoon strip she is reporting)). You have to continue S: Yes T: Ok? S: "tá" S: I have to continue the sentence T: Uh-uh S: equal the T: [yeah, like you are doing, you are doing fine. Its exactly what you are doing S: yes T: You tell this, and you tell this ((poiting to the boxes in the cartoon strip)). Now, you are here ((pointing to the last box of the strip that the student reported)) S: Uh-uh T: And you continue here T: The same thing. You start like this ((pointing to the model the student is supposed to follow)) and continue S: Yes, "tá" S: (xxx) Kate I will go I will I have to go. T: But this part you did,	Mary said that she she ha… happyned ((trying to make the word HAPPY into a verb)) She "não" she was she happyned because the dinner And questioned to questioned she questioned he that what have to lunch, to to dinner And he said that he John told her that he had a special dish for them And he he said that wa… waiting "passado" waited That she liked And she asked John that if you if he cooked fire And he John told her sorry and John told her that he didn't cook more But Mary asked John that not didn't worry Because she had a chicken for lunch And now our "não" now them had a a foo… food a dinner And he lov… <u>he told her that he loved chicken</u>

remember? You were here **CONT. PARTICIPANT 16** ((pointing to the last box in the strip that the student reported)). You just have to continue here. T: You did here: Are you happy … No … Now, you are here T: This part is Ok S: Yeah T: This part is Ok. You just have to continue here. Do you want to start again? S: No, but I, I have to speak what he and she speaks not? T: Yes, you have to tell me what they said S: Ah T: And you start like this. So you started correct. Mike said that he… then you said S: Ah, yes, yes, yes T: Ok? **S: She and Mary said to her if it is normal** **but she is not she is not continuous this story, this story** **And she sa…and Kate said if a she not she don't forget** **and she don't want forget, she not forget and she don't want to forget** **S: And the "fim" the end is your friend said if if she understood** **but she is find a new boyfriend for her** **Sentences produced - 1** **Correct sentences – 0 – 0%**	**Sentences produced – 14** **Correct sentences – 1 – 7,14%**

PARTICIPANT 17 Mike say that he have to go Mary, Kate told Ok and she see you later Mary asked Kate if she was happy Kate told Mary that she not sure She can't forget, forgot what Mike did to, to Mary asked, no, Mary said it's normal Is not long Kate told Mary that she know but she not forg…, no, she can't forgot And Mary, Mary said she understood and she will find a new boyfriend to Kate	Mary said that she was happy because John make the dinner And she asked John what they have for dinner John told her her he made a special dish And she might like it Mary asked John if he cooked fire And John said sorry And John said he wouldn't never cooking again Mary said that he not to worry Because she cooked chicken for lunch and it was delicious And John told her he loved chicken
Sentences produced - 13 **Correct sentences – 1 – 7,7%**	**Sentences produced – 12** **Correct sentences – 4 – 33,3%**

PARTICIPANT 18 Mike said that he want to go out And Kate told Ok, see you later Then Kate told Mary that she is happy with Mike And Kate s… told her that she is not sure and she can't forget what he did to her Then Mary said that is normal and not so long ago And Kate told Mary that she knows but she is not able to forget and she don't want to forget Then Mary said that she understood and she will present a new boyfriend for Kate	Mary said that she was happy for John cook the dinner And then John told her that he made a special dish Then Mary asked John if if he was cooked fire Then John said that he was sorry and he he never will cook again And then Mary said Mary said Mary said don't you worry I made chicken for lunch And then John told her that he loves chicken
Sentences produced - 14 **Correct sentences – 0 – 0%**	**Sentences produced – 9** **Correct sentences – 3 – 22,2%**

PARTICIPANT 19 S: Speaking? T: Yeah, just speak. S: Ah, just speak T: Yeah. S: Ok S: Bye Kate, I have to go T: Yeah, start like this… (show the sentence in the model) S: Ah, Ok. Mike said that he, Mike said that he, he have go now, go now, have to go now to Kate And Kate told, told Mike that if her will see Mike, will see Mike later Mary asked Kate if she, if she, if she was happy with Mike Kate told Mary that she don't forget the, the words that Mike said for Kate Mary said, Mary said to Kate that it's normal and and Mary asked for Kate if, if she has been, if she has been not long ago, long time ago Kate told Mary that she not able to forget and sh… Kate, Kate can't forget what Mike said said her Mary said Kate that she don't understood, don't understood because she will be, will be, be see a new boyfriend for her **Sentences produced – 12** **Correct sentences – 1 – 8,3%**	Mary said that she was happy And she asked John she asked John if he made the the dinner for us for them for them And she asked Mary asked John what what he what what he was prepared was doing for us for them John told her that he he was making special dish for them dinner And she and he asked her that she liked it Mary said Mary said that the cooking was fired, the cook fired, the cook was fired And John told her that he was unhappy because the situation And he told her that he John told her not to cook not to cook for them And Mary said Mary told John not to worry And she told she asked him that she liked chicken And she told him that she made chicken for the lunch And asked him that she that liked the lunch And said that the lunch was delicious And asked John if if he if he had it And John said that he loved chicken **Sentences produced – 15** **Correct sentences – 5 – 33,3%**

PARTICIPANT 20 Mary said that sh... she she was happy because he he make the dinner And she asked John what he did, what did he do He told her that sh… he prepared a special thing and thing that she liked She she she said that he's cook is fired He she sh… he said he said her that never will tr… he will try cook again He she she said that not problem because she made chicken for lunch And they they eat this "e" it was delicious He said loved chicken	Mar… Mike said that he he had to go And Kate said that she would see him later And Mary asked Kate if she was happy was happy with Mike And Mary told Mary that she she was not sure because she she wasn't she wasn't forget what he did what he did with her And Mary Mary said that it was normal because it hadn't seen hasn't seen long ago, hadn't been long ago Mary said that knew but she she was she wasn't able forget and she and she want not not wanted forget Mary told Kate that she unders… understand understand her and she would find a new boyfriend her
Sentences produced - 11 **Correct sentences – 1 – 9,1%**	**Sentences produced – 13** **Correct sentences – 7– 53,8%**

PARTICIPANT 21 Mary said that she was happy because John made the dinner And Mary asked to John what we what they have to lunch John said that he make a special dish… dish to for them And she and he thin… said too she may like the dinner Mary see the fire, ask if if he cook fire, if he have cook fire John John said that he was sorry and never try to cook again She is having to John don't worry about this Because she have cook chicken for the lunch And the lunch has stay… was delicious And he he told her that that he loves chicken	Mike said that he had to go And Kate, and Kate and Kate said that she saw he later And Mary asked Kate if she was happy with Mike And she Ma… no Kate told that she not sure And she not and she could forget what Mike did Mary, Mary Mary said that it was normal Because she said that what the what Mike did don… hap… don't what what Mike did how can I say.. short time, I don't know And Mary, no Kate told Mary that that she she was not able to forget what he did and didn't want to forget And Mary Mary told Kate that she undestood And would find a new boyfriend for her
Sentences produced - 12 **Correct sentences – 3 – 25%**	**Sentences produced – 13** **Correct sentences – 7 – 53,8%**

PARTICIPANT 22	
S: Mary said that she I happy, I happy for you /prepared/ dinner for us What you /prepared/ T:Yeah remember always to start with these sentences ((pointing to the examples given)) S: Ah, John told her that he /prepared/ the dinner Mary asked John if T: Yeah, it's not necessary in this order. It's just like examples. S: John told her that he he he /prepared/ a special dish that John told told her like it , I hope. Ah, "não sei" Mary asked John if you cook with fire you cook fire John told her that he sorry I never cooking again Mary sai… said that she don't worry I I have a I have a chicken for lunch it's delicious, I have, I have John told that he that he I loved it I love I love chicken	S: Mary seen seen the Kate with your boyfriend S: (xxx) T: Ok, and this is the order ((showing the sequence of the boxes of the cartoon)) this, this ,this, this this and that S: Ah, nossa, não (xxx) T: Ah Ok, do you want to read it again? S: Não, não precisa T: Ok, Start like this ((showing him the examples of the beginning of the sentences)) T: Tá pera aí S: Mike said that he go out T: Ok S: And Kate Kate say Kate said that she would be later, "não é" would see you later Mary asked Kate if she she she (xxx) ok, "eu não lembro" And Kate Kate say to Mary that she she not forg… not sure and, and she not forget about "sei lá" Mary said to Mary said to Mary told to Kate that that don't don't care don't worry because it's not too long time ago And Kate Kate said that Kate said to Mary that she she know but she not forget able forget and not /want/ forget Mary seen (laughs) the Kate ((making fun about a box in the cartoon where the characters don't say anything)) T: Ok (laughs)

CONT. PARTICIPANT 22	S: Mary told Kate if she would she would she “ah, não sei, confundi”, she would … Mary told Kate if she want help for find a new boyfriend
Sentences produced - 12 **Correct sentences – – 0%**	**Sentences produced – 11** **Correct sentences – 0 – 0%**

PARTICIPANT 23 Mary said that she was happy because John prepare prepared dinner Then Mary asked John what he prepared for u… for them Now John told her that he prepared a speci… special dish for them He said the he want that he she liked the dinn… the dish Mary said Mary Mary asked John if he cooked fire for them Then John John told her sorry and and said that he never try will try dinner again Now Mary said don't worry John that he she prepared chicken for the lunch and they can have chicken And John aske… told her that he love chicken	Mike said that he need go Kate Kate told he that she would see him later Mary asked Kate if she was happy with Mike Kate said that she wasn't was not sure And she said that she's not I don't remember this (laughs), she is not forget what he did for her Mary said this is normal this is normal and this happened not long time ago Kate said that she know but she is not able to forget that And she was not want to forget Then Mary said that she understand her friend And she would looking for a new boyfriend for her
Sentences produced - 12 **Correct sentences – 1 – 8,3%**	**Sentences produced – 13** **Correct sentences – – 25%**

PARTICIPANT 24 Mike said that he were going And Mar… Kate answer that that they will they would see each other later After Kate ask if Kate is happy with Mike And Mar… Kate answer that she was not sure Cause she didn't forget what Mike said, what Mike did, Mike d…, what Mike did Mary said that this is this was normal cause that happen not long time ago So Kate said that she she knews but she wasn't able to forget and she didn't want to forget After, Mary said that she un… understood and she said that she she said she will find a new boyfriend	Mary said that she was happy because the boy had prepared the dinner and she asked John what did he prepared So the boy said that sh… that he made a special dish and he thought she would like it So the mo… Mary ask if the boy if the boy prepared fire And the boy said that he was sorry and he would never try to cook again And the mother said to the the mother told the boy not to be worry And she she would cook chicken for lunch and she said that it would be delicious The boy said that he loved chicken And and the mother said that they could have it. Yeah, they could have it.
Sentences produced – 13 **Correct sentences – 3 – 23,1%**	**Sentences produced – 14** **Correct sentences – 6 – 42,8%**

APPENDIX Q
CARTOON – PRE- AND POST-TEST 1
GRADES

	PRETEST			POSTTEST		
	# of	# right		# of	# right	
Participant	sent.	sent.	grade	sent.	sent.	grade
P1	13	**1**	**8**	12	**4**	**33**
P2	13	**0**	**0**	13	**8**	**62**
P3	14	**2**	**14**	12	**3**	**25**
P4	14	**1**	**7**	10	**1**	**10**
P5	11	**0**	**0**	12	**0**	**0**
P6	11	**0**	**0**	10	**0**	**0**
P7	13	**1**	**8**	14	**8**	**57**
P8	11	**1**	**9**	13	**0**	**0**
P9	9	**1**	**11**	13	**1**	**8**
P10	11	**0**	**0**	13	**7**	**54**
P11	14	**0**	**0**	12	**2**	**17**
P12	6	**0**	**0**	11	**1**	**9**
P13	11	**0**	**0**	9	**2**	**22**
P14	12	**0**	**0**	9	**1**	**11**
P15	13	**0**	**0**	14	**3**	**21**
P16	10	**0**	**0**	14	**1**	**7**
P17	13	**1**	**8**	12	**4**	**33**
P18	14	**0**	**0**	9	**3**	**22**
P19	12	**1**	**8**	15	**5**	**33**
P20	11	**1**	**9**	13	**7**	**54**
P21	12	**3**	**25**	13	**7**	**54**
P22	12	**0**	**0**	11	**0**	**0**
P23	12	**1**	**8**	13	**2**	**15**
P24	13	**3**	**23**	14	**6**	**43**

APPENDIX R

Transcription of the sentences produced in the Movie shot task Pre- and post-tests 2

PRETEST FILM	POSTTEST FILM
PARTICIPANT 1 He say that he is not feel No… not that he fell sick, but he he isn't he isn't he not He had he had has good day and eat fast food everyday it's not so bad But he he /hungry/ He will eat but he eat more more more **Sentences produced – 9** **Correct sentences – 0 – 0%**	He said he woke up and couldn't breath He said that was having difficult breath And he said that he was very hot And he said that felt like he was having palpitations And he said that he walked around living room And he said that he finish but don't he don't want anything **Sentences produced - 9** **Correct sentences – 2 – 22,2%**

PARTICIPANT 2 Umm… He doesn't fell good but he is not sick and sh… he he fell hungry He he will eat, eat and it's good He think the the the food is good but in the last scene he said that he's he's dark	He he said he had waked because he he couldn't breath And he felt he he he said he felt he had felt he he had he had was having difficult breathing And he he had felt like he had walk he had no was having heart palpitations He he said he was very hot But he don't he said he didn't want but sorry He said he wanted to finish but he didn't want anything real bad to happen either and he told he told us he had walked around the living room And and he had he had having much difficult breathing
Sentences produced – 8 **Correct sentences - 0 – 0%**	**Sentences produced – 11** **Correct sentences – 7 – 63,6%**

PARTICIPANT 3 He said he didn't feel good She, he he was depressed today He has a good day but he he depressed "Ele" he didn't feel sick, depressed He he eat but he think not hard eat this food everyday but he eat and after he need more more more "comida" And "ele" he need much more more more more	He he said that he he he said that he was hot He told it's two in the morning in in February He he he said that he /felt/ like He said that he had walked around the living room He he said that he had to finish but I don't remember (laughs) He said that had was having palpitations He said that he had difficult breath
Sentences produced - 10 **Correct sentences - 2 – 20%**	**Sentences produced - 7** **Correct sentences – 2 – 28,6%**

PARTICIPANT 4 He doesn't feel good He, he don… also he don't feel sick, just depressed, for no reason. I think the reason is the the ate becau… the ate no, the food, the food. He had a good day, but when he ate this food and he he he felt depressed. I think this I think this food it's it's a kind s a kind of drug for him, because sh… she has a /necessity/ to eat more and more time. So I think this kind of food has a substance with cause depedence So the guy realize a test for for "comprov…" comprove if this kind of food it's healthy or not or not for the people T: Ok, good. Do you remember anything else? Is there anything else you want to add? S: No. I I remember when I saw this movie,with the the doctor, he, the guy does a lot of "exame", and the doctor saw if the "taxa", if the tax are are (xxx) if this guy start eat this kind of food T: Ok. Ok, very good. But about this particular scene? Do you remember what else? S: He he feel hungry, And he he feel depressed, don't sick, just depressed. I don't remember	He say that he woke up not could could /breath/ And he said that he felt difficult /breathing/ He said that he had /heart/ palpitation And he he said that he was very hot And he he want to finish, He said that he he want to finish T: Ok Anything else that you remember? S: No, when sh… when he walked, I don't I don't remember But I think he said that this experience is, it was bad So he said that he want finish. I don't remember
Sentences produced - 7 **Correct sentences – 0 – 0%**	**Sentences produced - 8** **Correct sentences – 2 – 25%**

PARTICIPANT 5 He said is two in the morning in February twenty one He walk wal… walked couldn't breath breath He he was very hot And he was he was having /heart palpitation/ And he walk along the /living/ room I don't remember more	He said not feel good He said he said if I feel sick and /depressed/ for no /reason/ He said not that he not good day that day He not feel happy He eating fast-food Eat he said "que" he he will be /hungry/ again He will want more more
Sentences produced - 6 **Correct sentences - 2 – 33%**	**Sentences produced - 7** **Correct sentences – 0 – 0%**

PARTICIPANT 6 He say this hour was two a. a.m. and the day is twenty first and the month Febr…February And and he said that he was difficult /breathing/ and very ho… and he feel very hot And felt the difficult for breath /breathing/ And feel /heart/ palpitation And he walked around the living room And try and he try to get your breath back And he said that bad happen bad thing thing happen And he didn't anything real really irreal ((I think she meant unreal)) things about the film, I think	He said that he didn't feel No because that he felt sick but he felt depressed Everything in the life is very good but he said that not feel not feel well He said that he didn't exist reason and said that he he felt /hungry/ again becau… And the food is the foo… the food had a good taste and he wanted to eat more more more T: Ok is there any other thing that you remember that he said? S: He said that didn't hard to eat the food And he he didn't about I don't I didn't say but I didn't fell good
Sentences produced - 10 **Correct sentences - 0 – 0%**	**Sentences produced - 11** **Correct sentences – 5 – 45,5%**

PARTICIPANT 7 He said that he woke up but he don't he doesn't he doesn't can breath so he he he woke up was having really difficult breathing And he said that he was very hot and after that he said that that he felt that he was having heart palpitations After that he said that he walked around the living room and he try to get to his breath back And finish I Ididn't understand but he said that he want to finish but I don't understand the last the last part T: Ok, but do you remember even though not understanding S: He said I want to finish but I don't … I don't remember that nothing bad happen either **Ainda é difícil falar e colocar no tempo verbal certo saber se o if é com passado, o que que é** **É difícil seqüênciar tudo e poder falar tranqüilamente dificuldade bastante** **Sentences produced - 11** **Correct sentences 1 – 11,1%**	He said that he didn't feel good And he said too that he didn't feel sick but he felt depressed And he said too that that wasn't a reason to fell for didn't feel good Because she he said that he have had a good day and things was ok with him And he said too that wasn't real hard eat Mc'Donalds everyday but she he she have had really impression that He ate something now and after that he he would want more more and more **Sentences produced - 10** **Correct sentences – 7 – 70%**

PARTICIPANT 8 He say he said it's two in the morning February twenty one I wake up could not breath I was having a really a really difficult breath I I am very hot Felt like us was having a heart palpitation Walked walk around the room trying to get my breath my breath… back I want to finish but I don't want anything I don't remember the the after	He said that I don't feel good After he said not not that feel sick He said I just feel really depressed After he said he said for no reason reason I had a good day I just feel really yeah After he said I not real hard eat the food all time just because it it taste good I've really noticed I'll eat, Eu não lembro And the last sentence is he said that I'll be hungry again and I'll want eat more more more
Sentences produced - 10 **Correct sentences – 1 – 10%**	**Sentences produced - 12** **Correct sentences – 0 – 0%**

PARTICIPANT 9 He says that he woke up two, two a.m. and he was with a difficult breathing, breathing He was hot too he was to say that he a like a heart palpitation and say that walk, stay walk in in the living room and this, I don't know what that means T: to breathe? S: No, no breathe. What he is trying to finish that T: ah, ok, ok, keep going and I'll explain it later. S: And he he he T: You said he want to finish S: He want to finish, but he thinks that anything anything real go to happen	He said that he wasn't felling good in that day And he said that he he wasn't sick but he said that he was feeling depressed for no reason reason And he said that his day wasn't too bad and He said that he don't know why he's feeling like that He said that diet is not too hard but And he told that the the taste of the food is not bad it's a, he said that it's a good taste And he told that he told that he he eat now and and after he will fe… he will he would feel /hungry/ in a short time And he s… he told that he after he told that after he he eat he eat and he said that he want more and more
Sentences produced - 7 **Correct sentences – 1 –14,3%**	**Sentences produced - 13** **Correct sentences – 4 – 30,8%**

PARTICIPANT 10 One day he woke up not very well He was cold, hot (laughs) His he was very difficult breathing And he felt like he was having /heart/ palpitations He walked around the living room And after that I I I I didn't get the film, then he said I want finish it but I don't want anything real just that	He said that he didn't feel, "não" sorry, He wasn't feel good And he didn't that he he /felt/ He said also he he had fee… /felt/ really depressed And he said that he had /felt/ sick for no reason Things is going great And he he said also that he had noticed he will just eat, then I can't, I can't make notes Then she said that she would be /hungry/ again and she would want more and more and more T: Ok. Do you remember any other thing? S: More or less I remember that she said that he said that just he had ate the hamburger
Sentences produced - 8 **Correct sentences – 1 –12,5%**	**Sentences produced – 10** **Correct sentences – 3 – 30%**

PARTICIPANT 11 She's s… He says that is February twenty one And it's two hours a.m. and she woke wake up And she's she's don't she's very problems with her breath His he said is very hot is very difficult to breath, "né"? And she has /heart/ palpitations and she's he walked around the living and she she get breath back And she thought that she's bad and something bad will be happen with him She she will try to continuos it but she want to finish	<u>And he didn't feel good</u> He wasn't feel sick <u>but he was depressed</u> <u>And then he didn't know the reason</u> that he was didn't feel He really, He eat he eat more and he wouldn't need to to eat more more more He always hungry hungry again againg again And he need to wait more and more He thought hungry hungry
Sentences produced - 14 **Correct sentences – 0 – <u>0%</u>**	**Sentences produced - 10** **Correct sentences – 3 – <u>30%</u>**

PARTICIPANT 12 I don't feel good not that I feel really sick today it just feel really depressed I have no reason I just fell really a Fast food it's not… , it's not Ok I really I really /notice/ I'm hungry I want more, more, more	He said he said today is (xxx) now is two morning T: Yeah, try to report …. S: Ah, ok, ah ok. Two morni… two hours of morning on Feb… on February first one, oh, I'm sorry, twenty one He said I wake up haven't couldn't breath He he said he said had had has having really difficult breathing and he was very hot He felt, he felt like I he has had having heart palpitations He had walked around the living room and he he had trying to to get my her his breath back He said he said he wan… he had want to finish But he but he had had do not want want anything real bad to happen either
Sentences produced - 8 **Correct sentences – 0 – 0%**	**Sentences produced - 11** **Correct sentences – 3 – 27,3%**

PARTICIPANT 13 The man don't feel good Not sick He try to sad with he feel but They not reasons to feel bad He have a good day But she, no, he .. because it tasted good and very taste And, but he eating and be hungry again, hungry again And he eating again And want more and more and more	He say that he wake up with difficult breathing And having heart palpitations And he was very hot He's trying to around, trying to walking around the room And trying to get your breath back And he want finish but he couldn't
Sentences produced - 10 **Correct sentences – 0 – 0%**	**Sentences produced - 7** **Correct sentences – 1 – 14,3%**

PARTICIPANT 14 He he he say that he he had a good day And he, he feel fine And he need eat every time in a fast food, Because if he don't eat in a fast food, he will fell hungry And when he eat in a fast food, he, he always want eat more, more, more T: Do you remember any other detail that he said? S: Ah,he, he, he, he is depressed, He is depressed but he, he feel fine He is depressed But he is eating fast, So he is fine	He said that he have wake up at two in the morning on the February twenty first twenty one first And he said he he had have heart heart palpitations and he was hot He said he he would he would can breath He so he said he tried walking around the room to to try get he here him him breath back He said he he was attention about your health because he he he said he he did he don't know what happened him
Sentences produced - 12 **Correct sentences – 0 – 0%**	**Sentences produced - 8** **Correct sentences – 1 – 12,5%**

PARTICIPANT 15 He (xxx) a good day (xxx) And he is not good, he's not sick but he feel depressed And he said that the taste of the food is good but he feel /hungry/ and few hour after I eat, after And he likes to want more and more and more	He woke up two a.m., and twenty one day, with with bad with a bad breath And was he was feeling hot and heart heart palpitation And he said he liked to stop but think that nothing bad will would happen again T: Ok, Any other thing you remember that he said? S: Ah, he said he walked in the living room to to to breath better
Sentences produced - 8 **Correct sentences – 0 – 0%**	**Sentences produced - 6** **Correct sentences – 1 – 16,7%**

PARTICIPANT 16 ((Watched the film before)) S: He said if he don't feel fine but he not sick he is depressing but your things are going very good but he is depressing fell bad Bu… and he If he said if it's not hard eat to Mac… eat MacDonnalds because it's good and very /tastes/ And he said too when you fell hungry, he want to go McDonnalds and he want eat "cada vez", (laugh) he want eat, to eat more and more foods	S: He said that that was the twenty one twenty first day And was were two on the morning And he said that he woke up had woke up And he had couldn't brea… breath And he said that he had difficult breathing And he he said that he w… he he was very hot ,very hot And he had feeling heart palpitations And he said that tried to my breath to him breath back He said that he wanted to finish to finish And he said if he don.. he didn't because he wanted /discovered/ happened what happened T: Could you say that again, the last part? S: He said that he wanted to finish but he di… he didn't because he wanted know he wanted know he wanted to know what happened (xxx)
Sentences produced - 11 **Correct sentences – 0 – 0%**	**Sentences produced - 11** **Correct sentences –5 – 45,45%**

PARTICIPANT 17 He not feel good He is not sick but he feel, he is depressed And eat this food is not difficult because he likes But he is not so well And he eat ahh, "pouco tempo depois" He want more	He said it was two morning two hours morning on twenty one in February And he has difficult to breathing And he was feeling very hot He was watching was was having heart palpitations and he waked it's around the living room for for (xxx) T: For what, sorry? S: "recuperar" T: Ok S: Your breathing but he can't And he think he want finish it this
Sentences produced - 8 **Correct sentences – 0 – 0%**	**Sentences produced – 8** **Correct sentences – 2 – 25%**

PARTICIPANT 18 I don't fell good today It's not I don't fell sick I had a good day, but I don't know, I just fell yeah It's not really hard to eat this food It taste good I, I eat and some time bef…, after I feel hungry again And I just want more, more, more, more T: OK, is there anything else you remember that he said? S: They don't feel depressed T: OK S:And I will noticed that you eat this and …	He said that was it was two in the morning at February twenty one And then he had woked up and had difficult breathing And then he said that he he was very hot Then he said that he was having heart palpitation And then he said that he was trying to to get his breath back Then I don't understand the last part
Sentences produced - 13 **Correct sentences – 0 – 0%**	**Sentences produced – 6** **Correct sentences – 2 – 33,3%**

PARTICIPANT 19 I think he said that he doesn't feel, he doesn't feel well, doen't feel well But he has a good day and he doen't sick but he doesn't very well And he think that, that cause of this sicking, sicking feel is because that eat more, more, more lunch And he, he has the "mudança" of this "humor" because eat lunch, more and more and more lunch I understood it T: That's it? Do you remember any other thing? Is there any other thing that you remember? S: And she had a had day And he doen't sick but she, he doesn't very, doesn't well T: was it difficult? S: No, I have a difficult to hear and understand and I have to practice day by day in my free time to understand I think that you have the best result in your research don't had the subtitle because the student possibly practice the hear When I read the pictures, I practice the reading and I understand more because the subtitle **Sentences produced - 10** **Correct sentences – 0 – 0%**	He said that was two in the morning in February twenty one He said that was really hot And he was difficult difficult /breathing/ He said that he was having heart palpitations And he was walking in the living room and he was breath breath back **Sentences produced - 6** **Correct sentences – 1 – 16,7%**

PARTICIPANT 20 It was twenty first in Feb… February two hours a.m. And he woke up she walk on the room She she he was hot He couldn't /breath/ /breather/ He he felt his heart heart palpitations He he he he doesn't he doesn't want to finish Because he preocupated with think bad he preocupated with bad think "acontecer", I don't know	He said that he didn't feel good He he had had good day but now no more He said that he he he eat he said that he eat I forget He said he would be hungry again and he would want more more more He said he said he was feeling sick He said that he he said that he didn't know why he was feeling this
Sentences produced - 9 **Correct sentences – 3 –33,3%**	**Sentences produced - 9** **Correct sentences – 6 – 66,7%**

PARTICIPANT 21 He said that he was talking on two in the morning on Febr… February twenty first And he said that he wak… woke up and couldn't breath He was having difficult to breathing And and felt he very hot and heart palpitations He walked around the living room trying to get her… his breathing again He said that he want to finish And he want he want (xxx) to happen something bad	He said he said that he didn't feel good today, that day Not bec… not cause he he stay sick But he was dep… was depressed And he felt that he di… he was depressed for no reason And he have a good day And he said that he that he have eat some food and and and I… and T: Substitute, put another word S: Ha… She she have eat some the Mc'Donnalds and few time He he he was hungry and eat eat eat and again
Sentences produced - 9 **Correct sentences – 1 –11,1%**	**Sentences produced - 8** **Correct sentences – 2 – 25%**

PARTICIPANT 22 After twenty one days eating the fast food he said like very you your your body very hot And like your palpi… palp… /heart/ /heart/ /palpitations/ And it's very difficult to breat… breathing breathing And he is walking for the living room for to back your breath and diffic… his he can he want finish because (xxx) "não ficar pior ainda, sei lá", (xxx) ((trying to say the previous sentence – "Não ficar ainda pior" – in English))	He said that sh.. I he don't feel good And he said that not feel sick but he he was depressed He said that that it's not hard eat but he felt hungry he always hungry again And feel and feel and would would eat Because the "não", he said that the lunch is not is good the lunch is not bad but it's always hungry And he he eat eat more more more every day, all the days
Sentences produced – 5 **Correct sentences – 0 – 0%**	**Sentences produced – 9** **Correct sentences – 1 – 11,1%**

PARTICIPANT 23 S: He said that he feeling bad because she he feel hot And he felt heart /palpitations/ He couldn't have breath breath He walked in around the living room And he want stop but I don't I don't understand because he T: The end? S: "é" T: Ah, ok S: I don't understand	He said that he wasn't feeling well Not sh.. not he was feeling sick but she was felling depressed without reasons He said that wasn't hard eating the the this lunch all day everytime time Because the taste is good But she but he feeling hungry And want food again more time everytime
Sentences produced - 6 **Correct sentences – 0 – 0%**	**Sentences produced - 7** **Correct sentences – 4 – 57,1%**

APPENDIX S

FILM – PRETEST AND POSTTEST 2
GRADES

	PRETEST			POSTTEST		
	# of	# right		# of	# right	
Part.	sent.	sent.	grade	sent.	sent.	grade
P1	9	**0**	**0**	9	**2**	**22**
P2	8	**0**	**0**	11	**7**	**64**
P3	10	**2**	**20**	7	**2**	**29**
P4	7	**0**	**0**	8	**2**	**25**
P5	6	**2**	**33**	7	**0**	**0**
P6	10	**0**	**0**	11	**5**	**46**
P7	11	**1**	**11**	10	**7**	**70**
P8	10	**1**	**10**	12	**0**	**0**
P9	7	**1**	**14**	13	**4**	**31**
P10	8	**1**	**13**	10	**3**	**30**
P11	14	**0**	**0**	10	**3**	**30**
P12	8	**0**	**0**	11	**3**	**27**
P13	10	**0**	**0**	7	**1**	**14**
P14	12	**0**	**0**	8	**1**	**13**
P15	8	**0**	**0**	6	**1**	**17**
P16	11	**0**	**0**	11	**5**	**46**
P17	8	**0**	**0**	8	**2**	**25**
P18	13	**0**	**0**	6	**2**	**33**
P19	10	**0**	**0**	6	**1**	**17**
P20	9	**3**	**33**	9	**6**	**67**
P21	9	**1**	**11**	8	**2**	**25**
P22	5	**0**	**0**	9	**1**	**11**
P23	6	**0**	**0**	7	**4**	**57**

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