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A FOCUS ON LEARNERS' METACOGNITIVE PROCESSES: THE IMPACT OF STRATEGIC PLANNING, REPETITION, STRATEGIC PLANNING *PLUS* REPETITION, AND STRATEGIC PLANNING *FOR* REPETITION ON L2 ORAL PERFORMANCE

Por

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ABSTRACT

A FOCUS ON LEARNERS' METACOGNITIVE PROCESSES: THE IMPACT OF
STRATEGIC PLANNING, REPETITION, STRATEGIC PLANNING *PLUS*
REPETITION, AND STRATEGIC PLANNING *FOR* REPETITION ON L2 ORAL
PERFORMANCE

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The present study, carried out under an information-processing perspective, investigated the impact of four metacognitive processes - strategic planning (Foster & Skehan, 1996), repetition (Bygate, 2001b), strategic planning *plus* repetition (D'Ely & Fortkamp, 2003), and strategic planning *for* repetition (D'Ely, 2004) - on 47 L2 learners' oral performance of a video-based narrative task. The participants of this study, registered in the Licenciatura, Secretariado, and Extra-curricular courses of the Universidade Federal de Santa Catarina, were divided into 5 groups: (1) the control group (2) the strategic planning group, (3) the repetition group, (4) the strategic planning *plus* repetition group, and (5) the strategic planning *for* repetition group. Following Foster and Skehan (1996) and Fortkamp (2000), learners' oral production was examined in four dimensions of speech: fluency, complexity, lexical density, and accuracy. Post-task questionnaires were administered for the purpose of assessing learners' appraisal of task type, their oral performance, and the conditions in which they performed. In general, statistical analyses revealed that repetition, strategic planning *plus* repetition, and strategic planning *for* repetition exerted a positive and significant

impact on some of the dimensions of oral performance such as fluency, lexical density, and accuracy for the repetition group, lexical density for the strategic planning *plus* repetition group, and accuracy and lexical density for the strategic planning *for* repetition group. The strategic planning *for* repetition group also obtained significant gains in complexity. The strategic planning condition, for participants in the strategic planning group, had little impact on participants' oral performance. Overall, these results may be taken as evidence for the trade-off effects among the different dimensions of L2 learners' oral performance. Furthermore, the multifaceted results signal that learners' approach to different experimental conditions is idiosyncratic and that a series of variables interact in different ways when learners perform orally in L2. These variables include the nature of the task, learners' focus of attention during performance, and learners' effectiveness in implementing and retrieving pre-planned ideas. The findings of the present study might contribute to theory building in second language performance as well as to L2 pedagogy.

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RESUMO

UM FOCO NOS PROCESSOS METACOGNITIVOS DOS APRENDIZES: O
IMPACTO DO PLANEJAMENTO ESTRATÉGICO, REPETIÇÃO,
PLANEJAMENTO ESTRATÉGICO *MAIS* REPETIÇÃO E PLANEJAMENTO
ESTRATÉGICO *PARA* REPETIÇÃO NO DESEMPENHO ORAL EM L2

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Este estudo, desenvolvido sob a perspectiva da teoria de processamento da informação, investigou o impacto de quatro processos metacognitivos - planejamento estratégico (Foster & Skehan, 1996), repetição (Bygate, 2001b), planejamento estratégico *mais* repetição (D'Ely & Fortkamp, 2003) e planejamento estratégico *para* repetição (D'Ely, 2004) no desempenho oral de uma vídeo-narrativa por um grupo de 47 alunos de Inglês como L2. Os participantes deste estudo, matriculados nos cursos de Letras-Licenciatura, Letras-Secretariado e Extra-curriculares da Universidade Federal de Santa Catarina, foram divididos em 5 grupos: (1) controle, (2) planejamento estratégico, (3) repetição, (4) planejamento estratégico *mais* repetição e (5) planejamento estratégico *para* repetição. Seguindo Foster e Skehan (1996) e Fortkamp (2000), a produção oral dos alunos foi examinada em quatro dimensões: fluência, complexidade, densidade lexical e acurácia. Questionários pós-tarefa foram administrados para acessar a avaliação dos alunos em relação ao tipo de tarefa, seu desempenho oral e as condições experimentais nas quais eles atuaram. Em geral, as análises estatísticas revelaram um efeito positivo e significativo da repetição,

planejamento estratégico *mais* repetição e planejamento estratégico *para* a repetição em algumas das dimensões da performance oral, a saber: fluência, densidade lexical e acurácia no grupo da repetição; densidade lexical no grupo do planejamento estratégico *mais* repetição, e acurácia e densidade lexical no grupo do planejamento estratégico *para* a repetição. O grupo do planejamento estratégico para a repetição também obteve ganhos significativos em complexidade. A condição de planejamento estratégico teve pouco impacto na produção oral dos participantes deste grupo. Em geral, os resultados corroboram o efeito de troca atencional entre as diferentes dimensões do desempenho oral. Ademais, os resultados multifacetados sinalizam que a maneira com que os alunos encaram as diferentes condições experimentais é idiossincrática e que uma serie de variáveis interagem afetando o desempenho oral dos aprendizes. Entre estas variáveis estão a natureza da tarefa, o foco de atenção dos alunos enquanto atuam e a eficácia em implementar e recordar idéias anteriormente planejadas. O estudo contribui para a construção de aspectos teóricos relacionadas ao desempenho oral em L2 e ao tratamento pedagógico dessa habilidade.

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CHAPTER 1

INTRODUCTION

1.1 Preliminaries

After being for eighteen years in what I have called the 'academic limbo', I decided to return to my professional and academic life motivated, from the start, to conduct a piece of research that would allow me to establish a connection between research and teaching/learning. Although, while I constructed my path so as to establish a niche for my research project, I realized that Second Language Acquisition (SLA)[1] research and Language Pedagogy (LP) have different agendas (Ellis, 1995) and that such relationship is still, to a great extent, a difficult and unbalanced one, I firmly believed that, through conciliation, both fields could profit from one another. Moreover, taking the SLA course as a special student in the doctoral program at UFSC, I met my advisor Professor Doctor Mailce Borges Fortkamp, who introduced me to the realms of cognition and, also, to empirical research which focused on speaking, as a cognitive action, from the perspective of the task-based approach to L2 teaching and learning. The claims brought by Skehan (1998) and his co-researchers in the task-based approach seemed to me an appealing forum for discussion of both theoretical and practical issues as well as for the study of the intricacies involved in fostering speech in an L2. More specifically, in reading empirical studies concerning the task-based approach, I came across the concepts of pre-task planning[2] and task repetition[3] as performance conditions

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[1] Following Ellis, (1994), in this study the terms acquisition and learning will be used interchangeably. By the same token, the terms foreign and second language will be treated as synonyms.

[2] Pre-task planning underscores the idea that learners are given opportunity to plan a task prior to its performance (Foster & Skehan, 1996). This condition can be guided (detailed), when learners are

and their possible contribution to the development of the oral skill. Both concepts - pre-task planning and task repetition - fascinated me and inspired me to conduct this piece of research, whose trust is on the impact of strategic planning, repetition, strategic planning *plus* repetition, and strategic planning *for* repetition[4] on learners' L2 oral performance.

Despite the fact that speaking is learners' prior goal in learning a foreign or second language (L2) (Heike, 1985; Fortkamp, 2000), researchers have claimed that speaking has been a neglected area in SLA research (Bygate, 2001a; Fortkamp, 2000). There are a number of possible reasons for the lack of systematic research on L2 speech production. Fortkamp (2000) states that this lack might be a reflection of research in the L1 area, whose focus has been predominantly on comprehension rather than on performance. Bygate (2001a) brings the issues of the marginalization of the teaching of communication skills by the great influence of grammar translation methods, of the lack of technology in the teaching/learning environment and of the fact that speaking has been dealt with as part of a methodology and not as a discourse skill in its own right.

Nevertheless, there has been a growing interest in unveiling the complexities involved in speaking an L2 and studies have investigated different aspects of L2 speech production under different perspectives (Fortkamp, 2000). In the beginning of the 90s, research focusing on 'fluency' as a temporal variable, which is one of the components of oral proficiency, emerged (Lennon, 1990; Riggenbach, 1991; Freed, 1995; Towel, Hawkins & Bazergui, 1996; Ejzenberg, 2000; Riazantseva, 2001; Bell, 2003). Interest in how individual differences in working memory - a system

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instructed on the task of planning, or unguided (undetailed) when learners are free to plan the content of their messages on the best way they wish (Foster & Skehan, 1996) .

[3] Task repetition, as a performance condition, implies giving learners opportunity to repeat a task or to practice the same task type (Bygate, 2001b).

[4] Strategic planning *for* repetition, as a task condition, implies that besides repeating a task, learners undergo within-task strategic planning, which takes place in the interval between the first and second encounter with the task. Learners also have the opportunity for strategic planning prior to the second performance.

responsible for the maintenance and processing of information on-line (Baddely, 1990; Fortkamp, 2000; Torres, 2003; Tomitch, 1995) - and L2 oral production interact has also been a niche of research (Fortkamp, 2000; D'Ely, Bergsleithner, Fontanini, Perucci & Weissheimer, 2005; Weissheimer, 2005). Focusing on the processes that arise from the classroom settings, researchers have investigated L2 speaking through the impact of teachers' oral feedback on learners' oral performance (Cunha, 1998; Fontana, 2000; Menti, 2003; Scherer, 2000; Rosa, 2003), the role of different teaching tools in learners' performance (D'Ely & Mota, 2004; Rodrigues, 2001), and the role of communicative and learning strategies in learners' oral performance (Machado, 1997; Prebianca, 2004; Sturm, 2000; Boralli, 1993; Reis, 2004, Rossi, 2006).

Of particular relevance for the present study is the growing interest in researching tasks in order to unveil their potential role in affecting and influencing L2 learning (Bygate, Skehan & Swain, 2001; Crookes & Gass, 1993, for example) through the scope of a task-based perspective. In this perspective, the main assumption is that psycholinguistic factors and processing conditions are highly relevant to L2 learning (Skehan, 1998). Empirical studies, such as those of Swain and Lapkin (2001), Samuda (2001), and Lynch and Mclean (2001) have been conducted under this perspective and have focused on the impact of task type on learners' performance. Carried out in a classroom environment, these studies have shown that it is feasible to implement theoretically driven insights in the context of instructional settings.

Tasks have also been researched in terms of the language processing mechanisms involved in learners' oral performance, in the classroom, experimental or testing settings (Foster & Skehan, 1996; Skehan & Foster, 1995; Mehnert, 1998; Bygate, 2001b; Ellis, 1987; Crookes, 1989; Vasquez, 2004; Silveira, 2004, among others).

The major attempt of these studies, whose prevailing tenor is psycholinguistic, has been to scrutinize the notion of planning[5] so as to gain insights for L2 learning and pedagogy. In relation to the L2, planning has been seen as relevant because it sheds light on how attention (Schmidt, 1990) affects the process of language learning - that is, it helps to unveil what learners attend to while performing and the effects this has on language performance (Ellis, 2005). In relation to language pedagogy, planning can be used as a pedagogical tool that may foster interlanguage development.

The concept of planning has been shown to be a fertile arena for SLA research. For instance, researchers have scrutinized the effects of planning time and post-task activity on learners' oral performance (Skehan & Foster, 1995), the relationship between different types of manipulation of learners' pre-task planning (either detailed or undetailed) and task type (Foster & Skehan, 1996), the impact of the amount of planning time (Mehenrt, 1998), learners' focus of attention while planning and the expansion of such focus during on-line performance (Ortega, 1999; Ortega, 2005; Sangarum, 2005), the effects of strategic planning and on-line planning[6] on learners' oral performance (Yuan & Ellis, 2003; Skehan & Foster, 2005), the relationship between different forms of strategic planning combined with repetition and learners' level of proficiency (Kawauchi, 2005), the role of strategic planning in impacting learners' oral performance either in informal classroom assessments or in formal testing contexts (Wiggleswoth, 2001; Iwashita, Mcnamara & Elder, 2002; Elder

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[5] Task planning is here used as a cover term to refer to any type of planning that learners may engage either pre-task, on-line or by integration of knowledge (repetition). The concept of planning will be more fully discussed in sections 2.3 and 2.6. Repetition is conceptualized as a form of integrative planning, in which learners will be able to retrieve and integrate crucial information from long-term memory when performing a task for a second time (Bygate, 2001b; Bygate & Samuda, 2005). The concept of repetition will be more fully discussed in section 2.6.

[6] On-line planning has been conceptualized as lack of time pressure in learners' performance, allowing them either to plan on-line or to monitor their output (Ellis, 2005).

& Iwashita, 2005), the relationship between strategic planning, task structure and learners' proficiency level (Tavakoli & Skehan 2005), and the impact of task repetition (integrative planning) on participants' oral performance (Bygate, 2001b; Lynch & Maclean, 2001; Gass, Mackey, Alvarez-Torres & Fernández-García, 1999).

Empirical results from these studies, which have shown a positive and beneficial impact of 'planning' on learners' oral performance, have been explained under the rationale that learners' attentional resources are limited (Van Patten, 1990; Fortakmp, 2000), and that there are trade-off effects among at least three competing goals within L2 oral production: fluency, complexity, and accuracy[7] (Foster & Skehan, 1996). This means that, because learners operate under some information processing pressure, they have to allocate attention to some goals at the expense of others. There are, in particular, trade-off effects between complexity and accuracy. However, as acknowledged by Bygate (2001b), the trend of overall results suggests that accuracy should be open to a similar effect under different conditions of performance.

With this idea in mind, D'Ely and Fortkamp (2003) investigated two experimental conditions - strategic planning, on the first trial of an L2 speech production task, and repetition (without prior planning), on the second trial of the same task, as a potential manner to help lessen the trade–off effects among fluency, accuracy, and complexity in L2 oral performance. The results suggested that the combination of both conditions - strategic planning and repetition - is beneficial. However these

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[7] Skehan (1996, 1998) propose that three aspects should be considered in L2 performance. In complexity, the emphasis relies on the organization of the message, with a focus on the use of elaborated language and on the variety of syntactic patterning. The notion of complexity is associated with risk-taking and is connected with change and opportunities of interlanguage development (Skehan, 1996, p. 303). As for accuracy, the emphasis is on 'freedom from error' performance, leading to the use of relatively simple well-controlled forms as a means of achieving more target like use of language. The notion of accuracy is associated with a more conservative orientation and concerns control at a particular interlanguage level (Skehan, 1996, p. 304). Finally, the notion of fluency in L2 performance, according to Skehan (1996), is related the capacity to cope with real time communication. It further reflects the ways propositions can be orchestrated so that effective ongoing discourse can take place. Fluency is viewed as continued performance and as repair avoidance communication (Skehan, 1996, p. 304).

benefits seem to depend upon task type, task familiarity, and the learner's approach to the strategic planning or the repetition condition. In addition, D'Ely (2004) has investigated the extent to which the combination of planning conditions impacts upon learners' oral performance, focusing, in particular on the inclusion of a new condition - strategic planning *for* repetition. Data analysis revealed that the condition strategic planning *for* repetition leads learners to perform more accurately without penalizing either complexity or fluency.

The present study draws on existing research on both pre-task planning and task repetition in L2 to advance the proposal that strategic planning, repetition, strategic planning *plus* repetition, and strategic planning *for* repetition as metacognitive processes impact on learners' L2 oral performance. It is assumed, in the present study, that a combination of performance conditions may maximize learners' oral performance at the level of fluency, complexity, lexical density[8] and accuracy. More specifically, the type of planning investigated in the present study is that of strategic planning (Ellis, 2003; 2005), which is here operationalized as a metacognitive process (Ellis, 2003, 2005) in which the learners may purposefully exert some control, guidance and regulation over what they know, which, in turn, may optimize the process of organization of thought to foster their oral performance. The concept of strategic planning will be fully discussed in sections 2.3 and 2.6.

In relation to task repetition, the type of repetition investigated in the present study is that of repetition of the same task (Bygate, 2001b, Bygate & Samuda, 2005; Ashcraft, 1994). Repetition is here operationalized as a metacognitive process in which the learners may exert some control, guidance and regulation over what they know by integrating previous knowledge in a subsequent encounter with the same task, thus,

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[8] Lexical density, as another dimension of L2 speech performance, refers to the proportion of new and repeated linguistic items in a speech sample (O'Loughlin, 1995).

building a path towards the proceduralization of declarative knowledge, which, in turn, may lead to qualitative changes in learners' performance (cf. Bygate, 2001b, Bygate & Samuda, 2005). The concept of repetition will be more extensively discussed in section 2.6.

In relation to strategic planning *plus* repetition, it is here operationalized as a metacognitive process in which, in the first enactment with a task, the learners may purposefully exert some control, guidance and regulation over what they know. In addition, the learners may integrate previous knowledge in a subsequent encounter with the same task. It is assumed that strategic planning, on the first trial, may optimize the process of organization of thought, whereas repetition, on the second trial, may optimize the path towards the process of proceduralization of declarative knowledge, which may lead to qualitative changes in learners' oral performance. The process of strategic planning *plus* repetition will be more carefully discussed in section 2.6.

The present study also advances the proposal that the condition of strategic planning *for* repetition, here defined as a metacognitive process that is built across instructional meetings where strategic planning gains the status of an awareness raising process within which problem solving takes place. In strategic planning *for* repetition, learners may excert control, guidance and regulation over their own output through awareness raising sessions in which they may attend to meaning and form, thus, possibly leading them to recycle and incorporate new language forms in their oral performance. By the inclusion of strategic planning *for* repetition, I assume that instruction leads to improvements in learners' performance (Ellis, 1994), especially when there is a focus on attention[9] (Schmidt, 1990) as a condition for learners to notice

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[9] There has been a common agreement among researchers to the importance of attention in second language acquisition. However, the construct of attention as a necessary contition in language learning has been discussed under slightly different theoretical perspectives (Schmidt, 1990; Robinson, 1995b; Tomlin & Villa, 1994). In postulating the 'noticing hypothesis', Schmidt (1990) proposes that noticing,

gaps and improve language features during performance (Swain, 1995). The concept of strategic planning *for* repetition will be more carefully discussed in section 2.6.

The present study seeks to investigate strategic planning, repetition, strategic planning *plus* repetition, and strategic planning *for* repetition from a cognitive perspective, thus shifting the focus of task condition effects to processing condition effects. This means that the cognitive processes involved in the conditions of strategic planning, repetition, strategic planning *plus* repetition, and strategic planning *for* repetition are operationalized as metacognitive processes that underlie "awareness and monitoring of one's own cognitive state or condition" (Ashcraft, 1994, p. 77). In this sense, it is hoped that the concepts of strategic planning, repetition, strategic planning *plus* repetition, and strategic planning *for* repetition will extend and refine our understanding on the role of these processes in learners' L2 oral performance.

1.2 Statement of the Purpose

The objective of the present study is to investigate the impact of four metacognitive processes - strategic planning, repetition, strategic planning *plus* repetition, and strategic planning *for* repetition - on the oral performance of 47 Brazilian learners of English in a there-and-then, video-based narrative task. The present study also aims at investigating whether the combination of performance conditions leads to selective effects on participants' oral performance. The strategic planning condition requires learners to plan, with guidance, their narrative, prior to performance. The

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defined as attention at a low level of awareness, is the condition for language learning (Schmidt, 1990, p. 129). Tomlin and Villa (1994), on the other hand, claim that detection, that is attention not necessarily involving awareness, is the driving force towards language development. In turn, Robinson (1995b) conciliates Schmidt's (1990) and Tomlin and Villa's views (1994) and proposes that noticing incorporates the process of detection and rehearsal in short-term memory. Thus, for both Robinson and Schmidt, noticing is a more fine-grained process and lack of it impedes acquisition (Rosa & Leow, 2004). In the present study, I side with Schmidt's and Robinson's views, and attention is operationalized as the act of deliberately attending to input (Fortkamp & D'Ely, 2006).

repetition condition requires learners to perform the same narrative task in distinctive moments. The strategic planning *plus* repetition condition requires learners to plan, with guidance, their narrative prior to performance in the first encounter with a task and also requires learners to repeat this very same task in a second encounter, without planning strategically prior to performance. The strategic planning *for* repetition condition requires learners to perform the same task twice and to undergo, through instructional meetings that happen during the interval between the first and second trials, an awareness raising process within which problem solving takes place. In the second encounter with the task learners have opportunity to plan, with guidance, their narrative, prior to performance.

Following mainstream research in the area of the task-based approach, it is claimed that metacognitive processes triggered by different performance conditions might lessen the attentional load of having to focus simultaneously on the different dimensions of performance - fluency, complexity, lexical density and accuracy - and, thus, lead to positive selective effects on learners' oral performance (Foster & Skehan, 1996; Skehan & Foster 2005; Ellis, 2005; Bygate, 2001b; Bygate & Samuda, 2005, to mention but a few). In the present study, speaking is operationalized as the ability to perform orally a narrative task (Fortkamp, 2000). A task, in turn, is defined, following Bygate, Skehan and Swain's (2001) and Ellis' views (2003), as a tool devised for teaching, learning , and research purposes, the performance of which may allow learners to undergo metacognitive processing to convey meaning for communicative and/or learning aims.

1.3 Significance of the study

It is expected that, by surveying the impact of different L2 oral performance conditions and the metacognitive processes they involve - strategic planning, repetition, strategic planning *plus* repetition, and strategic planning *for* repetition - the present study will contribute to existing research on task planning, especially in Brazil, where the lack of empirical research on this issue is remarkable. First, and to the best of my knowledge, except for D'Ely and Fortkamp (2003), and D'Ely (2004), no studies have attempted to investigate and compare the effects of different types of planning - more specifically strategic planning and repetition (seen as integrative planning) - on learners' oral performance. Moreover, this study also attempts to further scrutinize the effects of a combination of performance conditions through the strategic planning *plus* repetition condition. This study is also, to the best of my knowledge, the first to address this issue in a Brazilian context. Second, the study is of relevance for its original attempt to examine the effects of strategic planning *for* repetition, in which through instructional sessions, it is attempted to develop learners' awareness of the problems they faced while performing and the solutions they might employ to overcome these problems in a future enactment with the task. Finally, the present study might contribute to a refinement of the discussion on which processes might be triggered by strategic planning, repetition, strategic planning *plus* repetition, and strategic planning *for* repetition, and the extent to which these processes might affect learners' L2 speech production processes. In this sense, it might also contribute to theory building in SLA.

1.4 Organization of the dissertation

Besides the introduction (Chapter 1), this dissertation consists of 4 chapters. Chapter 2 lays the theoretical background for this study. It starts by reviewing models of speech production in L1 and L2. Secondly, it discusses the concept of planning and repetition as presented by mainstream studies and focuses on a critical review of a selection of empirical studies on strategic planning and repetition. Thirdly, the chapter makes an appraisal of L2 speech production measures and, finally, it theorizes on the constructs of strategic planning, repetition, strategic planning *plus* repetition, and strategic planning *for* repetition under a metacognitive perspective.

Chapter 3 describes the method employed to collect data for the present study. This includes information about the selection of participants, the materials and procedures to assess L2 speech production, and the statistical techniques used to analyze the data. The chapter also poses the research questions and the specific hypotheses guiding the study.

Chapter 4 reports and discusses the results obtained in the present study. This chapter includes first the analysis of research results from each of the statistical procedures adopted in the present study. The results are discussed in relation to the research questions and hypotheses posed in the method section and, also, in the light of existing research on planning and on L2 speech production.

Finally, in chapter 5, the main findings of the present study are summarized and a reflection is presented on the role that the different metacognitive processes involved in strategic planning, repetition, strategic planning *plus* repetition, and strategic planning *for* repetition might play on learners' oral performance. The chapter also points out the limitations of the study and provides some suggestions for further

research. The last section depicts some pedagogical implications that arose from the results obtained so as to provide tentative answers as to why fostering learners' speaking skill in a classroom environment is, indeed, as Fortkamp (2000) has suggested, a challenging and complex enterprise for both learners and teachers.

CHAPTER 2

REVIEW OF LITERATURE

2.1 Introduction

The purpose of this review of literature is to present the theoretical foundation on which the present study is based. As already said, the present study investigates the impact of four metacognitive processes - strategic planning, repetition, strategic planning *plus* repetition, and strategic planning *for* repetition - on learners' L2 oral performance and the extent to which the combination of performance conditions affects learners' L2 oral performance. Thus, this review of literature is organized into three main sections. In the first main section, models of speech production in L1 and L2 are presented and their implication for the teaching/learning of L2 oral skill is discussed. The second main section of the chapter discusses the concept of strategic planning and repetition as presented by mainstream studies under the task-based paradigm. It also reviews empirical studies which have centered attention on strategic planning and repetition. In this second main section a brief appraisal of the measures of speech production used in recent research in the task-based paradigm is made. Finally, the third main section of this chapter seeks to define, under a metacognitive perspective, the concepts of strategic planning, repetition, strategic planning *plus* repetition, and strategic planning *for* repetition.

2.2 Models of speech production in L1 and L2 and their implications for the teaching/learning of the L2 oral skill

In relation to speech models of language production in L1[10], I will focus on Levelt (1989), which is information processing based, presents a modular view of the speech process and has been influential in informing both speech production models in L2 as well as theory construction in SLA.

Levelt's (1989) major objective in developing a theory of L1 speech production is to understand and depict the mental information processing that underlies human beings' capacity for speech. From a psycholinguist perspective, Levelt (1989) **sees** speaking as a complex cognitive ability that involves stages and sub-stages in a hierarchical structure. This metaphor is his blue-print for the speaker (Levelt, 1989, p.9). There are four components in his model, which are very specialized, work in an autonomous fashion and function in an automatic way. It is automaticity that enables the components to function in parallel which, in turn, constitutes the main condition for uninterrupted fluent speech (Levelt, 1989, p. 2).

The first processing component is the *conceptualizer*, which generates the pre-verbal message and which allows the speaker to go through a planning stage, retrieving his/her prior knowledge concerning the topic, the speech situation, and discourse patterns. More specifically, this planning takes place at the macro level, where information to convey the speakers' communicative intention and the content of the message is retrieved, and also at the micro level, where an informational perspective to

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[10] Another prominent proposal of an L1 speech model has been developed by Dell (1986), which is characterized, differently from Levelt's, as a spreading activation theory model. Whereas Levelt's model is modular in nature and information processing based, in Dell's (1986) interaction is allowed to happen between linguistic levels. In his model he combines assumptions from linguistic theory as regards linguistic levels, rules and units with a retrieval mechanism based on a spreading activation theory (Dell, 1986, Poulisse, 1999). For the purpose of the present paper, only Levelt's model will be reviewed, as it constitutes a much more comprehensive model of monolingual speech production (Fortkamp, 2000).

message formulation is assigned. The result of the processes of macro and microplanning - the pre-verbal message - is the input for the formulator.

The second processing component - the *formulator* - is responsible for translating a conceptual structure - the pre-verbal message - into a linguistic structure by means of two sub-processes: *grammatical encoding* and *phonological encoding* (Levelt, 1989, p.11). In *grammatical encoding* retrieval of the appropriate lexical unit, that is, the lemma with its syntactic and semantic information takes place, producing a surface structure, which, in turn, is stored in a syntactic buffer. During *phonological encoding*, once grammatically accepted patterns have been chosen, adequate phonological/phonetic patterning occurs. This means that the speaker builds a phonetic/articulatory plan, which is still internal speech, for each lemma as well as for the utterance as a whole. The product of the formulator - a phonetic or articulatory plan - serves as input to the next processing component - *the articulator*.

The *articulator* is responsible for unfolding and executing the phonetic plan as overt speech. Finally, there is the *speech comprehension system*, which is responsible for monitoring both internal and overt speech. According to Levelt (1989), self-monitoring can occur in two distinctive moments, that is, when the speaker is able to detect problems in relation to meaning or form of his/her own internal or overt speech. This means that self-monitoring can take place even before messages are sent to the formulator, as some of the speakers' choices will be dependent on the context in which the speech process is taking place. However, it is the conceptualizer, which is able to attend to internally generated messages and, also, to the output of speech comprehension system, that plays a greater role in self-monitoring (Levelt, 1989, p. 14).

The concepts of planning, control, and automaticity are crucial for the understanding of the speech process. The process is not triggered without planning, that

is, the speaker has to decide on what to communicate and such decision will trigger the subsequent moves within the process, which include making lexical choices and organizing the grammatical mapping of his/her pre-planned intention (Levelt, 1989, p. 5).

As for the concepts of control and automaticity, both, despite dichotomous, coexist within the act of speech. According to Levelt (1989), message generation and monitoring deserve much attention from the part of the speaker. Consequently, much control is required. Working memory[11], then, has an important role since it is the limited capacity resource at play in both the conceptualizer and monitoring (see Levelt, 1989; Green, 1986; Miyake & Shah, 1999; Fortkamp, 2000 for instance). However, within the whole process, all the other components have to be automatic, even though some control is still required. The lack of control in the formulator and articulator is the cause of speech errors in the performance of fluent L1 speakers (see, Levelt, 1995; Bock & Levelt, 1994).

Besides focusing on the speaker as an information processor, Levelt also focuses on the speaker as an interlocutor (Levelt 1989, p. 29). The central idea is to dissect the set for speech, which is basically, conversational. Speech is then seen from three different but interrelated perspectives: 1- the interactional, 2 - the context-dependent and 3 - the intentional.

The interactional perspective underscores the idea that there are a number of rules to be followed. Such rules go beyond the linguistic standards of speech and

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[11] Levelt (1989) acknowledges that the speech processes are under executive control. The sub-processes of macro-planning and micro-planning require speakers' attention so that s/he can simultaneously store and process the information which has been retrieved (Levelt, 1989, p. 109) and will be used for communicative purposes. In the present study I adopt Miyake and Friedman's (1998) definition of working memory. This system is conceptualized "as a computational arena or workplace, fueled by flexible, deployable, limited cognitive resource (or activation) that support both the execution of various symbolic computations and the maintenance of intermediate products generated by these computations" (Miyake & Friedman, 1998, p. 341). This definition encompasses both (1) the dynamic nature of working memory as a system responsible for storage and processing of information, and (2) the limited nature of working memory as a resource system.

encompass rules of appropriate social content. They consequently regulate acceptability, fluency, politeness, and effectiveness of social interaction (Levelt, 1989, p. 30). Adherence to these rules leads to cooperation, which is a sine qua non condition to participating in conversation and maintaining its flow.

Contextual features also play a role. For Levelt (1989), it has to be taken into account that there are participants involved in a conversation in a 'spatio-temporal' context, and understanding takes place mainly because the place of the utterance in the temporal flow of events is shared among participants (Levelt, 1989, p. 42).

As for the intentional character of conversations, messages carry intentions. The communicative intention of an utterance is called its 'illocutionary force' (Austin, 1962 in Levelt, 1989, p. 58), which is a speaker-centered notion (Levelt, 1989, p. 58). It is the utterance with its illocutionary force that is called a speech act. In other words, a speech act involves more than an attempt to convey a message. According to Levelt (1989, p. 59), "it involves the intention that the utterance makes it possible for the addressee to recognize the speaker's purposes to convey [his/her] thought, wish or whatever".

This picture outlined by Levelt (1989) highlights the fact that speech processing operations go beyond the linguistic level. That is to say that within the process of speech generation, the speaker has to be sensitive to rule governed routines that regulate conversations, he/she has to anchor his/her utterances in a shared spatio-temporal context and he/she has to be aware that any contribution to a conversation is intentional. Consequently, there has to be a shared understanding of speakers' intentions for appropriate and successful conversations to be carried.

Up to this point, it can be stated that the theoretical insights drawn by Levelt (1989) suggest that in the production of speech an intricate system has to be put at work.

This system essentially requires linguistic and cognitive knowledge, but the whole process is also contextually and culturally bound. All these features play a role in the decision-making process a fluent speaker undergoes when deciding to communicate a message. Due to the complex nature of the speech process in L1, a question still deserves to be answered: Among all the processing components, which one of them constitutes the heart of the whole process?

According to Levelt (1989), the system is lexically driven, that is, the core of the system resides in *grammatical encoding* (see Bock, 1995, Bock & Levelt, 1994; Levelt, Roelofs & Meyer, 1999). Knowing words is, then, the basic condition that enables speakers to express their intentions. This knowledge determines how the utterance will be formed and finally uttered (Bock, 1995). Consequently, unfolding sentence production is crucial for reaching an understanding of how *grammatical encoding* - a sub-component of the formulator which comprises both the selection of appropriate lexical concepts and, the assembly of a syntactic framework - operates.

Bock and Levelt (1994) propose two sub-processes within *grammatical encoding*: *functional processing* and *positional processing*. *Functional processing* comprises: (1) lexical selection, in which the speaker chooses the lemma(s) and such choice, in turn, triggers grammatical information that is associated with the lemma(s), and (2) functional assignment, in which the speaker assigns syntactic roles to the pre-selected lemmas. *Positional processing* involves (1) constituent assembly, which triggers mechanisms for word ordering, and (2) inflection, which triggers information about word inflection. In short, lexical selection, assignment of syntactic roles, word ordering and word inflection are the steps needed to build up a frame for the message.

Grammatical encoding has been studied in terms of talk's typical failure [12](Bock 1995, for instance) and erroneous performance in L1, either in spontaneous or elicited speech, gives further evidence to the fact that speaking is a highly demanding process and the issue of attention emerges as the condition for fluent speaking. Its complexity resides on the fact that although speech has a 'word-by-word' character in which one choice constitutes the input to the next choice some parallelism is required in the speech operation. In other words, the speech process, which is essentially serial, allows and asks for the processing components to work in parallel as messages start being uttered before being completely planned by the speaker. It is the combination of serial and parallel processing that suggests that there is incremental processing. Thus, coordinating serial and parallel processing requires control and attention, and the tension between them is revealed in various speech errors. Thus, automaticity is the key feature for fluent speech.

In overall terms, based on the authors here revised, the major theoretical insights in relation to the process of speech production in L1 are; (1) the process has to work in an autonomous and automatic fashion, (2) attention is necessary for error avoidance and fluent speech, (3) the process asks for both incrementality and parallelism, (4) the whole system is lexically driven, (5) the process is dependent upon speakers' intention, (6) the process is contextually and culturally bound, (7) the processing theory for production (a performance theory) is related to a linguist's theory of language knowledge (a competence theory) since language performance captures how the speaker represents knowledge and how linguistic structures are created (Bock, 1995).

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[12] For instance, in lexical selection, errors might happen due to: (1) a mismatch between words – semantic substitution error, (2) the erroneous selection between two words with close meanings – blending, (3) selection of a known word which is mispronounced due to the speakers' inability to retrieve its phonological form – the tip of the tongue phenomena state (Bock, 1995).

Having brought the major theoretical insights in relation to L1 speech processes into the present scenario, I turn now to the discussion of L2 speech models. Three major models - Green's (1986), De Bot's (1992) and Poulisse and Bongaerts' (1994 in Poulisse, 1999) - will be discussed here since they explain L2 speech processes departing from the evidence that (1) L2 knowledge is not complete, (2) L2 speech process is more hesitant, has shorter sentences and slips of the tongue, (3) L2 may carry traces of L1 and (4) proficient speakers can keep one or more languages apart when they wish to do so (Poulisse, 1999).

Green (1986) developed a model that accounted for the speech production of normal as well as brain-damaged bilinguals. He claims that there are separate subsystems in which the bilingual's languages are organized and such subsystems may be activated differently. Green (1986) also explores the idea of control as central for the process of fluent speech. Lack of control may be an explanation for problems in the performance of both normal and aphasic bilinguals. The choice for using one language rather than the other results in 'deactivating' the non-selected language and in 'activating' the desired one. The process of selection and suppression within this activation procedure implies that: (1) speaking is a controlled activity, (2) any act of control consumes resources, (3) the resources used for controlling/regulating activity need energy activation (Green, 1986).

Whereas Green does not focus on the processes of message generation and grammatical encoding, De Bot (1992) does. That is, he explains L2 speech production in a more complete manner, grounding himself on Levelt's L1 speech production model (Levelt, 1989). De Bot's (1992) main assumptions are: (1) the decision of what language to convey the speakers' communicative intention takes place in the conceptualizer, being then part of the preverbal message and taking place during macro-

planning, (2) the formulator is language specific, different procedures are applied to the grammatical encoding of L1 and L2 speech, (3) code switching takes place because bilinguals produce speech plans simultaneously so that activating/suppressing processes are necessary, (4) the mental lexicon is language independent, that is there is only a single lexicon which is divided into different subsets which, in turn, undergo activation according to the language being used, and (5) sounds are also language independent, that is, there is only one articulator. With regard to the third assumption, which accounts for the code-switching phenomenon, De Bot's[13] (1992) proposal suggests, as Green (1986) does, that bilinguals undergo a process of activation/suppression of the selected language (the language being spoken) for the active language (the language the speaker regularly uses).

A major criticism against De Bot's model (see Poulisse, 1999) is that the model suffers from shortcomings in relation to the assumption that despite the fact that language choice takes place in the conceptualizer, bilinguals produce two speech plans simultaneously, one for the selected language and another for the active language. Thus, since both speech plans are available for the speaker, code-switching can be accounted for. It seems contradictory that there might be two or more speech plans being formulated in parallel, when the speaker has already made the choice for using a specific language in the conceptualizer (Poulisse, 1999). In addition, it is not clear how the speaker is able to maintain the two languages apart during the speech process. The fact that more than one speech plan can be overtly produced renders the process as 'uneconomical and demanding' (Poulisse, 1999, p.41). That is, rather than having the

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[13] According to De Bot (1992, p.8) his model dos not account for the lexicalization problem, that is, it does not explain how speakers succeed in using a given concept in a given language which does not have the lexical items needed to express such concept. To solve this problem, De Bot and Schreuder (1993) revised a model proposed by Biernevich and Schereuder (1992, in De Bot & Schereuder, 1993) and propose a new component, called verbalizer, which would be responsible for language choice and, thus, would map pieces of conceptual structures to semantic representations. However, Poulisse, (1999) and Levelt et all (1999) consider this component superfluous.

speaker engaging in two simultaneous plans, his/her resources could be directed toward the actual plan for message conveyance.

To avoid the 'uneconomical and demanding' nature of the process that De Bot's model underscores, Poulisse and Bongaert (1994) propose a model of L2 speech production, also based on Levelt (1989) with the following assumptions: (1) the speaker specifies the language choice in the conceptualizer, (2) there is only one store for L1 and L2 words in which "lemmas are tagged with a language label" (Poulisse, 1999, p. 216) and are selected through spreading activation, that is, the lemma (among others that share the same conceptual information) which receives most activation is the one selected by the speaker.

Despite the fact that Poulisses and Bongaert (1994) share De Bot's (1992) view that the mental lexicon is language independent (there is only one single lexicon), they claim that their model is more efficient as they propose, differently from De Bot (1992), that as lemmas are tagged for languages, there is not a need to have speech plans for L1 and L2 concurring simultaneously because the process of lexical selection occurs via spreading activation. Thus, they explain code-switching not by the activation of complete speech plans (De Bot, 1992), but as the activation of individual lexical items (Poulisse, 1999, p. 63). Despite the fact the Poulisse and Bongaert (1994) characterized their model as more effective, code-switching as a feature of L2 speech models renders the process as less economical and more effortful in L2.

To sum up, Green's model (1986) assists our understanding of L2 speech processes as he incorporates a mechanism of activation to explain lexical access and search and points out to the importance of control as a key feature for avoiding speech disruptions. De Bot (1992) characterizes the whole process in a rather uneconomical manner (Poulisse, 1999, p. 41). However, he gives a detailed account of the L2 speech

process and explains how phonological interference can be accounted for when he proposes the existence of one articulator in which all sounds are stored. Finally, Poulisse and Bongaert (1994) propose a model of L2 speech production in which they incorporate De Bot's assumption that language choice occurs at the level of the conceptualizer. However, lexical access and search happens in an activation spreading manner, an idea that is in line with Green (1986).

All in all, putting the insights previously outlined, it is crucial to accept that, by nature, speech production in L2 is less economical than in L1 as there will always be some effort, on the part of the speaker, to keep the two languages apart and avoid interference. Moreover, it is the speakers' ability to control and handle the process in an automatic fashion that makes speech production in L1 very different from speech production in L2. It will be, then, the degree of automaticity, in each of the processing components, summed up with the degree of linguistic knowledge of the speaker in the L2, that will allow the whole system to operate successfully. In L2, all the processing components require greater attention than in L1, and thus, degree of control, affects the rate of speech.

Levelt's perspective on the ability to speak (Levelt, 1995, p. 22) has provided a theoretical basis for the understanding of speech production in an L2 and has also been influential in informing speech production models in L2 (Green, 1986; DeBot, 1992 ; Poulisse & Bongaerts, 1994; Poulisse, 1999). Thus, insights derived both from L1 and L2 speech models have shed some light on the aspects involved in fostering oral L2 skills. In this path there are three key points that bring some light to how speaking skills can be fostered in the acquisition process of a second language. The first is that some degree of automation is required for speech to take place. This degree varies, being considerably high in articulation, high in formulation and somewhat high in

conceptualization (Bygate, 2001b, p. l6). Therefore, lack of automation in any of these stages will either make the act of communication more difficult or even hamper communication. Secondly, to produce speech, time is required. Speech takes place "on-line" (Bygate, 200lb, p. 16) and the amount of time used to plan and implement what was previously thought is crucial, which implies that pauses, hesitations and self-corrections will normally happen during speech. Thirdly, speech is an act of interaction, inserted in a context, involving participants. The nature of such interaction, involving content, interlocutors, and personal characteristics affects speakers' oral production (Bygate, 2001b, p. 16).

The aspects outlined above have been taken into account by researchers in the SLA field (Bygate, 1988, 2001; McCarthy, 1994; Riggenbach, 1991; Temple, 1992; Hiecke, 1985; Fortkamp, 1999, 2000 and others) and results from this body of research have shed some light on:

(1) how tasks should be employed in the classroom - small group work is required, task repetition is profitable, planning time is needed - (Bygate, 1988, 2001b; Foster & Skehan, 1996 for example),

(2) what language items should be focused: discursive patterns should be also included - (Carter & McCarthy, 1995; McCarthy, 1994, 1998),

(3) which features of fluency should be considered in assessing learners' speaking skill: hesitation, frequency, function of repair, and rate of speech vary according to the level of the learners' competence and contextual features also play a role in learners' performance (Ejzenberg, 2000; Lennon, 1990; Riggenbach, 1991), and

(4) the role of working memory in learners' oral performance (Fortkamp, 1999, 2000).

In a pedagogical perspective, the issues previously raised give evidence to the fact that tasks - either to promote or assess learners' speaking skill - should have

specific characteristics and that methodological aspects in applying them should be also taken into account (Skehan, 1998).

Within this realm, Skehan (1998), grounded on results from various empirical studies (Foster & Skehan, 1996, Mehnert, 1998 to mention but a few), proposes a task-based approach to task analysis and implementation. Skehan's proposal stems from an information processing approach to language learning (McLaughlin, 1987) which postulates the following: (1) complex behavior builds on simple processes, (2) these processes are autonomous and serial, thus, (3) each of these processes takes time, (4) learners' attentional resources are limited, so trade-offs may occur as attention will be divided among the various components of complex tasks, (5) automaticity[14] and control are key concepts for learning, (6) experience and practice consolidates learning and allows new learning to take place, (7) learning also proceeds by integration of previous knowledge which fits into an existing system that, in turn is restructured[15] (McLaughlin, 1997, p. 213-217).

Following the information processing approach rationale, the main assumption under the task-based approach is that "psycholinguistic factors and processing conditions are highly relevant to second language learning and L2 language performance" (Skehan, 1998, p. 93). Three central issues arise within this pedagogical perspective in relation to task analysis and implementation (Skehan, 1996): a) attention

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[14] The distinction between controlled and automatic processing comes from Shiffrin and Schneider (in Ellis, 1997, p.111). The idea of automation underlies that procedures are: fast and efficient, effortless, not limited to short-term memory, not under voluntary control, difficult to identify or inhibit, and unavailable to introspection. On the other hand, the idea of control underscores that procedures are slow and inefficient, effortful, limited to short-term memory, under subject control, flexible and partly accessible to introspection (Schmidt, 1992, p. 360-361)

[15] According to MacLaughlin (1990), the discontinuous or qualitative change in child's staged development characterizes the process of restructuring Each new stage is characterized not only by the addition of new structural elements, but rather, by a new internal organization (McLaughlin, 1990, p. 117). Restructuring is an example of a learning mechanism which can apply to arithmetic - learning to figure the sum of five tens by multiplying 5 x 10 rather than by adding 5 ten times - for instance, and also to language learning - applying a third person present tense rule uniformly to verbs rather than memorizing each verb separately - for example. (Harrington, 2002).

and noticing are central for language learning development (Schmidt, 1990), b) attentional resources are limited (Van Patten, 1990, McLaughlin, 1987), and c) there are two representational systems which learners draw upon: a rule based system - which is generative and flexible, but extremely demanding in processing terms; and an exemplar-based system - which is more rigid in application but more effective and fast in on-going communication. Then, the key question is to explore ways in which these two systems may work in harmony as both are needed when learners embark in the creative processes to construct utterances to express meaning (Skehan, 1998, p. 89). Thus, the two major pedagogical implications within this framework are: (1) the possibility of finding systematic ways in which learners can practice the oral skill in the classroom, especially focusing on the issues of selection of task type, task difficulty and task familiarity, and (2) the possibility of manipulating the conditions under which learners perform the task, which may, thus, impact upon their oral performance. In relation to the second issue, performance conditions, strategic planning and repetition are operationalized as task conditions which can be manipulated in order to regulate the cognitive load of the task and lead to selective effects on learners' L2 oral performance by allowing learners to reach a balance among the three competing goals in performance - fluency, accuracy and complexity (Skehan, 1998; Foster & Skehan, 1996; Ortega, 1999; Bygate, 2001b). Both concepts - strategic planning and repetition - are the target of the next subsection which will present a review of influential empirical studies in this area, preceded by a discussion on the concepts of planning, strategic planning and repetition.

2.3 The impact of planning time on performance

2.3.1 The concept of planning and strategic planning within mainstream SLA studies

The purpose of this subsection is to bring some clarification on the construct of planning as, in my point of view, the concept of strategic planning is ill-defined in the SLA field in which research on planning has stemmed from two separate but related fields: learning strategies[16] and task-based instruction (Ortega, 1999). In the learning strategy field (Bialystock, 1981; Wenden, 1987, 1991; Cohen, 1998; O'Malley & Chamot, 1990; Oxford, 1990), planning is identified as a metacognitive strategy that may be consciously used by learners and, thus, may lead learners to undertake actions in order to enhance learning, improve overall language performance and trigger more positive attitudes towards learning (Cohen, 1998; Rossi, 2006). In the task-based perspective, pre-task planning has been identified as a pedagogical tool which is applied under the rationale that availability of pre-task time may lead learners to focus on form[17] (Long, 1991) while planning. Thus, the concept of planning is both pedagogically and theoretically appealing because from a focus on form perspective, planning may not only lessen the cognitive load of a task, but it may also lead learners to attend to formal aspects of the language (Ortega, 1999, p. 110).

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[16] Despite the fact that planning has been researched through the scope of strategy instruction, the focus of this subsection is on how researchers have attempted to operationalize the concept of planning in the task-based paradigm, in which research on planning has gained prominence in the last decade and it is also the perspective of the present study.

[17] It is important to make a distinction between the notions of 'focus on forms' and 'focus on form' (Long, 1991 in Ortega, 1999). "A focus on form refers to a range of pedagogical interventions that seek to attract and direct learners' attention to specific formal aspects of the language code in the context of the meaningful language use" (Ortega, 1999, p. 110). 'Focus on forms' is a more limited concept in which the focus on meaning is excluded. It is associated with the issue of instruction itself, where linguistic forms are isolated and become the focus of attention (Ortega, 1999, p. 110).

Despite the fact that strategic planning has been defined as a problem-solving activity which has an impact on message conceptualization and formulation (Ellis, 2005; Foster & Skehan, 1996; Ortega, 1999, 2005), SLA researchers do not fully elaborate on how an essentially cognitive process - planning - (as conceptualized by Levelt) is turned into a process which allows for manipulation - strategic planning - (as conceptualized by researchers in the task-based paradigm for instance). To a great extent, at least theoretically, strategic planning for SLA researchers seems to be equated to the processes of macro- and micro-planning as proposed by Levelt (1989). Consequently, in my point of view, there is a need to draw a line to distinguish between these two processes – planning and strategic planning.

In the psycholinguistic field, the concept of planning is crucial for the understanding of the speech process in L1 (Levelt, 1989). The process is not triggered without planning, that is, the speaker has to decide on what to communicate (macro planning), and this decision will trigger the subsequent moves within the process, which involve making lexical choices and organizing the grammatical mapping of the pre-planned intention (micro planning) (Levelt, 1989, p. 5). Planning is a condition for speaking and fluent speech depends on the control and automatization of what was previously planned.

In the SLA field, more specifically in the task-based research tradition, planning has been seen as a performance condition which may foster interlanguage development (Crookes, 1989; Ellis, 1987; Foster & Skehan, 1996; Ortega, 1999 for instance). Roughly speaking, whereas in the psycholinguistic field planning is a cognitive process inherent to the act of speaking, in the task-based paradigm planning is conceptualized as a process that can be submitted to pedagogical manipulation. This conceptualization of planning implies that the process is a conscious one. The view that

planning is a conscious process and can be pedagogically manipulated makes the process qualitatively different from planning as conceptualized in speech production models.

Despite the appeal of the idea that planning can be manipulated and the evidence showing that it is effective in promoting interlanguage changes, the planning construct needs to undergo scrutiny in order to be claimed that, at least theoretically, planning can be defined in a way that allows for pedagogical manipulation. This leads to a need for clearly defining the planning process in both speech production models and in the SLA field. I focus on this issue in the reminder of this subsection.

To start with, in Levelt's model (1989), there are two main processes in the speech production chain: planning and execution. Planning involves conceptualization of a message and, according to Levelt, the result of the processes that take place in the conceptualizer is the pre-verbal message. Levelt (1989) further distinguishes and explains two stages in the planning of a pre-verbal message - macroplanning and microplanning; whereas the former encompasses message elaboration at the content level, the latter entails an informational perspective to message formulation (Levelt, 1989. p. 109). Both macroplanning and microplanning are under executive control and require the speaker's attention so that he/she can simultaneously store and process the information which has been retrieved. Moreover, both processes are of an incremental nature, that is, before completing macroplanning, the speaker can start microplanning. This incremental nature is also a characteristic of the speech production process which allows for and is manifested in the overlap of processes of speech being overtly produced along with the planning of new intentions or expansions of already planned intentions. This is so because most of what is uttered by speakers does not undergo full preparation due to the amount of information "that can be held in immediate memory"

(Bock, 1995). Consequently, the idea that macro-planning and micro-planning precedes overt speech has to be understood in the light of their on-line nature.

Despite the fact that the process of planning is described, the concept of planning is not clearly defined in Levelt's model. However, it can be inferred that planning is a cognitive process, part of a broader process of problem-solving in which plans are traced to reach and/or satisfy communicative goals, which, thus, can be expanded into subgoals (Levelt, 1989, p. 109). Furthermore, planning precedes speech, but it also takes place within the speech act, that is, on-line. Finally, planning consumes speakers' attentional resources and control and automatization of pre-planned utterances impact upon fluent performance.

It is when the issue of speakers' attentional resources is brought into light in Levelt's model that the idea of manipulating the time which is devoted to planning starts to emerge. Levelt acknowledges that the nature of the information to be retrieved and the type of memory search the speaker has to undergo are crucial for understanding how much attention is going to be devoted to macro and microplanning (Levelt, 1989, p. 126). Research results reported in Levelt (1989) have shown that when macroplanning is effortful due to the cognitive load imposed by selecting information for expression in less familiar tasks, it results in more hesitant speech (with more pausing) (see Goldman Eisler, 1968).

Moreover, the attempt to unveil the core of speech generation, that is, sentence production, has also triggered the idea of manipulating the time devoted to planning (Bock, 1995, for instance). Researchers studying the sentence production phenomenon have acknowledged that amount of preparation has an impact upon fluent speech. Nevertheless, little is known about how fluency can be impacted "as a consequence of variations in preparation" (Bock, 1995, p. 203). Research results have

also shown that speech production in L1 is impacted by the preparation of speech in advance, which is particularly aimed at affecting planning at the macro-level (message elaboration at the content level) (Greene, 1984; Greene & Capella, 1986 for instance).

Thus, if preparation of speech in advance can have an impact on L1 oral performance, especially in facilitating the process of macroplanning, it might be the case that the issue of preparation might play even a larger role in L2 speech generation where L2 knowledge is incomplete, and L2 oral production is more hesitant, has shorter sentences and presents slips of the tongue (Poulisse, 1997). Consequently, in the SLA field, arguments for the facilitative role of planning in promoting interlanguage development started to be raised (Ellis, 1987; Crookes, 1989; Foster & Skehan, 1996; Mehnert 1998; Ortega, 1999 among others), although no clear cut definition of planning has been provided.

In the SLA field view, though, planning is seen as possible of being manipulated under the cognitive information processing framework. That is to say that despite the fact that it is the learner who approaches the task, and such an approach is idiosyncratic in nature, the issue is to manipulate the way in which the task is performed. This involves the use of different pedagogical measures such as (1) providing learners' time to plan on-line and to monitor during performance, (2) providing learners time to plan prior to performance, and (3) providing learners with guidance on how to perform the planning task itself (Ellis, 2003; Hulstijn & Hulstijn, 1984; Foster & Skehan, 1996). Under this perspective, there are two levels in which the idea of manipulating planning arises: (1) manipulating planning time either on-line or prior to performance, and (2) manipulating how learners will undergo the planning process prior to learners' performance. In relation to the latter, planning gains the status of a metacognitive process which will be used strategically, so that learners can take

advantage of time to prepare as well as to elaborate on message conceptualization and, perhaps more importantly, especially on message formulation. It is this latter type of planning - which, following Ellis (2003, 2005) I am calling strategic planning - that is one of the variables investigated in the present study.

In short, acknowledging that planning can be manipulated during the performance of oral tasks requires acknowledging that, although by nature, planning is a cognitive process inherent to the speech act, it gains the status of a metacognitive process when it is used strategically by the learner. Therefore, in a metacognitive perspective, and in this study, planning is seen as strategic and as a problem solving activity, in which the learners may purposefully exert some control over what they know, with the aim of achieving gains in oral performance. Strategic planning (Ellis, 2003) also encompasses the idea of how learners can take advantage of being aware of the fact that they can optimize their speech by either providing solutions or avoiding problems, especially in what concerns message conceptualization and formulation. Once some clarification on the issue of planning as a metacognitive process has been presented, I shall now review some empirical studies that have focused on the issue of planning and its effects on L2 speech production.

2.3.2 Review of empirical studies

In the studies here reviewed[18] (see Appendix A for a summary of SLA studies on strategic planning) planning is conceptualized as a metacognitive process (Ellis, 2003) in which the learners are given opportunities to plan a task prior to its performance. When the learners receive guidance on how to plan, this condition is

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[18] The empirical studies reviewed in this section are presented chronologically.

referred to as 'guided planning' (Foster and Skehan, 1996). Planning also underscores the idea that learners are able to retrieve crucial information from short-term memory to the accomplishment of the task (Bygate, 2001b).

The notion of planning as a condition for enhancing speakers' oral skills can be traced historically to the study of Greene (1984) who postulates the idea that preparation of speech in advance facilitates L1 speech fluency. In Greene's study, speakers performed under two different planning conditions: (l) the provision of an abstract plan for action (a procedural sequence for problem-solution/ solution-problem), and (2) the provision of an abstract plan for action plus factual information about different topics on two subsequent trials. Overall results indicate that both the conception of an interactional plan and increased practice trials with the aid of an abstract organizing sequence result in more fluent performance in which participants in the experimental group exhibit significant lower silent pauses ratios than participants in the control group.

Greene and Capella (1986) also investigated the relationship between temporal rhythms in speech fluency and the ideational content of discourse, departing from the assumption, in Assembly Theory, that "when subjects are not allowed to prepare speech in advance of actual production, there will be a tendency for ideational boundaries to be associated with a decrease in speech production" (Greene & Capella, 1986, p. 141). In Greene and Capella's study, the idea of 'move' is inserted within discourse, which is defined as encompassing several clauses that are complete in meaning, intended to accomplish a specific end further representing a complete idea (Greene & Capella, 1986, p. 148). Within this perspective, Greene and Capella conducted two studies. In the first, there was an attempt to establish a relationship between moves and temporal patterns. The results suggested that there is an association

between close boundaries in spontaneous monologues and a decrease in speech fluency. In the second study, participants were provided with a four-step organizational sequence to guide their discussion so that there was not a need for speakers to assemble a plan for guiding their talk. Results suggested that when the speaker already has a 'sketch' on how the message will be structured, the periods of hesitation in move boundaries are shorter, leading to a more fluent performance.

In relation to L2 performance, various studies were conducted so as to investigate the effect of planning in enhancing learners' performance. Ellis (1987) investigated the effect of planning in influencing L2 target use of a set of past tense morphemes, in a group of seventeen learners of English, from various L1 backgrounds, in a narrative task under three different conditions: planned writing, planned speech and unplanned speech. Ellis (1987) reports that there are mixed results. There seems to be a facilitative effect of planning on learners' accurate performance depending on the target item being tested. In general terms, however, there was evidence for the beneficial aspect of planning on accuracy in both 'planned written' and 'planned oral' performance.

In contrast, Crookes (1989) reports on a study in which planning time prior to performance in two Lego and map tasks, in a group of forty learners whose native language was Japanese, led learners to use more complex language but not to achieve significant gains in accuracy (see Skehan 1996, for a critique). In Crookes' study (1989) complexity was assessed by number of words per utterance, number of subordination per T-unit[19], number of subordination per utterance. Accuracy was assessed by number of words per error-free T-units, target like use of plural-s and concord, target like use of definite (the) and indefinite (a) articles. Fluency was not measured.

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[19] A T-unit is defined "as a single independent clause plus any subordinate clauses attached to it or embedded in it" (Johnson & Johnson, 1998, p. 360).

Skehan and Foster (1995) report on a study which examined the effects of planning time and post-task activity on the performance of forty pre-intermediate learners in three task types: narrative, interview and problem solving. In Skehan and Foster's study (1995) fluency was measured by number of reformulations, replacements, false starts, repetitions, hesitations, pauses and total silence. Complexity was assessed by the number of clauses per c-unit and syntactic variety. Accuracy was measured by the percentage of error free clauses. In relation to how planning time was operationalized, in the detailed planning condition, learners were given instructions on how to undergo the planning tasks; in the undetailed planning condition learners were not given any guidance and were free to prepare the task to the best of their abilities; in the non-planning condition learners were not given opportunities to plan strategically their performance. Moreover, two post task conditions were included: (1) learners' previous knowledge of a public performance, and (2) learners' unawareness of a public performance. The results showed that planning has positively influenced almost all measures. Nevertheless, the inclusion of the post task condition as enhancing learners' accurate performance was only weakly supported.

Foster and Skehan (1996) further examined and compared different operationalizations of planning conditions - detailed and undetailed - under three different task types in a group of 62 pre-intermediate learners of English. The operationalization of performance measures, the choice of task type and planning conditions were the same as those reported in Skehan and Foster (1995). The general results revealed a complex picture in which the variables of task type and different planning conditions produced mixed results for the measures of fluency, complexity and accuracy. In terms of task type, the planning conditions, whether detailed or not, had greater impact on the performance of less familiar tasks (narrative and decision making

tasks) than on performance of more familiar tasks such as the personal task. The three different experimental planning conditions - non-planning, undetailed planning and, detailed planning - showed a linear effect at the level of complexity. That is to say that complexity increased from no planning to undetailed planning and to detailed planning conditions. The same linear relationship was perceived for fluency, although with more discrete gains between detailed and undetailed conditions. However, in terms of the degree of accuracy, the relationship among the different planning conditions was unlinear. The undetailed planners showed the greatest degree of accuracy, which decreased, respectively, in the detailed planning and in the unplanned condition. The results also showed that there are trade-off effects amongst the three competing goals of performance, with accuracy being the most ambitious goal to be achieved and giving evidence to the fact that when speakers focus on producing either fluent or complex language, they do so at the expense of accuracy.

Mehnert (1998) investigated the influence of different amounts of planning time in the speech performance of thirty one, early intermediate learners of German as a foreign language, when performing three tasks: a phone message, an instruction and an exposition task. Performance measures were assessed as follows: fluency was assessed by unpruned, pruned speech rate, mean length of run and number of pauses; complexity was assessed by number of words per c-unit[20]; and accuracy was measured by the number of errors per 100 words and the percentage of error-free clauses. Overall results showed that one minute planning can lead to clear changes in L2 learners' speech performance. In relation to fluency, planning intervals up to 10 minutes have a progressively greater effect. For complexity, ten minutes of planning time seem to be optimal. The impact of planning on accuracy, however, is of a different nature; that is, a

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[20] A c-unit is defined as "each independent utterance providing referential or pragmatic meaning. Thus, a c-unit may be made up of one simple independent finite clause or else an independent finite clause plus one or more dependent finite or nonfinite clauses" (Foster & Skehan, 1996, p.310).

period as little as one minute can lead to an effect. In this case there is not a correlation between the increases in the amount of time given to plan and its impact upon the use of more accurate language, as it appears to be the case for fluency and complexity. This fact further gives evidence for trade-off effects among fluency, complexity and accuracy.

Ortega (1999) investigated whether sixty-four (32 dyads) advanced learners of Spanish under the planning condition would consciously focus attention on the formal aspects of language and whether this would occur when learners were planning or when they were performing. For measuring learners' performance, fluency was assessed by pruned speech rate[21]. Complexity was measured by number of words per utterance. Lexical density was operationalized by type-token ratio (number of different words used). Accuracy was assessed by the target like use of noun modifiers and articles in Spanish. Results from the learners' interlanguage and retrospective interviews showed that planning time can lead learners to focus on form, irrespective of whether they have intended to do it or not, leading to output which is more fluent and syntactically more complex and varied.

Wigglesworth (2001) conducted a highly complex study in which she focused on the impact of task variation on learners' performance in informal classroom assessments. Three important variables were operationalized in this study: (1) the cognitive difficulty of the task (5 types of tasks were used), (2) type of interlocutor (native or non-native speaker) and (3) presence or absence of planning time. The planning condition entailed manipulation of structure (either structured or unstructured tasks) and familiarity. Performance measures were approached qualitatively. External, experienced raters evaluated performance in terms of grammar, fluency, cohesion,

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[21] Speech rate pruned is a measure that determines the number of words and partial words that speakers produce per minute excluding repetitions (Lennon, 1990; Ortega, 1999; Fortkamp, 2000).

vocabulary, intelligibility, and communicative effectives. Task difficulty was also evaluated by external raters and learners. Overall results suggest that planning led to more complex performance, at the expense of fluency and accuracy. Most importantly, however, the findings showed a complex relationship between task characteristics and task conditions which thus affected learners' performance in testing situations.

Yuan and Ellis (2003) have investigated the different effects of pre-task and on-line planning[22] on fluent, complex and accurate oral performance of 42 Chinese learners in a picture-cued narrative task. The study was drawn under the rationale that as research results are less clear-cut in relation to the extent strategic planning promotes greater accuracy[23], accurate language performance could be more dependent on the opportunity to plan on-line. In the study different forms of planning were operationalized at three levels: (1) no-planning (NP) – no opportunity for strategic planning and time pressure to perform the task (5'), (2) pre-task planning (PTP) – 10 minutes for strategic undetailed planning and time pressure to perform the task (5'), (3) on-line planning (OLP) - no opportunity for strategic planning and no time pressure to perform the task. In order to increase the time pressure condition, all participants were required to produce, at least, four sentences per picture.

Learners' oral performance was assessed in terms of fluency, complexity and accuracy. Fluency was measured in terms of speech rate unpruned and speech rate pruned. Complexity was measured by means of number of clauses per T-unit, total number of different grammatical verb forms, and mean segmental type-token ratio. Two

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[22] On-line planning has been conceptualized as a form of 'within-planning' (Ellis, 2005) and is defined by Yuan and Ellis (2003) as "the process by which speakers attend carefully to the formulation stage during speech planning and engage in pre-production and post-production monitoring of their speech acts (Yuan & Ellis, 2003,p.6).

[23] Yuan and Ellis (2003) pinpoint a number of factors that seem to influence the impact of strategic planning on accuracy: (1) guidance on the planning task, (2) the nature of the grammatical feature, (3) the complexity of the task, (4) the length of planning time available for strategic planning, and (5) learners' proficiency level (Yuan & Ellis, 2003, p.3).

accuracy measures were used: percentage of error free clauses and percentage of accurately used verbs (tense, aspect, modality and subject-verb agreement).

On-line planning was operationalized as (1) a time measure – the length of time taken to accomplish the task, (2) a productivity measure – the number of syllables produced and (3) a meaningful productivity measure – the total number of syllables minus all syllables that were repeated, replaced or reformulated.

According to Yuan and Ellis (2003), research results show that on-line planning was successfully operationalized[24] as a task condition since the on-line planning group took more time to perform the task, reformulated and self corrected more than the groups which performed under time pressure (no-planning and pre-task planning groups). In relation to the general measures, as regards fluent language performance, strategic planning had a positive influence on fluency. The results for syntactic complexity indicated a clear effect on the performance of the pre-task planners. As regards accuracy, the OLP group produced the most accurate performance. However, statistical significance is only located between the NP and the OLP group. So, despite the fact the Yuan and Ellis bring claims to the positive effects of on-line planning on accuracy, caution is needed to interpret this result. Overall, Yuan and Ellis justify their research findings on an information processing perspective, supporting the claim that there are trade-offs among the three competing goals of oral performance – fluency, complexity and accuracy. In scrutinizing the effects of strategic planning and on-line planning, they bring the idea of a 'dual trade-off' which reflects (1) a concern for message conveyance, which is promoted by pre-task planning and, thus, reflects greater fluency and lexical variety, and (2) a concern for form, promoted by on-line planning which, in turn, is reflected by greater accuracy. In sum, the issues raised by

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[24] See a brief review of Skehan and Foster (2005) study on page 43 for a critique on Yuan and Ellis's (2003, 2005) operationalization of on-line planning.

Yuan and Ellis are instigating but need to be further investigated especially as regards to (1) the operationalizations and definition of the construct on-line-planning (see Skehan, 2005) and (2) the detrimental effect of time-pressure on strategic planning.

Gathering data from two earlier planning studies (Ortega, 1995, 1999), Ortega (2005) further expands the issue of planning by scrutinizing undetailed strategic planning under a process-product perspective. Research results from the analysis of post-task interviews of 44 learners of different proficiency levels in a foreign language context revealed the most frequent strategies used during pre-task planning and, also, learners' perception about this process. In relation to the former, the most frequent used strategies, seven strategies which converged into two key operations: retrieval and rehearsal appeared: writing/outlining/summarizing (84%), production monitoring (75%), organizational planning (68%), lexical compensation strategies of several kinds (64%), translating (57%), empathesizing with listener (52%) and rehearsing (48%). Concerning the latter, learners' perception about planning, four patterns arose: (1) seeing planning as a helpful tool and which decreases stress while telling the story (59%), (2) seeing planning as irrelevant for task difficulty or success in performance (23%), (3) seeing planning as ambivalent in its benefits (9%) and (4) seeing planning as useless (9%). Overall, research results point to the central role of rehearsal and retrieval operations during pre-task planning which, besides consistent with gains in syntactic variety and learners' attention to form, support the benefits of planning as a process that allows learners' organization of their thoughts, their access to lexis and grammar and their elaboration of content and vocabulary. However, individual differences and learners' language expertise mediates not only learners' perception of planning but also how they may benefit from it.

Under a process-product perspective, Sangarun (2005) has investigated strategic planning under three different foci: minimal strategic planning condition (MIM), meaning-focus (MP), form-focus (FP) and meaning-form focus (MFP) in a population of 40 intermediate EFL participants performing an instruction and an argumentative task. Task performance data were measured in relation to accuracy percentage of error free clauses, number of clauses per 100 words), complexity (number of clauses per T-units) and fluency (speech rate unpruned, speech rate pruned and percentage of total pausing time). Research findings point to gains in accuracy in the MFP for the instruction and argumentative task, whereas the MP and FP only produced positive effects in the argumentative task. As for complexity there were positive effects of the MP condition (for the instruction task) and for the MFP condition (for the argumentative task). In relation to fluency there were positive effects for the MFP, MP and FP conditions (for the instruction task) and the FP condition (for the argumentative task). Generally speaking, strategic planning, which combines meaning/form, seems to be more effective than planning that is focused either on meaning or on form. Although Sangarum (2005) carefully explains the effects of planning on participants' performance and triangulates such results with information of the think-aloud protocols, little is said in relation to the reason why some results were perceived in the instruction and/or argumentative task, leaving aside an interesting discussion on how task types may affect the planning process and, consequently, learners' performance. Moreover, despite Sangarum's contribution on how to carefully design planning guidelines and note sheets for pre-task planning, it is still open to scrutiny (see Ortega, 2005) whether manipulating learners' focus of attention on form prevents them from focusing attention on meaning.

Focusing on the role that level of proficiency may play on strategic planning, Kawauchi (2005) investigated the impact of strategic planning combined with Bygate's notion of task repetition on 16 low intermediate, 12 high intermediate, and 12 advanced learners performing an oral narrative task. Strategic planning was operationalized as rehearsal, writing, and reading pre-task activities. In a within-subjects design, learners first performed three narrative tasks in the unplanned condition. Prior to repeating the task learners were given opportunities to plan the task in one of the strategic planning conditions. Task design was counterbalanced for task effects and pre-task conditions. A questionnaire was applied for the sake of diminishing the effects of repeating the task. Learners' narratives were analyzed under three broad dimensions: fluency, complexity and accuracy.

Overall, results pointed to the beneficial effects of planning on fluency, complexity and accuracy. In the non-planning condition, results were in line with learners' proficiency level, that is, the more proficient the learner, the better the results. In relation to learners' proficiency level, the impact of planning on fluency was particularly notable for the High group which performed as fluently as the Advanced learners. The same pattern is repeated for the complexity and accuracy measures where the High group performed at a similar level of complexity and accuracy as the Advanced group.

As regards <u>gains</u> in learners' oral performance, the High group showed the greatest gains in all fluency measures. However, overall gains in fluency did not reveal any statistically significant differences among groups. Where complexity was concerned the High group outperformed the Advanced in both measures (clauses per T-unit and subordination). In the case of accuracy, the greatest gains were perceived in the Low group. In general terms Kawauchi's results, although theoretically grounded, leave open

to discussion issues concerning: (1) the different and/or similar nature of the processes of strategic planning and repetition, (2) the role of proficiency level and how it may interact with task difficulty.

Skehan and Foster (2005) scrutinized the impact of strategic planning on the second language performance of 61 intermediate learners in a decision making task. In the study, besides attempting to provide confirmation for previous research results on the impact of detailed and undetailed strategic planning (Foster & Skehan, 1996), Skehan and Foster (2005) explored the issues of: (1) the impact of on-line planning[25] , with the inclusion of an element of surprise, (2) the influence of length of time, and (3) the use of additional measures as good operationalizations of the accuracy and fluency constructs. Analyses were conducted to assess learners' accurate, complex, and fluent performance. Complexity was operationalized as the ratio of clauses to AS units[26]. Accuracy was expressed as the percentage of error free clauses and as the proportion of error free clauses that were greater than four words. As for fluency, a variety of indices was used. Breakdown fluency was measured by silent pauses greater than one second and total silence per 5 minutes which were further separated into end of clause and mid-clause pauses. Filled pauses and mean length of run[27] were also computed as well as measures of repair fluency – reformulations, replacements, false starts, and repetitions.

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[25] Drawing on Yuan and Ellis (2003) , Ellis and Yuan (2005) have operationalized on-line planning at two levels: (1) pressured planning and (2) careful planning. However, Skehan and Foster (2005) state that there are problems in working with the construct of on-line planning. First, they point to the fact that there is a range of psycholinguistic processes which encompass on-line attention to speech and not all of them may be necessarily planning. Secondly, they claim that manipulating the time learners have to devote to task performance might not be evidence for the fact that "on-line planning has been operative" (Skehan & Foster, 2005, p. 214). Consequently, Foster and Skehan (2005) view on-line planning "to be a measure of how much speakers regroup in real-time as they modify what is formulated as their utterance" (Skehan & Foster, 2005, p. 214).

[26] An As-unit - Analysis of Speech Unit - is defined as a single speaker's utterance consisting of an independent clause, or sub-clausal unit, together with any subordinate clause (s) associated with either (Foster, Tonkyn & Wigglesworth,. 2000, p. 365).

[27] Mean length of run reflects the number of words or partial words and/or syllables produced between two pauses boundaries (Mehnert, 1998; Freed, 2000; Fortkamp, 2000).

Data were scored for the first five minutes and the second five minutes of performance for all measures and subjected to a principle component factor analysis.

Overall, Skehan and Foster's research results did not replicate Foster and Skehan's (1996) since it was the strategic detailed planning condition and not the undetailed one which produced the highest accuracy levels. In relation to the impact of time upon performance, the results suggested that there is a marked effect of time as participants cannot maintain high levels of performance for long periods. Regarding the issue of on-line planning, results pointed to the lack of influence of surprise information upon learners' performance. It was expected that participants who experienced the mid-task condition (the inclusion of an element of surprise) would engage in more on-line planning and that measures such as end-of clause and mid-clause pauses, filled pauses, reformulations, and false starts would reflect learners' active involvement in handling the task on-line. As regards to the new measures - clause length (for accuracy), and mid-clause pauses and filled pauses (for fluency) - the new accuracy measure related clause accuracy to clause length and this unit of measurement provided what Skehan and Foster (2005) call 'a power index'. Moreover, in the factor analysis, all the accuracy measures loaded together and were distinct from the complexity measure. This brings evidence for the fact that these two aspects of performance are, indeed, distinct. In relation to the fluency measures, results from the factor analysis demonstrated that mid-clause, filled pauses, reformulations and false stars all loaded on the first factor, that is, they belong to the same dimension of performance (fluency). Moreover, they argue that the use of mid clause and filled pauses might reveal learners' attempts to deal with the demands of on-line performance and thus might be a starting point for a more effective operationalization of on-line planning (Skehan & Foster, 2005, p. 213).

Building on Iwashita, Macnamara and Elder (2002), Elder and Iwashita (2005) explored strategic planning in a testing situation in a population of 193 EFL learners performing oral narratives. The measures applied were the same as those of Foster and Skehan (1996) to assess accuracy, complexity and fluency. However, besides the quantitative analysis of participants' speech samples the scores assigned by trained raters were also analyzed by using IRT methods[28]. The speaking test consisted of eight narratives. Four different cognitive dimensions (perspective, immediacy, adequacy and planning time) were manipulated and were accompanied by performance conditions (more cognitively demanding or less cognitively demanding) under the rationale that variance in performance conditions would characterize tasks either as easier or more difficult. A post-task questionnaire was also admistered in an attempt to unfold learners' perception of task difficulty and their attitudes towards the task.

Elder and Iwashita's (2005) general research findings do not corroborate those reported in previous studies (Crookes, 1989; Foster and Skehan, 1996; Wigglesworth, 1997; Ortega, 2005; Sangarun, 2005; Kawauchi, 2005), since little support was offered for the beneficial effects of strategic planning on learners' performance in a tape-based testing situation. Although results revealed a higher number of pauses, reformulations and repetitions, and a lower number of error-free clauses in the no-planning condition, these differences did not reach significance.

The lack of support for the beneficial effects of planning is explained on the grounds of (1) task characteristics (monologic, absence of a real listener, simple narratives), (2) the conditions under which learners performed in the planning situation (inadequacy of task instruction, unfamiliarity in performing under planning conditions,

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[28] Item response Theory (IRT) approach to data analysis considers the scores assigned by trained raters against pre-determined descriptors – fluency, accuracy and complexity. Participants' performance is rated aginst these categories and the scores are analysed by statistical procedures (i.e. Facets analysis and t-tests).

insufficient planning time, insufficient distinction between the planning and non-planning condition) and (3) the presence of a practice or a fatigue effect (the task in which planning took place was administered at the end of data collection).

These post-hoc interpretations are signs that, on the one hand, the relationship among task type, planning, and how learners view the task has to be further scrutinized, and, on the other, that the context in which they are inserted in plays a role in affecting the results. It might be that the testing situation itself constraint the positive effects of planning.

The role of strategic planning in testing is also addressed by Tavakoli and Skehan (2005) in a study that investigated the relationship between task structure[29] and learners' proficiency level. The population of this study consisted of 80 elementary and intermediate learners who were randomly assigned to either the unplanned or planned conditions and performed four here-and -now[30] structured and unstructured picture-cued narratives. Task design counterbalanced practice effects. Post-task questionnaires were also designed for the purpose of unfolding learners' perception of task difficulty and the usefulness of the strategic planning condition.

Learners' speech samples were analyzed under fluency, complexity and accuracy measures. Fluency was assessed by a range of measures: mean length of run, speech rate, total silence, number of pauses, mean length of pauses, total amount of silence, false starts, reformulations, replacements and repetitions. Acurracy was measured by the percentage of error-free clauses, and complexity was assessed through an index of subordination which divided the number of clauses by the number of AS

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[29] According to Tavakoli and Skehan (2005) tasks can be regarded as structured when they have the following characteristics: "a clear time-line, a script, a story with a conventional beginning, middle and end, and an appeal to what is familiar and organized in the speakers' mind (Tavakoli & Skehan, 2005, p. 246).

[30] A here-and-now task is characterizedby the presence of context support when learners are retelling a story. It requires speaker to describe/tell something that is happening before his/her eyes (Robinson,1995).

units. In what concerns the effects of task structure across the four tasks, research results indicate significant differences in these effects on the measures of amount of silence, length of run, speaking time, number of pauses, and false starts. Performance of structured tasks was more fluent than performance of unstructured tasks. However, due to the complexity that underlies the fluency construct, further research is needed to uncover how different dimensions within fluency (repair fluency vs. breakdown fluency) interact. Regarding accuracy, the two structured tasks yielded more accurate language than the two unstructured ones. Although there is not a general progression over the four tasks, results show that task structure has an impact on accuracy. The results are not so straightforward for complexity. Only one of the structured tasks generated greater complexity. This finding is intriguing and indicates that there might be other elements within task structure that impact on learners' performance, such as how connections are made between background and foreground elements in a picture cued narrative.

There are clear and consistent findings for the effect of planning. Overall, the three dimensions of performance are significantly advantaged. In relation to the form-linked measures, the size that the effect for accuracy reaches is much greater compared with that of complexity. According to the authors, this might be due to the testing situation itself where a focus on error-free performance may overshadow learners' appeal to take risks and do the task to its potential. Turning to the influence of proficiency levels in learners' performance, there is advantage for the intermediate group upon the elementary group, with noteworthy effects for accuracy and complexity. Particularly interesting is the relationship between planning and proficiency level, where results reveal that there are occasions on which low proficiency planners can perform at higher levels than the intermediate non-planners. This suggests that not only

proficiency level but the conditions under which learners perform a task have an impact on performance. The results of learners' perception of task difficulty are worth mentioning in the sense that they demonstrate that tasks are perceived to be more difficult among the non-planners and those tasks which were perceived as easier were those which yielded higher levels of performance. All in all, research results portrayed by Tavakoli and Skehan (2005) have helped to clarify the following issues: (1) the importance of task structure in performance, (2) the role of proficiency level in performance and its relationship with strategic planning, and (3) the way task structure and pre-task strategic planning interact and affect learners' oral performance.

Guará Tavares (2005), under a product-process perspective, investigated the relationship between learners' working memory (WM) capacity, strategic planning processes and learners' oral performance. At the onset of the study, twelve Brazilian intermediate learners of English performed a version of a speaking span test[31]. Learners' WM capacity was scored in the strict and lenient versions. Participants also performed two narrative tasks in the unplanned and undetailed strategic planning condition. In the undetailed strategic planning condition, participants verbalized what they were planning through think-aloud protocol sessions prior to task performance. Brief interviews with the participants also took place after task completion. Tasks were controlled for practice effects. Oral performance was assessed under fluency and accuracy measures. Fluency

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[31] The speaking span test assesses learners' ability for simultaneous storage and processing of information. This test consists of sets of words (varying from sets of 2 to 6 words) which the learner has to recall in order to generate syntactically and semantically acceptable sentences, orally, in English. (Daneman, 1991; Fortkamp, 2000). The speaking span is defined as the maximum number of words for which a learner can generate a sentence using the desired word in English. The speaking span test can generate two scores: a strict or a lenient one (Daneman, 1991; D'Ely et al., 2006). In the former, only the grammatically correct sentences made with the words which are recalled in their exact form and in the correct order of appearance are given credit. In the latter, there are no constraints in relation to: (1) the grammaticality of the sentences produced, (2) the form of the word recalled, and (3) the order of appearance of the recalled word. Consequently, every semantically acceptable sentence produced, as long as it contains a word from a given set, is given credit.

was measured by speech rate unpruned and pruned. Accuracy was assessed by the percentage of errors per 100 words.

In relation to the processes learners engage in during planning, Guará-Tavares' study corroborates Ortega's (2005) research findings in that learners engaged in retrieval and rehearsal operations while planning. As regards the relationship between WM and learners' oral performance, in the non- planning condition, participants with higher WM capacity were less prone to making mistakes.

As regards fluency, learners' WM capacity did not correlate with learners' rate of speech. This result does not corroborate those of Fortkamp (2000) who scrutinized the fluency phenomena under a variety of measures. However, it goes in line with D'Ely et al.'s (2005) research findings. Based on this result, both Guará-Tavares and D'Ely et al. (2005), and in the light of Fortkamp's results (2000), suggest that speech rate might be too general a measure of fluency and thus fluent performance should be also accessed by other indices (silent pauses, filled pauses, self repair, for instance) as well for differences in performance to emerge.

Focusing on the outcomes of learners' planned performance, no significant correlation was noticed between learners' WM capacity and fluent and accurate performance. As also suggested by D'Ely et al. (2005), Guara-Tavares claims that planning might have minimized individual differences in working memory capacity in learners' accurate performance. Overall, research results indicate that the relationship between WM capacity, learners' planning processes and on-line oral performance is a fertile niche for research and needs to be further scrutinized.

To summarize, the role of strategic planning and its impact on learners' oral performance has been investigated in the task-based paradigm (Foster & Skehan 1996; Skehan & Foster, 1995; Skehan & Foster, 2005; Menhert, 1999; Ortega 1995, 2005;

among others) and is a rich area for research in its own right. Strategic planning underscores the idea that learners are given opportunity to plan prior to performance, thus providing opportunity for learners to access their rule-based system (Skehan, 1998). Moreover, strategic planning can have an impact both on conceptualization processes, which allows learners to choose the content of what to communicate, and also on formulation processes, in which choices of language occur (Foster & Skehan, 1996). Strategic planning has been operationalized in two ways: 'undetailed' and 'detailed' (Foster & Skehan, 1996). In strategic undetailed planning, learners are only given time to plan. In the detailed version, the purpose is to optimize learners' planning time by giving them metacognitive advice, in the form of instructions, on how they should go about attending to lexical choices, grammatical mappings, content and organization of the overall message (see Foster & Skehan, 1996).

In relation to research findings, some general conclusions can be drawn from the studies above reviewed. First, in relation to the effects of strategic planning on the three dimensions of speech production, it can be stated that these effects can be better perceived on fluency and complexity rather than on accuracy. The lack of gains in accuracy might be dependent on (1) learners' focus of attention while planning, (2) learners' effectiveness on implementing pre-planned intentions on-line, (3) the existence of trade-off effects, and (4) the strong relationship between strategic planning and the cognitive demands that task type may impose on learners.

Secondly, the results derived from research that has broaden the experimental paradigm and has incorporated a process element to scrutinize planning (Ortega 2005) point out the central role of retrieval and rehearsal processes in strategic planning. These findings bring support to the fact that strategic planning optimizes

operations at the level of the conceptualizer and formulator. Thus, it impacts upon the very nature of learners' speech processes.

Thirdly, as important as the issues that research results have enlightened both on theoretical and pedagogical grounds (Ellis, 2005, p. 33) is the need for further scrutinizing an intricate relationship that seems to exist between learners and various variables that interact and possibly affect their planning processes[32] such as: (1) learners' level of proficiency (Skehan & Foster, 2005; Kawauchi, 2005), (2) learners' approach to instructions and how effective they may be in orienting learners' focus of attention (Kawauchi, 2005; Ortega, 2005), (3) learners' ability to sustain the effects of planning (Skehan & Foster, 2005), (4) learners' ability to plan effectively (Iwashita & Elder, 2005), (6) learners' approach to task type and task structure (Foster & Skehan, 1996; Tavakoli & Skehan, 2005), (7) learners' reaction to the context in which learners are inserted (testing vs. teaching context) (Iwashita & Elder, 2005)**,** (8) learners' ability to cope with time pressure while performing (Yaun & Ellis, 2003), and (9) learners' working memory capacity (Guará-Tavares, 2005).

The issues previously raised show that though fruitful, there has been criticism with regard to the claims made by planning on acquisition. According to Ellis (2005, p. 27), the results obtained from the design employed in the empirical studies cannot address acquisition, as in his terms "acquisition assumes that there is some change in the learners' L2 knowledge representation" (Ellis, 2005, p.27). Nevertheless, if this conservative view on the construct of acquisition is enlarged, in the sense that opportunities for planning, in the long run, may make learners more strategic when

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[32] Taking a socio-cognitive view on planning as a discourse activity, Batstone (2005) raises a criticism on the cognitive stance taken by SLA researchers to scrutinize the issue of strategic planning and claims that the impact of strategic planning on learners' performance has to been seen from the scope of learners' educational histories. Issues such as learners' identity, social context and learners' learning culture (either learner-centered or teacher-centered) play a role in determining the effectiveness of strategic planning processes.

planning and more able to effectively implement planned ideas on-line, the usefulness of planning in impacting learners' path towards acquisition cannot be ignored.

Having considered some empirical studies that have focused on the impact of planning in learners' performance now I turn into reviewing some influential studies on the issue of task repetition.

2.4 The impact of repetition on performance

2.4.1 The notion of repetition in the SLA field

The notion of repetition has been quite influential in the SLA field and has been seen as a condition for learning by traditional approaches to language learning (see Gass & Selinker, 2001), such as the audio-lingual method. Repetition is also present and underlies the notion of automation advocated by information processing approaches[33] to SLA (Mclaughlin, 1987). The notion of repetition is peripherically present in N. Ellis (2002) who advocates a theory for SLA based on frequency[34].

Repetition, in the studies which will be here reviewed underscores the process of rehearsing, a metacognitive process seen as crucial for learning (Baddely,

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[33] Information processing approaches to SLA are not without criticisms, especially concerning the idea of automaticity, which might imply the issue of repetition leading to habit formation, posited by the behaviorists and extensively present in traditional approaches to language learning. McLaughlin and Heredia (1996) counter-argue the criticism that information processing approaches to language learning may lapse into 'drill and practice' exercises and defend themselves by stating that "repeated performance of the components of a task through controlled processing leads to the availability of automatized routines" (McLaughlin & Heredia, 1996, p. 224). In this line of thought, the issue of lack of creativity gives then place to training involving "the frequent use of a particular sentence structure in a varied lexical settings, not the frequent use of particular sentences" (Levelt, 1978, in McLaughlin & Heredia, 1996, p. 224).

[34] In postulating an SLA theory based on frequency, N. Ellis (2002) draws on psycholinguistic theory and research to demonstrate how 'frequency sensitivity' permeates language processing. He concludes that language learning is exemplar-based, that is, language learning draws upon knowledge of a huge collection of memories of previously experienced utterances. Consequently, language learning proceeds due to the regularities learners encounter in the language and from the generalizations made upon such exemplars.

1990; Ashcraft 1994; Ellis, 2003). It further implies the idea that learners will be able to retrieve crucial information from long-term memory when performing a task, for a second time (Bygate, 2001b). More recently Bygate and Samuda (2005) make a case for conceptualizing repetition as a form of planning coined as 'integrative planning'. As the learners have the opportunity to repeat the task, the first enactment of the task serves as a form of planning in which learners can draw upon for both (re)conceptualizing and (re)formulating the message in the second encounter (Bygate & Samuda, 2005, p. 45).

2.4.2 Review of empirical studies

In a task based perspective, the issue of repetition as a condition for enhancing learners' oral performance is exploited in Ellis, (1987), Gass et al. (1999), Bygate (2001b) Lynch and MacLean (2001), D'Ely and Fortkamp (2003), Silveira (2004) and D'Ely (2004) studies (see Appendix B for a summary of studies on task repetition).

Ellis (1987) has investigated, although peripherically, the repetition condition in a group of 17 learners of English, from various L1 backgrounds. Participants had first to write and then retell, orally, a story. Accuracy was measured by the use of regular, irregular, and copula past in obligatory contexts. Overall results suggested that, in repeating the task, the learners were able to show more accurate use of the regular past tense.

Gass et al. (1999) explored the idea of subsequent repetitions in three different experimental conditions: one group watched the same video three times while the other group saw different videos. At time four, both groups watched a new video. The control group saw a video in time one and four only. A hundred and three

intermediate learners learning Spanish as a foreign language performed an on-line video-based narrative. In this study performance measures were operationalized holistically. Native speakers of Spanish judged learners' subsequent performances in terms of general improvements. Performance was also assessed by target like use of Spanish copula ser/estar and lexical sophistications, which was defined "as the number of more advanced or sophisticated words expressed as a ratio of total words produced" (Gass et al., 1999, p. 563). Overall results suggest some evidence that repetition resulted in overall proficiency, selected morphosyntax and lexical sophistication. However these findings did not generalize to a new context.

Bygate (2001b) reports on a study in which the repeated use of the same task is seen as affecting learners' cognitive processing. In this study, Bygate (2001b) investigated two experimental variables - task type and repetition. Forty-eight, pre-intermediate learners from various L1 background performed under two task types, a narrative and an interview. After ten weeks, participants were given two interview and two narrative tasks, in which one of each of the tasks had been previously undertaken in the first phase of the experiment. The dependent measures in his study were operationalized as follows: fluency was number of unfilled pauses per t-unit: complexity was measured in terms of number of words per t-unit: and accuracy was assessed by the incidence of error-free clauses. Overall results suggest a significant effect of repetition on fluency and complexity in tasks that were repeated ten weeks later. Participants performing the repeated narrative task showed gains in complexity and fluency, whereas in the repeated interview task there was an increase in complexity but fluency decreased. These results suggest a strong effect for task repetition. However, accuracy seems to be the aspect less open to be influenced by repeated trials.

Lynch and McLean (2001) also investigated the issue of task repetition, although taking a slightly different stance than Bygate's (2001b). In their study, repetition arises as a 'natural' condition in an ESP oral course for medical students where fourteen learners continuously repeat a poster explanation session (labeled as the carousel session) to their classmates. The researchers had two main objectives: (1) to determine learners' language development, and (2) to assess learners' perceptions of language improvements. In the study, measures were operationalized as follows: accuracy was assessed holistically, specially focusing on whether there was a change in morphosyntax. Complexity was measured at the level of lexical sophistication. Fluency was measured as overall gains in phonology. The data, approached qualitatively, revealed that there are mixed results in relation to both learners' interlanguage development and their perceptions on their improvements, being both facts closely related to the level of proficiency of the learners. The more advanced learners showed linguistic improvements during the 'carousel sessions' by being more fluent and accurate. Moreover, all participants showed gains in phonology and lexical access and selection. Only the most advanced learners reported that they had made planned changes in their performance. However, the less advanced learners improved and made self-corrections despite the fact they were not aware of it. The basic characteristic that makes this 'carousel session' successful is that it provides opportunities for learners to experience a combination of text input, task structure and learner interaction (Lynch and McLean, 2001).

D'Ely and Fortkamp (2003) investigated, quantitatively, the effects of the combination of two experimental conditions – strategic planning and repetition – in fostering learners' performance at the level of fluency, complexity and accuracy, in a monologic cued-picture story telling. Twelve learners of English as a foreign language,

divided into four groups performed under the following conditions: strategic planning, repetition, strategic planning/repetition and no strategic planning/no repetition (control) conditions. The operationalization of measures followed Foster and Skehan's criteria (1996). Number of clauses per c-unit was the measure chosen for assessing learners' fluency. Complexity was calculated by dividing the number of clauses by c-units and accuracy was reflected in the percentage of error free clauses taken from the amount of clauses produced. The strategic planning/repetition group outperformed the strategic planning and the repetition groups in terms of fluency and complexity but not in terms of accuracy. However, if the results in accuracy are to be compared within the strategic planning/repetition condition on the first and second trials, the group increased their percentage of error free clauses. Bearing these results in mind, it can be stated that strategic planning, on the first trial, makes the whole process more automatized. Repetition, on the second trial, enables learners to activate procedural knowledge. In fact, from the learners' retrospective questionnaires, repetition was seen as a beneficial condition, as learners stated they already had an overall 'sketch' of the story to be told. Although there were no gains in accuracy if the strategic planning/repetition group is compared to the strategic planning and repetition groups, there were gains within the strategic planning/repetition group if learners' first and second trials are compared. The results also show a positive effect of repetition on lessening the trade-off effects among fluency, complexity and accuracy. Overall, results have shown that complexity is the aspect more open to improvements, at least when learners perform a narrative task. Moreover, the combination of the two experimental conditions, the strategic planning, on first trial, and repetition, on the second trial, seems to be effective for promoting gains in learners' interlanguage. Nevertheless this impact may be dependent upon task

type, familiarity, and learner's approach to either the planning or the repetition condition (Skehan, 1989; Ortega, 1999).

Silveira (2004) has replicated Bygate's study (Bygate 2001b) and investigated whether the issues of (1) familiarity, (2) topic of a task and (3) task type affected the oral performance of 20 intermediate learners of English as a foreign language in a Brazilian university. Participants were divided into two groups – the monologic group and the dialogic group - which performed, in the first part of data collection, two task types - an interview and a narration. In the second part of data collection, participants experienced 3 'intervening meetings' in which each group performed either narrative tasks (the monologic group) under different topics or interview tasks (the dialogic group) under different topics. In the third part of data collection, both groups performed two narratives and two interviews repeating the same topic of the first meeting in each task type and also performing each task type under a new topic. The six speech samples produced per participant (2 samples from meeting 1 and 4 samples from meeting 3) were rated under fluency, complexity and accuracy measures. Fluency was assessed by speech rate. Complexity was measured by an index of subordination - number of dependent clauses per 100 words and accuracy was determined by number of errors per 100 words. Results suggested that performance was affected by task type and topic. Familiarity, per se, seemed not to affect learners' performance. Silveira (2004) suggests that for familiarity to play a role it has to be combined with other elements such as task type.

D'Ely (2004), in tandem with the idea that both strategic planning and repetition as processing conditions lead to gains in learners' oral performance, investigated the impact of a new processing condition - strategic planning *for* repetition - in a group of 45 intermediate learners of English. Strategic planning *for* repetition

implies that after performing a task for the first time, learners will undergo an instructional phase focusing on ways in which performance can be improved in overall terms. In inserting this condition I depart from the assumption that instruction on how to plan and subsequent repetition of the task leads to improvements on learners' performance (Ellis, 1994), especially when there is a focus on the issue of attention (Schmidt, 1990) as a condition for learners to notice gaps and improve language features in performance.

The central finding of D'Ely (2004) was that strategic planning *for* repetition was the condition which impacted the most upon learners' accurate performance, without compromising either fluency or complexity. Moreover, the combination of the two experimental conditions, strategic planning, on the first trial, and repetition, on the second trial, (the strategic planning *plus* repetition condition) also seems to have helped to lessen the trade-off effects among the three competing goals of performance. However, such an impact was more linearly perceived since accuracy was not as significantly affected as it was in the strategic planning *for* repetition condition.

More recently Bygate and Samuda (2005) have investigated the issue of task repetition by exploring its effects on the use of framing[35] in 14 non-native speakers that performed the same video-based narrative twice within a period of 10 weeks. Besides that, a case study of three members of the group was also conducted. The data, extracted from a larger sample (Bygate, 2001b), were analyzed under three measures: lexico-grammar, information content and framing. The findings reveal overall gains from the first to the second encounter with a task. However, results are non-significant for the lexico-grammar measure. With regard to the extent to which learners were able to frame

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[35] In Bygate and Samuda study (2005), framing represents complexity at the discourse level. Framing is defined "as a form of discourse conceptualization that can also provide an interpretative gloss on both backgrounded and foregrounded elements in the narrative, embedding as it were the basic narrative content into a texture of relationships between actors, actions, and the narrator" (Bygate & Samuda, 2005, p. 48)

the information they were using, results indicate a striking impact of repetition on learners' performance. In order to grasp gains in the quality of the language produced, case studies were conducted not only to confirm a wider use of framing in time 1 than in time 2, but, also to suggest that changes in the amount of framing can be to a great extent, attributed to the learners' familiarity with the task. All in all, the results of their study suggest that the impact of repetition goes beyond the domains of fluency, complexity and accuracy as it triggers important processes such as improvement, reorganization and consolidation of information besides reformulation of the speech event as a whole.

In short, task repetition, although operationalized in slightly different manners in the studies so far reviewed, means "repetitions of the same or slightly altered tasks - whether whole tasks, or parts of a task" (Bygate & Samuda, 2005). Although claims are made to perceive repetition as a form of strategic planning, strategic planning and repetition constitute different processes (Bygate, 2001b; D'Ely & Fortkamp, 2003). Strategic planning, on the one hand, underscores the idea that learners are able to retrieve crucial information that has been recently activated and thus should be fresh in long-term memory. In repetition, on the other hand, retrieval of information from long-term memory seems to be optimized as learners undergo a conceptually driven processing in which previous knowledge will assist them in subsequent encounters (Aschcraft, 1994). In this sense repetition has been coined as 'integrative planning' (Bygate & Samuda, 2005) where the learner is able to integrate knowledge derived from the first encounter with a task when s/he repeats it for the second time. Thus, repetition seems to impact on the process of conceptualization, formulation and, also, articulation (Bygate & Samuda, 2005).

The view that repetition, like the strategic planning condition, has beneficial effects on learners' oral performance is supported by the studies reported here. Among the studies here revised, Bygate (2001b), D'Ely and Forkamp (2003), Silveira (2004) and D'Ely (2004) were the ones which used more general measures for assessing learners' performance. Especially, D'Ely and Fortkamp (2003), which combined the strategic planning and the repetition conditions and D'Ely (2004), which inserted a new condition within repetition - the strategic planning *for* repetition condition - showed that it might be possible to lessen the trade-off effects among fluency, complexity and accuracy, an idea which is advocated by Bygate (2001b). Overall research results demonstrate that the impact of repetition may be dependent upon (1) task type, (2) familiarity, (3) topic of the task and (4) how the learner approaches the repetition condition (D'Ely & Fortkamp, 2003). They have also highlighted the importance of inserting this condition within everyday classroom activities and of making learners aware of the fact that they can take advantages of the conditions under which tasks are performed so as to foster their L2 oral skills. The issue of task type and task condition is also to be seen as relevant in the process of task choice/design for assessment purposes. However, Ellis (2003) has raised a criticism concerning whether a claim can be made in favor of repetition, since the studies which have investigated task type effect (Bygate, 2001b; Gass et al., 1999; Silveira, 2004) have shown that learners do not benefit from repetition when they are exposed to a new context. This is an issue which deserves to be further discussed and that asks for longitudinal studies in the task-based paradigm to carefully investigate the 'carryover' effect of repetition to different contexts. Another criticism which is brought up by Ellis (2005), despite the fact that he considers the research design of studies that investigated repetition as promising in making claims for acquisition, is the fact that research results on accuracy cannot tackle the effects of

acquisition of specific linguistics features. This is a methodological issue and is my target in the next subsection which briefly discusses the use of different measures in research in the task-based paradigm.

2.5 Measuring learners' performance in L2 speech production studies

An issue that resides within the research reviewed in sections 2.4.2 and 2.5.2 is the fact that the measures for assessing fluency, complexity, lexical density and accuracy have been operationalized differently. The problem that arises is that this fact makes comparisons among research results a difficult enterprise (Skehan, 1996; Ortega, 1999; Foster, Tonkyn & Wigglesworth, 2000, Fortkamp, 2000). However the use of multiple measures to assess each dimension of speech (fluency, accuracy and complexity) may allow each dimension to be reliably assessed (Ellis, 2005).Thus a brief overview of the measures used to assess fluency, complexity, lexical density and accuracy is the target of the next paragraphs.

In relation to fluency, which is regarded as a multifaceted phenomenon (Tavakoli & Skehan, 2005), a plethora of measures have been operationalized. In order to assess fluency as the speed with which language is produced, two general measures - speech rate pruned and unpruned have been commonly used in L2 speech production studies (Foster & Skehan, 1996; Lennon, 1990; Ortega, 1999; Fortkamp, 2000; Kawauchi, 2005; Elder & Iwashita, 2005; Sangarun, 2005; D'Ely, 2004). Regarding breakdown fluency, learners' performance at the level of silent pausing and the use of filled pauses (i.e. ah, uhm, ah, oh) have been measured (Mehnert, 1998; Foster & Skehan, 1996; Tavakoli & Skehan, 2005).

Regarding silent pauses, there has been some debate in the SLA area concerning the minimal length, that is a cut-off measure, for a pause to be counted as such. There have been slightly different proposals. In Lennon (1990) the cut-off point taken for a pause was 0.2 seconds. Griffiths (1991) establishes .1 second as a lower limit and three seconds as the upper. Riggenbach (1991) distinguishes pauses at three different levels: .2 seconds or less for micro pauses, .3 to .4 for hesitations and .5 to 3 seconds for unfilled pauses. Towel, Hawkins and Bazergui (1996) choose .28 seconds. Freed (1995, 2000) measured disfluent unfilled pauses of .4 a second or longer. Fortkamp (2000) considered .5 second as the cut-off measure. A consensus is reached in the studies that conflate the use of silent pauses and the effects of strategic planning (Foster & Skehan, 1996; Skehan & Foster, 1995; Mehnert, 1998; Tavakoli & Skehan, 2005; D'Ely, 2004) by choosing 1.0 second as the cut-off measure. According to Riggenbach (1991) short pauses of 4 seconds or less are frequent in native speakers' speech, thus being not an indicative of dysfluency but rather part of normal or fluent speech. Consequently the choice for 1.0 second as the cut off measure seems to be a reasonable choice since the cut-off point is neither too low as to allow for misinterpretations in the use of pauses "as a necessary ingredient of fluent speech" (Lennon, 1990, p. 408) nor too high as to disregard its use as a marker of dysfluency. Taking into consideration the claims brought by SLA researchers, in the present study, silent pauses were considered as any break of 1.0 second or longer either within a turn or between turns.

In relation to repair fluency, number of reformulations, replacements, false starts and repetitions of words or phrases have been assessed (Foster & Skehan, 1996; Skehan & Foster, 2005; Kawauchi, 2005; Elder & Iwashita, 2005).

Complexity has been overtly operationalized by an index of subordination (Crockes, 1989; Foster & Skehan, 1996; Wigglesworth, 1997; Skehan & Foster, 1995; Skehan & Foster, 2005; Bygate, 2001b; Fortkamp, 2000). Determining complexity as an index of subordination further requires a principled decision upon which unit is most appropriate for segmenting oral speech samples. In research conducted under the task-based perspective, two units have been extensively used: the t-unit (Bygate, 2001b) and the c-unit (Foster & Skehan, 1996, Skehan & Foster, 1995). The c-unit is defined as "each independent utterance providing referential or pragmatic meaning of one single independent finite clause or else and independent finite clause plus one or more dependent finite or non finite clauses" (Foster & Skehan, 1996, p. 310).

The c-unit, first coined by Loban (Loban, 1966 in Crookes, 1989), is similar to the t-unit; however it also includes non clausal structures which have communicative value such as the case of isolated phrases with are not accompanied by a verb but which have indeed a communicative value. Thus the c-unit allows for ellipsis and is a more sensitive measure to analyze spoken language where ellipsis quite naturally occurs (Foster & Skehan, 1996, p. 3005) Moreover supra clausal units, such as the case of the c-unit, offers greater validity as the researcher can give credit for learners who can use more embeddings and make chunks which denote that the speaker is embarking in a more sophisticated planning process (Foster et all, 2000, p. 362). For this reason, in the present study, the c-unit is used for segmenting oral speech samples. However, recently, a new general unit has been operationalized (Tavakoli & Skehan, 2005) - the AS-unit. Foster et all (2000) define the AS-unit as "a single speakers' utterance consisting of an independent clause, or subclausal unit, together with any subordinate clauses(s) associated with either"(p.35).

As regards lexical density, some studies have approached the varied use of lexicon through the measure type/token ratio (Ortega, 1999; Ellis & Yuan, 2005; Yuan & Ellis, 2003; Sangarun, 2005). In these studies, generally, the lexical dimension of speech is operationalized as a complexity measure. However, Fortkamp (2000), following Mehnert (1998) and O'Loughlin (1995), has investigated lexical variety through weighted lexical density as another dimension of speech.

By detaching the lexical dimension of speech from complexity, researchers have signaled to the importance of scrutinizing the heart of the speech system, which is lexically driven (Levelt, 1995). Moreover, by shifting from type-token ratio to a measure of lexical density - weighted lexical density - the researchers have also avoided a methodological caveat - the fact that "type-token ratio has been shown to be sensitive to text length" (Ortega, 1999, p.133). That is to say that the relationship between sample size and type-token ratio is negative and non-linear (Ortega, 1999). Thus, the type-token ratio may decrease as a function of the length of the speech samples produced.

On the other hand, a measure of lexical density such as weighted lexical density permits researchers to determine lexical variety in relation to a lexical baseline derived from within the corpus of investigation. In the present study weighted lexical density is used to assess lexical density.

In relation to assessing accuracy there is a top priority issue: whether to use general or specific measures. In the task-based paradigm, both general (see Ellis, 1987; Crookes, 1987; Kawauchi, 2005) and specific measures (Foster & Skehan, 1996; Skehan & Foster, 1995; Fortkamp, 2000; Bygate, 2001; Skehan & Foster, 2005) have been used to assess accuracy.

On the one hand, Ellis (1987, 2005) advocates in favor of a more specific approach under the rationale that only specific linguistic features can provide evidence

of general linguistic change (Ellis, 2005, p. 28). On the other hand, Skehan (1996, 2005) and his co-researchers state that general measures are more appropriate as they would tap overall gains in performance in a greater variety of unfocused tasks where learners are free to choose from a wide range of forms. The trend in task-based research is to use general measures and only few planning studies (Ellis, 1987; Hulstijn & Hulstijn, 1984; Kawauchi, 2005) have investigated specific linguistic forms. Accuracy has been generally measured by two indices (1) the incidence of errors either per t-units (Bygate, 2001), c-units (D'Ely & Fortkamp, 2003; D'Ely, 2004), or per 100 words (Fortkamp, 2000; Silveira, 2004; Sangarun, 2005) or (2) the percentage of error-free clauses (Foster & Skehan, 1996; Skehan & Foster, 2005). The choice for one of these indices has also raised some discussion. According to Bygate (2001), the index clauses per t-unit/c-unit/100 words is a more sensitive measure as it does not reduce the number of errors recorded as the measure of error-free clauses does. Recently, in order to provide a fine-grained assessment of the ratio of error-free clauses, Tavakoli and Skehan (2005) have measured error-free clauses of different lengths. Due to its exploratory nature, in the present study the index of clauses per c-unit and the percentage of error-free clauses are used to assess accuracy.

Leaving criticisms aside, exploring experimentally the effectiveness of different operationalizations of measures has aided in creating a theoretical basis for the use of general measures (Tavakoli & Skehan, 2005; Skehan & Foster, 2005) and for providing empirical evidence to the most valid assessment for each dimension of speech - fluency, complexity, lexical density, and accuracy (Ellis, 2005).

Having considered methodological issues that concern the different operationalization of measures assessing speech dimensions such as fluency, complexity, lexical density, and accuracy, I now turn to the discussion of strategic

planning, repetition, strategic planning *plus* repetition, and strategic planning *for* repetition under a metacognitive perspective.

2.6 Strategic planning, repetition, strategic planning *plus* repetition, and strategic planning *for* repetition as metacognitve processes

One way to characterize the processes of strategic planning and repetition, as metacognitive processes is to appeal to Cognitive Science[36]. It is important to highlight that despite the fact that Ellis (2003) coins strategic planning and repetition as 'metacognitive processes', and that researchers in the SLA field (Skehan, 1989; Foster & Skehan, 1996; Skehan & Foster, 1995; Mehnert, 1998, for example) adopt a cognitive, information processing perspective to learning, with a special focus on the speaking skill, no further elaborations have been made on the theme so as to explain the metacognitive essence of both processes. This is a goal to be pursued, and preliminary explorations of this issue are made in this subsection, which also focuses on the other two processes investigated in the present study – strategic planning *plus* repetition and strategic planning *for* repetition.

Metacognition may be defined as the ability we have to "reflect on our own cognitive condition, to asses how successfully our own memory and thought process are operating" (Ashcraft, 1994, p.77). The essence of metacognition relies in self-assessment and the process that results from it, since this knowledge may be used to

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[36] Cognitive science departs from three main assumptions: (1) mental processes exist, (2) human beings are active information processors and (3) mental processes and structures can be revealed by time and accuracy measures (Aschcraft, 1994). Cognitive science aims at investigating mental processes underlying memory and learning (Aschcraft, 1994). The metatheory in cognitive psychology has been the information processing approach, which functions as a general model of the human memory and cognitive systems (Aschcraft, 1994). Anderson's ACT theory is a comprehensive attempt to explain how both knowledge representation and the processing of information interact in the process of knowledge acquisition (Sternberg, 1996, p. 268). Anderson (1995) conceptualizes learning as an integration of rules into a single coordinated series of actions which take place when declarative knowledge is proceduralized.

regulate and monitor cognitive abilities (Wenden, 1987). Consequently, differently from cognitive processes, much of which is opaque to examination[37], metacognitive processes are used purposefully and strategically to improve skill performance.

Bearing in mind that metacognitive processes are consciously used to enhance skill performance, an explanation of strategic planning and repetition must take into consideration how both processes may function as learning mechanisms in the performance of complex skills, in this specific case, the accomplishment of a complex[38] task such as speaking in an L2.

Planning is, in its essence, a cognitive process that takes place within problem-solving, in which there is a focus on how mental strategies or plans guide behavior towards achieving its eventual goal (Aschcraft, 1994, p.34). However, planning can also gain a metacognitive status when it takes place strategically[39] and is manipulated as a tool to enhance learners' performance. In strategic planning, learners are allowed some time to plan prior to their performance and are provided guidance on how to undergo such process. So, in a metacognitive perspective, strategic planning is seen as a problem solving activity, in which the learners may purposefully exert some control over what they know towards achieving gains in oral performance. Strategic planning also encompasses the idea of how learners can take advantage of being aware that they can optimize their speech by either providing solutions or avoiding problems, especially in what concerns message intention and formulation. Thus, with guidance and regulation, strategic planning may play a role in the process of organizing thought,

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[37] It is noteworthy that despite the fact that metacognitive processes are applied consciously and are available to introspection, there are severe limitations in the extent to which individuals are able to trace and develop their metacognitive knowledge (Metcalfe, 2000).

[38] Complex tasks are characterized as "being under cognitive control, as involving multiple steps of processing and as requiring fast access to large amounts of information. Working memory has its role maximized in the accomplishment of complex cognitive tasks (Myake & Shaw, 1999, p. 426).

[39] Communication strategies can be defined in psycholinguistic terms as "potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal" (Faerch & Kasper, 1984, p. 47). Despite the fact that in strategic planning learners may apply communication strategies, this process is not to be equated, solely, to the use of such strategies.

as there will be concern, on the part of the speaker, to establish sub-goals in order to reach a major goal, prior to its implementation (Anderson, 1995). Such organization also encompasses the idea that strategic planning can aim at optimizing retrieval of information that has recently been freshened in long-term memory[40], so that the process of lexical searches and grammatical mappings can be maximized.

In short, strategic planning (Ellis, 2003, 2005) may be defined as a metacognitive process in which the learners may purposefully exert some control, guidance and regulation over what they know, which, in turn, may optimize the process of organization of thought to foster L2 oral performance.

Differently from planning, which is, in essence, a cognitive process, at the heart of metacognition lies the process of repetition, the process by which rehearsal takes place (Ashcraft, 1994). Repetition is seen as sine qua non for learning, as it is the mechanism by which new information can be stored in long-term memory. According to Aschcraft (1994), rehearsal can serve three different purposes: maintenance, transfer and elaboration[41]. In this classification, rehearsal is depicted as a mechanism to maintain items in short term memory, to store information in long-term memory, and to use related knowledge from long-term memory (Ashcraft, 1994, p.52). It is especially in elaboration[42], which further implies previous organization of knowledge that the

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[40] Despite the fact that Bygate (2001b) states that in planning learners are able to retrieve information from short-term memory and differentiates planning and repetition in terms of retrieval from memory 'stores', from what is known about the relationship among short-term memory, working memory and long-term memory (Baddeley, 1990, Myake & Shah, 1999 for instance), it seems to make more sense to claim that in planning, information is retrieved from long-term memory, with working memory being the attentional device that allows for the whole process to take place. Thus, it is important to acknowledge that the whole process of strategic planning may be affected by learners' working memory capacity

[41] Theses terms, coined from Craick and Lockhart (1972 in Ashcraft, 1994 p. 52) denote three distinctive but complementary dimensions of the process of rehearsal.

[42] The idea of elaboration is present in a information processing perspective of knowledge acquisition (Anderson, 1995) and also in an information processing approach to language learning (McLaughin, 1987). It underscores the idea of restructuring, which is a mechanism that attempts to explain the reason why items which are used automatically are not only a result of practice but can rather be explained by the integration of knowledge we already posses that fits into an existing system, that, in turn, is restructured (McLaughin, 1987, 1990).

mechanism of repetition seems to be useful to be investigated in learning and remembering.

Moreover, the idea of repetition is also important as far as familiarity is concerned since the "benefits of increased familiarity may also lead to practice effects" (Sternberg, 2003, p. 227) – which means that improvements in performance may be associated with increased practice[43].

To sum up, in a metacognitive perspective, repetition, the process that takes place by the mechanism of rehearsal, encompasses the ideas that (1) practice makes perfect, (2) familiarity improves performance and (3) organization and elaboration leads to learning (Sternberg, 2003; Anderson, 1995; Ashcraft, 1994 and Baddeley, 1990). Consequently, repetition is to be seen as a process in which the learners, by repeating a task, may have opportunities to proceduralize declarative knowledge, a process that basically underscores the idea that the controlled and effortful command of rules can be integrated, through routine, into a coordinate series of actions that are more automatized (Anderson, 1995, Harrington, 1992). In turn, the process of automatization allows the system to operate at lower costs, potentially freeing up learners' attentional resources and leading to qualitative changes in learners' interlanguage (Ellis, 1995). Within this idea the process of retrieving information from long-term memory[44] seems to be optimized, as learners undergo a conceptually-driven processing in which previous knowledge will assist the learners in subsequent encounters (Ashcraft, 1994).

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[43] From an information processing perspective practice is to be associated with the idea of novelty and not merely with repeated practice. It implies that further interactions will take place even when the same item is encountered (MacLaughin & Heredia,1996, Anderson, 1995, Stemberg, 2003).

[44] The relationship of working memory to long-term memory and knowledge is still under discussion and researchers, in the cognitive field, hold different positions. "Most (if not all) models explicitly acknowledge that there is a close relationship between working memory and long-term memory regardless of whether they emphasize the distinction [(Baddeley and Logie)] or the continuity between the two constructs [(Cowan, Engle et all, Lovett, O'Reilley)])(Myake & Shah, 1999, p. 428). Consequently, the role of working memory in either constraining or maximizing the process of retrieval must be borne in mind (Rosen & Engle,1997).

To summarize, from a metacognitive perspective, repetition may be seen as the process through which the learners may exert some control, guidance and regulation over what they know by integrating previous knowledge in a subsequent encounter with the same task, thus, building a path towards the proceduralization of declarative knowledge, which, in turn, may lead to qualitative changes in learners' performance (cf. Bygate, 2001b; Bygate & Samuda, 2005; Ashcraft, 1994).

Following the rationale previously presented, on the other hand, strategic planning *plus* repetition is to be regarded as a metacognitive process that encompasses both strategic planning and repetition. That is to say that learners, by strategically planning their oral performance, may optimize their speech by either providing solutions or avoiding problems at the level of message conceptualization and formulation. Moreover, the process of organization of thought prior to performance can aim at optimizing retrieval of information, thus, maximizing the processes of lexical searches and grammatical mappings on-line. In the second enactment with the task, learners may have opportunities to proceduralize declarative knowledge, which implies that the controlled and effortful command of rules can be integrated into a series of actions that are more automatized. Furthermore, the process of retrieval of information may be optimized as previous knowledge may assist learners when enacting with the task for the second time.

In short, strategic planning *plus* repetition is here operationalized as a metacognitive process in which, in the first enactment with a task, the learners may purposefully exert some control, guidance and regulation over what they know. In addition, the learners may integrate previous knowledge in a subsequent encounter with the same task. It is assumed that strategic planning, on the first trial, may optimize the process of organization of thought, whereas repetition, on the second trial, may optimize

the path towards the process of proceduralization of declarative knowledge, which may lead to qualitative changes in learners' oral performance.

Within this line of thought, strategic planning *for* repetition is to be seen as a metacognitive process that is built across instructional meetings. In strategic planning *for* repetition, both processes of strategic planning and repetition take place. However, strategic planning gains the status of an awareness raising process within which problem solving takes place. That is to say that a process of noticing the gaps within one's own performance is triggered, as the learner himself/herself is given opportunity to listen to his/her own output, is led to detect problems in his/her speech and is further encouraged to work out possible solutions. Consequently, the learner himself/herself will establish the subgoals so as to reach the accomplishment of the final goal, which will be more fluent, more complex and more accurate performance. Attention[45] and a focus on form[46] emerge as central for the whole process of strategic planning *for* repetition to be accomplished. Furthermore, as there is awareness on the part of the learner that the task will be repeated, the process of establishing a series of subgoals for achieving overall gains in oral performance might be maximized. Once learners have already implemented the task at time one, in repeating that task, learners are led to proceduralize knowledge, possibly making the speech process more automatized and, consequently, less effortful, which may allow learners to make more inroads in the process of message conveyance and formulation.

In sum, strategic planning *for* repetition is a metacognitive process which implies learners' control, guidance and regulation over their own output through

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[45] In acknowledging that attention is a condition for learning, I side with the view of researchers in the SLA field (Skehan, 2002; Schmidt, 1990; Ellis, 2005; Swain, 1995 among others) that structural changes may happen as a function of learners' concern for the formal elements of language.

[46] At the level of learners' output, two central issues arise as important in a focus on form approach. First, learners may be concerned not only with communicating meaning, but also with the form of the language being used. Secondly, the process may foster not only the recycling of some language elements but especially the incorporation of new language forms (Skehan, 2002, p. 87).

awareness raising sessions in which they may attend to meaning and form, thus, possibly leading them to recycle and incorporate new language forms in their oral performance.

In a broader sense, taking the processes of strategic planning, repetition, strategic planning *plus* repetition, and strategic planning *for* repetition as metacognitive processes and aiming at engaging learners in such processes means that there is a purpose to foster learners' knowledge about their own learning, assigning to the learner, a more active role within their own learning process (Wenden, 1998). Moreover, as stated by Skehan and Foster (2001), "the central challenge in task-based approaches to instruction is to learn how to enable or predispose the learner to direct adequate attention to form, and how this directed attention can lead to higher levels of accuracy and/or the use of more cutting-edge language" (Foster & Skehan, 2002, p. 205). Thus, the purpose of engaging learners in the process of strategic planning *for* repetition and studying it experimentally may illuminate both theory building in L2 development as well as pedagogic decision-making.

In this chapter I have reviewed the relevant literature on the main issues that inform the present study - speech production models in L1 and L2, empirical studies which scrutinized the issues of strategic planning and repetition, methodological issues concerning the operationalization of measures in the task-based research and finally a definition of strategic planning, repetition, strategic planning *plus* repetition, and strategic planning *for* repetition as metacognitive processes. In the next chapter I describe the method used for data collection and data analysis.

CHAPTER 3

METHOD

3.1 Introduction

With the purpose of investigating the role of strategic planning, repetition, strategic planning *plus* repetition, and strategic planning *for* repetition in fostering L2 speech production, an experiment assessing the effects of L2 learners' use of metacognitive processes - strategic planning, repetition, strategic planning *plus* repetition, and strategic planning *for* repetition - on learners' oral performance was conducted. This study, which has a cross sectional, experimental, and quantitative nature (Nunan, 1996) was conducted at the Federal University of Santa Catarina (UFSC), on a grant from CNPq. Despite the fact that the present study is predominantly experimental, there was an attempt to broaden its scope and elicit learners' personal assessment of (1) task type, (2) their oral performance and (3) the conditions in which they performed.

The present chapter describes and justifies the method used in conducting the experiment and analyzing the data. The chapter is organized into 12 sections, which are further subdivided. Section 3.1 introduces the objective of the chapter and describes its organization. Section 3.2 briefly portrays the general design of the study. Section 3.3 presents the procedures to select participants. Sections 3.4, 3.5, 3.6 and 3.7 describe the participants and setting, the instruments, the measures of L2 speech production and the procedures for data collection. Sections 3.8 and 3.9 present the procedures for data transcription and the procedures for attaining interrater reliability. Section 3.10 presents

the premises, research questions and hypotheses. Finally, section 3.11 presents the statistical methods for data analysis.

3.2 General research design

This study consisted of four main phases. The first phase consisted of the selection of participants and the assessment of their level of oral proficiency. In this phase, 95 Letras/Extra-curricular learners of English as an L2 were required to perform a pictured-cued narrative task. The results of this assessment showed that 54 learners were at the intermediate level and could, thus, take part in the present study. In the second phase, 47 learners, out of the pool of 54, volunteered and were randomly assigned to one of the following groups: strategic planning (SP), repetition (R), strategic planning *plus* repetition (SPPR), strategic planning *for* repetition (SPFR), and the control group (C). With the exception of the control group, which had 11 participants, there were 9 participants in all experimental groups. Participants in the strategic planning group (SP) and the strategic planning *plus* repetition group (SPPR) performed a video-based narrative task under the strategic planning condition. In this condition participants were given opportunity to plan their narrative strategically, with guidance, prior to performance. The other two experimental groups (repetition and strategic planning *for* repetition) and the control group were not given opportunity for strategic planning in this phase of the study.

In the third phase of the study, the strategic planning *for* repetition group (SPFR) underwent an instructional phase which took place within a four-week period. Finally, in the fourth phase of the study, which took place four weeks after the third phase, only three experimental groups participated - those which were under the

repetition condition. The repetition (R), the strategic planning *plus* repetition (SPPR) and the strategic planning *for* repetition (SPFR) groups had the opportunity to perform the same narrative task they had performed in phase 2. Among these three groups, the strategic planning *for* repetition group (SPFR) had opportunity for strategic planning before performance in this phase. Table 1 shows a summary of the research design.

Table 1
General research design

	1st phase Selection of participants	2nd phase Learners' first trial performing an oral task	3rd phase Treatment 4 meetings	4th phase Learners second trial performing the same task in phase 2
Participants	55 Licenciatura/Secretaria do programs 40 Extra-curricular course (English VII/VIII)	47 intermediate learners 30 - Licenciatura/ Secretaria programs (Letras programs) 17 Extra-curricular course	9 in total: 5 Letras programs 4 Extra	27 intermediate learners
Period	March 14th, 2005 to March 18th, 2005 (Letras programs) April 4th, 2005 to April 8th, 2005 (Extra-curricular course)	May 3rd to May 6th (Letras program) May 16th to May 20th (Extra-curricular course)	May 10th to May 31st (Letras programs) May 23rd to June 13th (Extra-curricular)	June 7th to June, 10th (Letras course) June 20th to June 24th (Extra-curricular course)
Experimental conditions		Control Strategic Planning Repetition Strategic Planning *plus* repetition Strategic Planning *for* repetition	Strategic Planning *for* repetition	Repetition Strategic Planning *plus* repetition Strategic Planning *for* repetition
Task	Picture-cued narrative	Video-based narrative		Video-based narrative

3.3 Selection of participants

D'Ely's study (2004) highlighted an important methodological decision to be taken into consideration in the present study. It revealed the need to assess learners' L2 oral level of proficiency through preliminary performance in a narrative task, under no experimental conditions. In D'Ely (2004) no a priori proficiency oral test was applied and, as a consequence, it was not possible to state that participants' level of proficiency concerning the speaking skill was controlled. It is important to bear in mind

that the participants' level of proficiency might interfere in the effects of the different experimental conditions on participants' oral performance. Research results have brought evidence to the fact that learners' level of proficiency is a key factor impacting upon learners' approach to and benefit from the experience of strategic planning and repetition (Lynch & McLean, 2001; Kawauchi, 2005).

To control participants' level of proficiency, the selection of participants, which took place in the first phase of the present study, included the control of their level of oral proficiency (see Table 2 for a summary of the selection of participants). Ninety-five learners of English from the Letras programs and Extra-curricular courses at the Federal University of Santa Catarina (UFSC) performed a picture-cued narrative task at the language laboratory of this institution. They were given one minute to get familiar with the picture which would serve as input to their narrative. Table 2 displays the design of this phase of the study. In the following subsections I explain in detail the criteria for task choice, rating scale design and participants' selection in this phase.

Table 2
Summary of the selection of participants

	1st phase - Selection of participants
Participants	55 Licenciatura/Secretariado programs (Letras programs) students 40 Extra-curricular course (English VII/VIII) students
Period	March 14th, 2005 to March 18th, 2005 (Letras programs) April 4th, 2005 to April 8th, 2005 (Extra-curricular courses)
Task	Picture-cued narrative
Test Type	Tape mediated
Number of raters	4 experienced English teachers (1 native speaker)
Type of scale	Assessor oriented 3 descriptors – accuracy, complexity and fluency
Statistical procedure for inter/intra rater reliability	Principle component analysis
Results	54 English learners considered to be at the intermediate level

3.3.1 The task

The use of a narrative task - more specifically, a picture-cued there-and-then task - in this phase of the study was due to the following reasons:

(1) This type of task elicits performance that can be scored (Fulcher, 2003, p. 86);

(2) It is possible to make inferences from the scores obtained to the construct I intend to measure (Fulcher, 2003, p. 86) that is speaking;

(3) It is a kind of narrative task (based on a sequenced set of pictures prompts) which is routinely used in the Test of Spoken English (TSE), thus being a widely used task in testing contexts (Elder and Washita, 2005);

(4) This is the same task type learners will perform in the different conditions under investigation in the present study;

(5) This same task was piloted (D'Ely, 2004) and showed to be feasible to be performed by intermediate learners, who are the target population in this research.

Together, these reasons justify, in a principled way, my choice for selecting the narrative task type, in the light of Fulcher's (2003) criteria for task type selection.

3.3.2 The tape mediated testing situation

Given that a large population (95 learners) would be tested, that four raters would assess learners' oral performance and that there was a need for controlling

learners' performance conditions to ensure that all learners would receive the same stimuli (Luoma, 2004), the tape-mediated testing situation appeared to be the most suitable for my research purposes. In a tape-mediated situation all learners record their oral performance which, later, will be assessed by raters.

3.3.3 Condition for task performance

The role of strategic planning in learners' oral performance in formal testing situations and in informal classroom assessments has started to find its place in SLA research (see Iwashita, McNamara & Elder 2002; Wigglesworth, 2001; Foster & Skehan, 2005; Elder & McNamara, 2005). Research results (Iwashita, Mcmamara & Elder, 2002; Iwashita & Elder, 2005) show that there seems to be little support for the beneficial effects of pre-task planning upon learners' performance in testing contexts. However, research results also point to the need for further investigating how planning may interact with other variables such as task characteristics and task conditions in testing situations.

Despite the limited empirical support for the positive role of strategic planning in testing situations, in such context, planning time allows for creating a comfortable atmosphere to the task being performed (Elder and Iwashita, 2005). Nevertheless, in the first phase of the present study no strategic-planning time opportunity was given to the learners in this phase due to the fact that assessing learners' performance on a very similar task type under no experimental condition would allow further comparisons of learners' performance of the same task type under different experimental conditions.

3.3.4 The rating scale

Assessment in oral language is broadly seen as a subjective enterprise. In order to diminish raters' level of subjectivity and to provide a guide for raters to score speech samples, an analytical and assessor oriented scale (Fulcher, 2003) was developed for the purposes of the present study (D'Ely & Weissheimer, 2004) (See Appendix C for the complete version of the rating scale). This scale was, in fact, an adaptation of the First Certificate in English speaking test assessment scale (Cambridge Examination), the Iwashita, McNamara and Elder's scale (2001) and the Royal Society of Arts (RSA) test (in Hughes, 1989).

The scale developed for the present study is assessor-oriented (Luoma, 2004). The rating scale adopts an analytical approach because, for the specific purposes of this phase of the study, the rating scale should provide detailed guidance to raters and help them make consistent rating decisions (Luoma, 2004).

In this scale, there are three descriptors (categories) which focus on three different aspects of oral performance (accuracy, complexity and fluency). Accuracy is related to correctness, range, and adequacy of use of grammatical forms and lexical choices. Complexity refers to coherence, relevance, and use of complex forms and subordinate clauses. Fluency focuses on the presence of hesitation phenomena and pausing patterns. Under each of these descriptors there are a set of conceptually independent criteria to assess learners' performance. The design of the scale is suitable for the purposes of this study because it may enable raters to make a more detailed rating of participants' speech samples and both, the descriptors and the criteria for rating, fit the definition of the construct being assessed in this study - speaking (Luoma, 2004).

3.3.5. The rating criteria

The scale developed establishes criteria for assessing three proficiency levels. Score 1 determines the criteria for the beginner level, score 3 determines the criteria for the intermediate level and score 5 determines the criteria for the advanced level. There are also scores in between the three main levels, which allow for nuances of performance in between these levels. For instance, there is a range of 3 scores between 1 and 3, that is, 1.5, 2.0 and 2.5. The 1.5 score allows the rater to judge performance which contains more characteristics of the beginner level than of the intermediate one. The same is true for the 2.5 score in that this score will show that the speech sample has more characteristics of the intermediate rather than the beginner level. The 2.0 score permits the rater to score those speech samples which present some features of the beginner and intermediate levels in comparatively equal amounts. The same range of scores is present between 3 and 5 and the scores 3.5, 4.0 and 4.5 capture the same nuances of performance but now moving from the intermediate towards the advanced level.

The target proficiency level of the population of this study is the intermediate level. According to the scale developed and adapted for the purposes of this study, the learners to be selected were those who obtained a score of 3 (with a variation of -0.5 to +0.5) as a result of the average score of the sum of the scores in each of the descriptors (accuracy, complexity and fluency). A score of 2.5 and 3.5 would show that the participants' speech contains more features of an intermediate learner than features of either a beginner or advanced learner.

According to the FCE Cambridge Examination oral test, score 3 reflects learners' intermediate level of proficiency in the spoken language, which implies that

learners' speech samples had to meet the following criteria concerning accuracy, complexity and fluency. Under the accuracy category, an intermediate learner is the one who, despite making occasional mistakes, makes adequate and correct use of grammatical and vocabulary resources in order to convey intended meanings. Under the complexity category, the intermediate learner is the one who attempts to use a greater variety of verb forms and also uses coordination and subordination to convey ideas. Under the fluency category, the intermediate learner is the one who speaks fairly fluently, only with occasional hesitation, false starts and reformulations. In his/her speech there is a reasonable use of filled and unfilled pauses within utterances (FCE Handbook, 2001).

3.3.6 Procedures for selection of participants

The selection of participants took place in two distinctive moments. In the first moment 54 participants from the Licenciatura program (3rd and 5th phase) and Secretariado Bilíngue (4th and 7th phases) at UFSC, volunteered to participate after this researcher briefly explained the purpose of the research, the objective of the pre-testing phase and the procedures that would be adopted. The participants were told that they would be tested in their ability to tell a story, that four raters would assess their performance and that they would all receive feedback on their oral performance irrespective of being selected to participate in the study or not. They were not told about the level I was interested in (the intermediate level). However, as many volunteers asked for the reasons why this selection was being made, I explained to them that due to the nature of this study (quantitative) there was a need to control for participants homogeneity in relation to their proficiency level in the spoken language. All

participants signed a consent form agreeing on participating in this initial phase (see Appendix P for the consent form).

From March 14th, 2005, to March 18th, 2005 (according to the days on which participants attended classes), all participants performed a picture-cued narrative task (see Appendix D for the picture-cued narrative) in the language laboratory at UFSC. Before participants performed the task, the researcher read aloud, in the L2, a set of instructions participants would follow to perform the narrative task (see Appendix E for the set of instructions for the picture-cued narrative task). After reading the instructions, the researcher made sure that all participants had understood the instructions to be followed. The task consisted of the retelling of a story conveyed in a set of six pictures. Participants were given 1 minute to look at the sequence of pictures. When the time was up, participants were required to put the pictures aside and start recording their versions of the story, consisting of the retelling of the story conveyed in the set of six pictures. There was no constraint on the time participants could take to produce their narratives and they were encouraged to talk as much as they could. After the completion of the task, all participants filled in a post task questionnaire (see Appendix F for the post-task questionnaires; see subsection 3.5.4 for a detailed explanation of the questionnaire) to provide further details concerning their opinions on the task and on the condition under which they performed it, as well as their personal assessment of task performance.

Due to the scarce population volunteering during the selection of participants, this researcher made contacts with coordinators of Letras programs in the State of Santa Catarina. Unfortunately either due to the unavailability of volunteers or to the lack of technical facilities (i.e. language laboratories) the initial idea of recruiting

EFL learners from Letras[47] programs at other institutions was abandoned. In order to solve this problem, this researcher decided to work with a mixed population and included EFL learners from the Extra-curricular course offered at UFSC.

In the second moment, which took place from April 4th, 2005, to April 8th, 2005 (according to the days on which participants were attending classes), oral data was thus collected from 40 learners attending English VII and English VIII in the Extra-curricular courses. These levels are equivalent to the proficiency level of the Letras program learners who had already volunteered. The same procedures adopted for the Licenciatura and Secretariado program learners were carefully followed in the collection of data from Extra-curricular learners.

Once all the data in this phase were collected, all speech samples were compiled in four CDs. The soundtracks received technical treatment to have their sound quality maximized and to diminish distracting background noises that could make the speech samples difficult for the raters to listen to.

Four raters were contacted and invited to assess participants' speech samples in the selection of participants. All raters were experienced English teachers. Three of them were graduate students either taking their Master or doctoral studies at UFSC. Two of them had also been raters for the Cambridge Examination for more than ten years. All raters received a pack which contained the CDs with participants speech samples, the set of pictures of the picture-cued narrative, the instructions the examinees received prior to performing the narrative task, the rating scale, the rating sheets and the procedures raters were required to follow to assess the speech samples (See appendix G for the instructions for raters). Three issues were especially highlighted: (1) the fact that the raters should avoid comparing the participants and should rate against the scale and

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[47] This researcher would have preferred to work with Letras students because it was assumed that there would be more homogeneity in relation to the quantity of input learners receive in the foreign language.

(2) the fact that they should carefully read the scale before starting assessing the samples and (3) the fact that they should feel free to make any remarks or questions concerning the criteria under which they would assess each of the dimensions of learners' oral performance.

The raters took around fifteen days to return their results, which were compiled in a Microsoft Excel® table. In order to organize the data, participants were numbered from 1 to 95 and the scores they received in each of the four dimensions[48] (vocabulary, grammar, fluency and complexity) from each of the four raters - in total 16 scores for each participant - were listed in a table (See Appendix H - Table of observed data - Result rating scores). The selection of participants included four different raters and in order to validate results it was important to estimate the degree of interrater and intrarater reliability. According to Stemler (2004), interrater reliability "refers to the level of agreement between a particular set of judges on a particular instrument at a particular time" (Stemler, 2004, p. 9). Intrarater reliability refers to whether a rater is consistent in his/her own rating process (Stemler, 2004).

3.3.7 Statistical procedures to validate results in the selection of participants

In order to establish interrater reliability, the statistical method selected was the Principal Component Analysis. This method is justified as follows. First, through this measurement approach differences in judges' severity can be taken into account; consequently, the final score reveals the accumulation of information and not just the rating itself (Stemler, 2004, p.9). The Principle Component Analysis seemed suitable for the purposes of selection of participants because as testing is inherently an

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[48] It is important to note that for the rating purposes, the accuracy dimension was subdivided into grammar and lexicon, thus totaling four scores per participant in three major dimensions.

idiosyncratic and subjective enterprise (Luoma, 2004, Fulcher, 2003) it was important to have an approach that would account for nuances in raters' severity. Moreover, even though some guidance on how to approach the rating process may be given, "the task of judging behaviour invites some degree of subjectivity in that the rating given will depend upon de judge's interpretation of the construct" (Stemler, 2004, p.1). Secondly, this measurement approach is suitable when different dimensions of the same construct are being assessed (Stemler, 2004, p. 9) which is the case of the construct here under investigation – speaking. Speaking is a multifaceted construct (Fulcher, 2003, p.24) and in the present research it is operationalized under four dimensions – accuracy, complexity, lexical density, and fluency. Finally, besides being a tool for establishing intra-inter rater reliability, the result from the Principle Component Analysis, especially the First Principle Component, also permits knowing whether the mean of the sixteen scores obtained (for all participants) is a good measure of synthesis to evaluate participants' oral performance. Thus, for the purposes of selection of participants, the Principle Component Analysis was a suitable statistical method to measure (1) whether there is inter and intra rater reliability in the scoring of the four raters in the selection of participants and (2) whether the mean of the sixteen scores obtained by each participants[49] is, indeed, a good measure of synthesis to assess learners' oral performance.

3.3.7.1 Is there intra and interrater reliability in the assessment of participants' oral proficiency?

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[49] See table of observed data – result rating scores in Appendix H for all the scores given to all participants by the four raters and the mean obtained from it.

Recapitulating what was previously stated, the Principal Component Analysis enables the creation of a summary score for each participant. This summary score is a linear combination of the 16 scores each participant received - four per rater - in the variables being assessed. The summary score takes into consideration the variability influence that each of the raters exerts upon all of the dimensions of the construct (speaking) under investigation (Stemler, 2004, p. 9). This measurement makes a synthesis of all correlational Pearson's Coefficient of all raters in each of the four dimensions (accuracy - subdivided into grammar and lexical use, complexity and fluency). In addition, each dimension scored by the rater is compared with all the other dimensions and with all the other scores given by the other raters. Consequently the final result, which is called the First Principal Component, encompasses both interrater and intrarater reliability.

In the selection of participants, this indicator which was obtained from the First Principal Component of the Principle Component Analysis, captured 71, 67% of the information. That is, the First Principal Component synthesizes 71,67% of the variability of all scores. This shows that the results obtained from raters are reliable. That is, there is coherence among the raters (interrater reliability) and also raters are consistent in their own rating procedures (intrarater reliability).

This result (the First Principal component), derived from the Principal Component Analysis can be visualized in a graphic representation of the matrix of correlations of all the variables measured (accuracy - grammatical resource, lexical resource, complexity and fluency). This graph (Figure 1) is called a correlation circle.
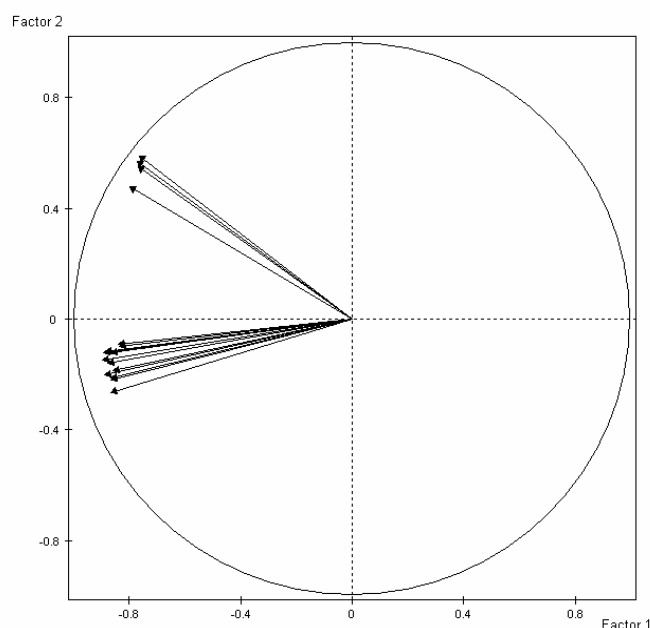
Figure   *1*

Correlation Cycle - Projection of score means

In the correlation circle (Figure 1) the First Principal Component is represented by the horizontal axis. This axis reflects the maximum variability of the set of the sixteen scores of all participants. Thus, there is (1) a need to combine the sixteen scores and (2) to see which combination captures the maximum variability in the set of the sixteen scores.

Each of the sixteen variables is represented in the graph (Figure 1) by an arrow, each arrow represents all the scores given to all participants in one of the variables - grammatical resource, lexical resource (accuracy), complexity and fluency - by one of the raters. For example, one of the arrows in Figure 1 represents the scores given to all participants by rater 1 in fluency. Due to the fact that in Figure 1 it is not possible to label which arrow represents each of the variables and each of the raters, Figure 2 and 3 are zooms of Figure 1 and show, in detail, the variables and the raters represented by each arrow.

Figure 2
Correlation cycle (ZOOM ONE) - Detailed representation of the variables
and raters by arrow
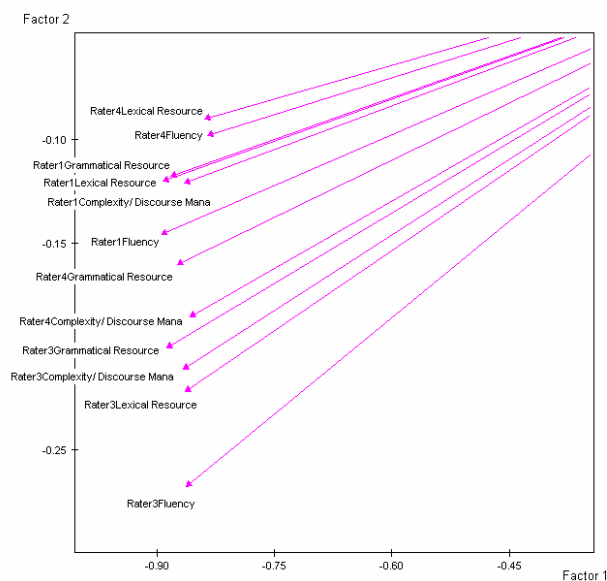
Figure 3
Correlation cycle (ZOOM 2) - Detailed representation of the variable
and raters by arrow
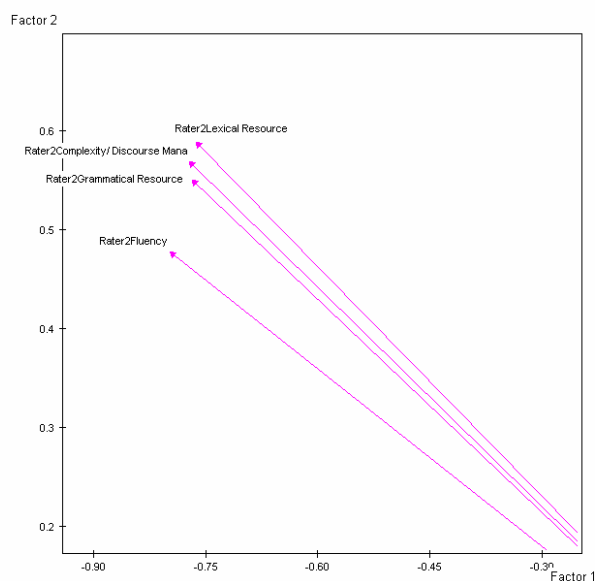
The Pearson's correlation coefficient is represented in Figures 1, 2 and 3 by
the angle between the arrows. If two arrows form a small angle the correlation is high.
That is, there is agreement between these two raters in the grades given to all

participants. If two arrows form a right angle, the variables are independent. That is, the scores given to all participants by these two raters do not relate.

As it can be seen in the correlation circle (see Figure 1) and in Figures 2 and 3, all the arrows point to the same direction, thus, the correlation among them is positive. This means that the scores given by all the raters vary in the same direction. This can be confirmed by the values of the correlation coefficients, as all values are positive (see Appendix I for the correlation matrix). Moreover, the angles between arrows are small, which indicates that there is agreement among the set of scores of each rater. There is only one rater, rater 2 (see Figures 1 and 3), which figures in the superior quartile and is a little bit 'far away' from the other raters. This indicates that the scores that were given by rater 2 are somewhat different from the scores given by the other raters. Even so, the correlation among the variables is positive and 'high'. All in all, the First Principal Component synthesized 71,67% of variability of the scores. Consequently intra and inter rater reliability is high.

3.3.7.2 Is the mean of scores a valid measure to assess performance in the construct under investigation?

Once it was established that there was intrarater and interrater reliability, the next step to analyze the data derived from the rating of participants was to verify whether the mean of the scores is a valid measure to assess performance in the construct under investigation – speaking. This statistical procedure consists of projecting the mean of scores of Figure 1 in the correlation circle, as shown in Figure 4.

Figure 4
Correlation Cycle - Projection of score means
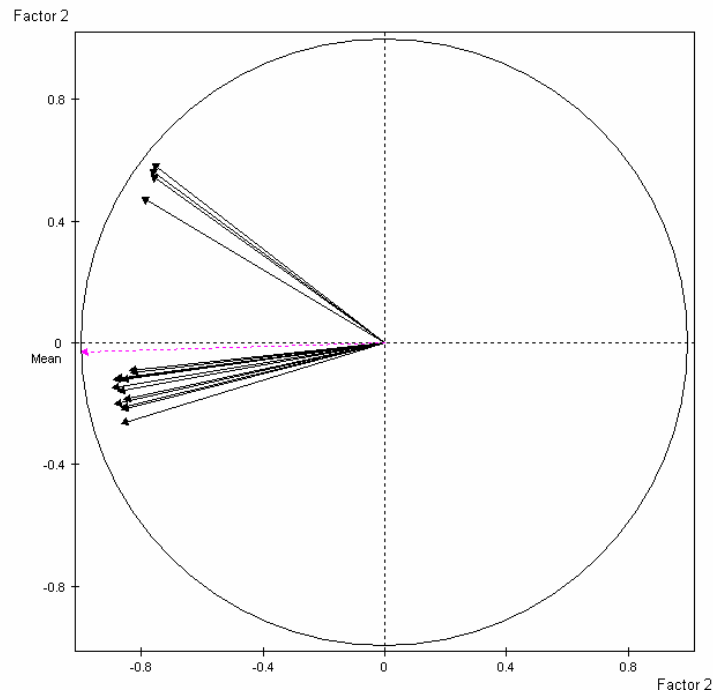
In Figure 4, there is a red arrow representing the synthesis of the 16 scores of all participants which, thus, reflects the maximum variability in these data. This arrow almost coincides with the horizontal axis which is the First Principal Component. This indicates that the mean of scores has a significant correlation with the First Principal Component. In this case the correlation attained is r=0.999, p=001 (see Appendix J for the scaterplot). Since the First Principal Component is the best combination of all the grades (as it captures the maximum variability) and the red arrow almost coincides with it, the mean is an excellent way of summarizing the 16 grades. Consequently the Principal Component Analysis validates the mean as a synthesis of performance of each participant.

Once it was determined that (1) there was agreement among the raters and (2) the mean of the scores was a good synthesis of the sixteen grades given to all

participants by the four raters, the final step to data analysis was to select the participants according to the mean of scores that each of them obtained.

3.3.8 The criterion for selection of participants

The mean of 2.75, which was validated as a reliable synthesis of each participant's performance, was the average score given to all participants by the four raters in the four variables (see Table of observed data in Appendix H). For my research purposes, since the mean obtained was inferior to 3.0, with a standard deviation of 0,8045[50]; the learners selected to participate in the following phases of the present study were those who had a mean higher than 2.28 and lower than 3.5 and that had received, at most, four scores lower than 1.5. Following this criterion, from the initial pool of 95 participants, 54 were selected. From these 54 participants 7 gave up the course(s) they were taking and did not participate in the two phases of the actual research. Forty-seven EFL learners at UFSC completed all the phases in the present study. Twelve, out of the 54 participants, were from the third phase of the Licenciatura program, 5 from the fourth phase of the Secretariado Bilingue program, 6 from the fifth phase of the Licenciatura program and 7 from the sixth phase of the Secretariado Bilingue program. In addition, 8 students were from English VIIB from the Extra-curricular course, 10 from English VIIC from the Extra-curricular course and 6 from English VIII from the Extra-curricular course.

All participants, whether selected or not, received brief written reports (see Appendix K for an example of a written report) in which they were informed of the mean score they were given by the four raters in each of the dimensions being assessed

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[50] This high variability gives further support to justify the need of conducting a pre-testing phase with the aim of attempting to control learners' homogeneity in relation to the speaking skill.

and also their average score. Reports were designed in a way that would allow the participants to compare their scores with the scores obtained by the other participants in their own group.

However privacy was maintained because the sheets were designed in a way that only the participant could know the scores that she/he was given. Feedback sessions took place during their regular classes and consisted of handing in individually the written reports and explaining the scores for each of the dimensions being assessed so that learners could make sense of the average score they had obtained (see Appendix L for an example of a feedback sheet).

Raters also received feedback in the sense that they were given the final sheet of the rating results so that they could compare their rating with the other raters. It was also explained to them the results from the statistical analysis employed in order to verify inter and intrarater reliability.

3.4 Participants and setting

As already explained, the final pool of participants[51], in the present study, consisted of 47 learners of the Licenciatura program, Secretariado program and Extra-curricular language course at the Federal University of Santa Catarina - 27 female and 20 male. Licenciatura program participants were enrolled in the third (10 participants)

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[51] It is important to explain that a population of 21 non-selected learners also participated in this study. During the selection of participants all learners were informed that they were being selected due to the need of having a homogeneous population in terms of their oral proficiency. As both this researcher and the learners viewed their participation in a research situation as a learning experience, all participants that were not selected but showed willingness to be part of this research project were welcome. These participants received the same treatment as those actually selected. They also received their oral transcripts, at the end of the research. They were also aware of the fact that due to time constraints it would not be possible to give them feedback on their speech samples quantitatively. However, this researcher gave a general appraisal of their oral performance, commenting on the issues of use of pauses (filled and unfilled), repair phenomena, use of subordination, variety of vocabulary, and correct use of both lexical and grammatical forms. The data collected from these participants, however, were not included in the analysis carried out for the present study.

and fifth semesters (6 participants), totaling 32% of the investigated population. Secretariado program participants, which constituted 28% of the investigated population, were enrolled in the fourth (5 participants) and sixth semesters (8 eight participants). Extra-curricular course participants were enrolled at levels 7 and 8 spread among three different classes - English 7B (7 participants), English 7C (10 participants) and English 8C (5 participants).

Based on information collected through a profile questionnaire (see section 3.5.4 for details on this questionnaire) they represent 40% of the population under investigation. Participants' age ranged from 19 to 42, with a mean of 24 years. The learners from the Extra-curricular course are, in the great majority, undergraduate students taking several majors at the Federal University of Santa Catarina.

The Letras Licenciatura and Letras Secretariado students reported having undertaken an in-house English placement test when starting the Letras programs. The great majority of the participants from the Licenciatura program - 81% - started the University major since the first semester and only 19% of the learners took a placement test being placed in the second semester. The situation is just the opposite with the participants' from the Secretariado program, in which the majority - 70% - took a placement test being placed between the second and fourth semesters. Only 30% of the participants started the University major from the 1ˢᵗ semester. Taking the Licenciatura program and the Secretariado program students that participated in the present study, only 37% of this population started the university majors in more advanced levels, in contrast with 67% who started the University major from the beginning, that is, from the first semester on. As for the Extra-curricular course participants, the majority, that is 67%, took a placement test upon registration in the course, being placed between the third and seventh levels. Only 33% of the population started the Extra-curricular course

at level 1. On average, participants of this study have been studying English for approximately 6 years (with the exception of one participant who has been studying English for 15 years). Among this population only 20% has had the experience of being to an English-speaking country. On average, time spent abroad is three months. At UFSC these participants have been studying English for approximately 2 years. The participants from the Licenciatura program have from 8 to 10 hours of English classes per week, four to six of which focus specifically on the development of the speaking skill. New Interchange (Richards, 1998) and Passages 2 (Richards, 1998) are the course books adopted for the third and fifth semester respectively.

The participants undertaking the Secretariado program have from 8 to 10 hours of English classes per week, four to six of which focusing specifically on the development of the speaking skill. For these participants oral skills are particularly developed for business purposes. The course book adopted is Business Class (Cotton & Robbins, 1993). The participants from the Extra-curricular course, in levels seven and eight, have three hours of English per week focusing on the four skills, totaling a number of forty-five hours per semester. The course book adopted is Passages 1 for both levels.

The same profile questionnaire (Appendix M for the profile questionnaire) was also applied in order to capture learners' beliefs in relation to the teaching and learning of English as a foreign language so that the researcher could get a glimpse of the population in relation to these issues. All participants answered the questionnaire. From their answers, it can be roughly said that they hold the view that going abroad and practicing the language intensively through conversation is the best way to learn a foreign language. They also believe that conversation in class combined with extra activities such as watching films without subtitles, reading magazines, and listening to

music are the most effective ways of fostering the speaking skill. In relation to the issue of fluency, a fluent person was defined as the one who is able to make correct lexical and grammatical choices on-line, does not make pronunciation mistakes, does not pause or hesitate too much and is thus, able to cope with real time communication. According to their answers, they do not view themselves as fluent speakers mainly because they lack knowledge of vocabulary and grammar and this prevents them from maintaining the flow in conversations.

3.5 Instruments

3.5.1 Task for eliciting speech data in the experimental and control conditions

In the experimental and control conditions, participants speech production was elicited by means of a video-based narrative task. A video-based narrative task consists of the retelling of a video. The video consisted of a seven minute Tom and Jerry cartoon which portrays Tom's unfortunate love story. This task is similar to the one employed by Bygate (2001b) and it is the same used by Silveira (2004). In the original cartoon, the voice of a male person narrates the story in Portuguese. For the purpose of this study, all spoken passages were taken out from the cartoon and a sound track was inserted to fill in the silence. Thus, the cartoon did not contain oral language, which aided learners to focus on the events of the story and prevented the interferences of listening comprehension processes in participants' performance.

The task was carried out in a language laboratory where the participants, individually, recorded their narratives. Each participant had a separate tape. There was no pressure in what concerns the time learners would take to perform their narratives.

After all narratives were recorded, the recordings were digitalized in audio and wave format.

3.5.2 Criteria for task type selection

A narrative task was chosen to be the task eliciting participants' speech samples - in the second and fourth phase of the present study - due to the following factors: (1) it is a monologic task and thus adequate to obtain speech which would be analyzed at the level of fluency (see Freed, 1995; Lennon, 1990; and Fortkamp, 2000, for instance), complexity, and accuracy; (2) it is a task which has been extensively used in the elicitation of both L1 and L2 speech (see Ortega, 1999), (3) it is a task in which there is no influence of an interlocutor and, thus, is seen as more reliable to investigate the influence of strategic planning and repetition (Kawauchi, 2005).

In the present study, the narrative was video-based. The video-based narrative is a there-and-then task (Robinson, 1995), which is characterized by the lack of context support when learners are retelling the story. The non-context supported there-and-then condition does not require the speaker to describe something that is happening before his/her eyes (the here-and-now condition), but principally requires the speaker to retrieve events previously stored and to integrate them with other information in semantic memory (Robinson, 1995, p. 107). Consequently a there-and-then condition, such as the condition that the video-based narrative triggers, is to be considered a very complex and cognitive demanding task, which may lead learners to use their full range of communicative resources, thus, creating the conditions for language development. For the purposes of the present study, this is particularly important because, at least theoretically, it is expected that the impact of strategic

planning, repetition, strategic planning *plus* repetition, and strategic planning *for* repetition would be more noticeable when learners perform a more demanding task type.

Moreover, according to Foster and Skehan (1996) the narrative task type was the one that led learners' to greater gains in fluency. Similarly, Bygate's (2001b) results revealed that the repetition of the narrative task led to gains in complexity and fluency. D'Ely and Fortkamp's (2003) results informed that the combination of planning and repetition seemed to be effective in lessening the trade-off effects among the three competing goals of performance: fluency, complexity, and accuracy in a narrative task. Furthermore D'Ely's (2004) central finding was that the strategic planning *for* repetition condition was the condition which most impacted learners' accurate performance, without compromising either fluency or complexity in a video-based narrative. These facts justify the use of the narrative, especially a video-based narrative, to further scrutinize the impact of the strategic planning *for* repetition condition on learners' fluent and complex performance and to see whether the positive results regarding learners' accurate performance are replicated in a different population performing the same task (Bygate, 2001b).

The 47 participants of this study provided one speech sample - the video-based narrative - in the second phase of this study. In this first trial, a total of 47 samples were produced. In the fourth phase (second trial), 27 participants performed the same video-based narrative, generating a total of 27 speech samples. Thus, a total of 74 speech samples (Appendix N for learners' speech samples) were tape-recorded and later transcribed (see section 3.8 for transcription procedures).

3.5.3 Questionnaires

After the selection of participants, the 47 learners who took part in the study were asked to fill in a profile questionnaire (see Appendix M), which had already been piloted in D'Ely (2004). The objective of applying the questionnaire was twofold: (1) to obtain general information from participants, such as age, the undergraduate major they were taking, their professional activity, and number of years of formal instruction in English (question 1), as well as experience in a foreign country (question 2) and performance in in-house placement tests (question 3); and (2) to unfold learners' views in relation to: (a) the best way a foreign language is learned (question 4), (b) the best ways the speaking skill can be fostered (question 5), (c)the most/least enjoyable oral activities in the classroom (question 6), (d) their oral performance in English (question 7), (e) what a fluent speaker is (question 8), (f) how fluent they are (question 9) and (g) the aspects they are most concerned with when performing orally (question 10). By assessing learners' perception on the issues above mentioned, the questionnaire aimed at gaining further insights on the profile of the population under investigation.

In order to collect complementary data concerning participants' oral performance, post-task questionnaires, previously piloted (D'Ely & Fortkamp, 2003; D'Ely, 2004), were also applied. After the completion of each task in all phases of the study, participants were asked to fill in post-task questionnaires (See Appendix O for the complete versions of the post-task questionnaires), consisting of open-ended questions about participants' views on how they felt about the task they performed, how they evaluated their performance and how they perceived the different experiment conditions under which they had performed.

There was a set of questions which was common to all post-task questionnaires. However, according to each experimental condition the participants were experiencing and the phase being conducted, a set of specific questions was formulated in each questionnaire.

In the selection of participants (Appendix F for the complete questionnaire), the questionnaire consisted of 5 questions. In the first question, the aim was to have learners' assessment of the task in relation to the issues of difficulty and familiarity. The second question aimed at unfolding learners' focus of attention during performance in terms of language use. Due to the fact that learners were performing a monologic task, the third question aimed at knowing the impact of the lack of an interlocutor on their performance. In question four, learners were asked to give their personal assessment of their oral performance. Finally, question five was designed with the purpose of making learners reflect and attempt to verbalize the processes they underwent while performing.

In the second phase of the research (learners performing their first trial of their video-based narrative), for the participants enrolled in the control group, the questionnaire (Appendix O) consisted of 6 questions, five of which being the same questions posed in the selection of participants (see Appendix F), and one – question two – about whether task type familiarity impacted upon learners' oral performance in the first phase of the research.

The questionnaire for the participants in the strategic planning condition group (Appendix O) consisted of 10 questions. Six questions (1, 2, 3, 4, 5 and 10) were the same as the ones posed for the control group. Questions six through nine attempted to scrutinize the impact of strategic planning on learners' performance (question 6), the effectiveness of learners' strategic planning process (question 7), the actions they

undertake while planning (question 8) and the impact of strategic planning on different aspects of learners' oral performance (question 9).

There were 11 questions in the questionnaire of the participants in the strategic planning and repetition condition (Appendix O), 10 questions (1, 2, 3, 4, 5, 6, 7, 8, 9, 11) were the same as the ones posed for the strategic planning condition. As participants in this condition would be repeating the task, question ten aimed at knowing which possible action learners would undertake so as to improve their performance.

The learners in the repetition condition answered the same questions (Appendix O) as the ones posed for the control group, with the exception of the last question which aimed at knowing which actions learners' would undertake in order to improve their performance.

For the learners in the strategic planning *for* repetition condition the questions (Appendix O) were the same as those posed for the repetition condition. A last question was added because, since the participants were going to undertake an instructional phase, there was an attempt to know whether they had any suggestions for activities to improve their narratives.

In the fourth phase of this study (learners performing the same video-based narrative on a second trial), three groups answered the post-task questionnaires. For the participants enrolled in the strategic planning *plus* repetition condition 10 questions (Appendix O) were posed. As they were asked, on the first trial, whether they would apply any strategies to enhance their performance on the second trial, it was this researcher's purpose to know whether they had actually applied them or not (question 1) and whether they had used any new strategies that they had not mentioned before (questions 2). The third question aimed at unfolding learners' focus of attention during performance in terms of language use. Question number four aimed at unfolding the

relationship between learners' awareness of task repetition and learners' attempts to improve their story retelling. The issue of repetition was addressed in questions five and six where learners had to verbalize the possible effectiveness of repetition and its impact on their performance. Learners were also asked to give their personal assessment of their oral performance (question 7). As this group also underwent the strategic planning condition on the first trial (second phase of the actual research), learners were asked to give an appraisal of both conditions - i.e. strategic planning and repetition - and their personal opinion about the impact of each condition on their oral performance (question 8). Due to the fact that there was a four- week interval between the second and fourth trials, it was relevant to know whether learners had incorporated anything that was learned in their normal classes to their oral performance. The last question, thus, aimed at unfolding participants' views on participating in this study and its possible impact on their learning process and on their beliefs about the speaking skill.

For the participants enrolled in the repetition condition, the post-task questionnaires (Appendix O) on the second trial consisted of 9 questions, which were the same as the ones posed for the strategic planning and repetition group, with the exception of question eight, which attempts to assess participants' views on the issue of strategic planning - a condition in which these participants did not perform.

There were fourteen questions in the post-task questionnaire for the strategic planning *for* repetition group (Appendix O) on the second trail (fourth phase of the research). Eight questions (1, 2, 3, 4, 5, 6, 8, 12 and 14) were the same as those asked for the strategic planning *plus* repetition and for the repetition groups. Questions number seven to nine refer to the strategic planning condition experienced by these participants on the second trial. There was an attempt to know the actions they had possibly undertaken when planning strategically their performance (question 7), the

impact and benefits of strategic planning on on-line performance (questions 8), and the possible difficulties faced on-line, irrespective of the fact that they had already planned their performance (question 9).

Question number eleven had assessed learners' views on the effectiveness of the instructional phase (the treatment learners of the strategic planning *for* repetition condition received) on their performance. As participants underwent the instructional phase (third phase of the present research), actually repeated the task, and also experienced the strategic detailed planning condition learners were asked to give an appraisal of all conditions and their personal opinion about the impact of each condition on their oral performance (question 13).

In addition, those participants who planned their stories prior to their performance were asked to write down their notes and these notes were handed in so that this researcher could have further information on how they went about planning their stories. The participants' written responses to these questionnaires were summarized and organized, and the planning sheets were compiled so as to give further support to the findings of the statistical analysis.

3.6 Measures of L2 speech production

Research on language production asks for an approach that enables the researcher to analyze, in detail, the complementary features of a multifaceted phenomenon such as speaking. For this reason, participants' speech samples were measured in terms of fluency, accuracy, complexity, and lexical density in a video-based narrative task. In the present study, the measures for assessing fluency, accuracy and complexity are those employed by Foster and Skehan (1996, p. 20), which have

been extensively used in research in the task-based paradigm to investigate the effects of strategic planning (Foster & Skehan, 1996, Skehan & Foster, 1995, Skehan & Foster 2005) and repetition (Bygate, 2001b).The measure of weighted lexical density was adapted from O'Loughlin (1995) and Fortkamp (2000).

3.6.1 Fluency

In this study fluency is conceptualized as a temporal phenomenon "reflecting the capacity to cope with real time communication" (Foster & Skehan, 1995, p. 304). Due to the multifaceted nature of fluency (Tavakoli & Skehan, 2005) and to the results of various studies (Skehan & Foster, 2005; D'Ely, 2004 to mention but a few), three sub-dimensions of fluency will be used to reveal the subtleties involved in producing fluent speech. The first sub-dimension of fluency relates to the speed in which language is produced and was assessed by speech rate in two versions - pruned and unpruned (see Lennon, 1990; Ortega, 1999; Fortkamp, 2000 for instance). The second sub-dimension refers to breakdown fluency. In this study breakdown fluency was investigated under four measures: percentage filled pausing time, number of filled per c-unit, percentage of unfilled pausing time, and number of unfilled pauses per c-unit. The third sub-dimension is categorized as repair fluency, assessed, in the present study, by number of reformulation, false starts and repetitions of words or phrases per c-unit. Thus, seven measures were used to investigate the fluency phenomenon, and each of them is exploited in the subsequent sections.

3.6.1.1 Speech rate unpruned and pruned

In the present study, speech rate unpruned (Lennon, 1990; Ortega, 1999; Fortkamp, 2000) was calculated by dividing the total number of semantic units (complete and partial words), including repetitions, by the total amount of time (in seconds) participants took to perform orally. The result was then multiplied by 60 so as to determine the number of words learners produced per minute. Contracted forms were counted as one word.

Speech rate pruned, which is a more specific measure that "reflects a more straightforward expression of ideas and unimpeded articulation of words" (Fortkamp, 2000, p. 88) was also chosen to assess learners' oral performance. Speech rate pruned was calculated by dividing the total number of semantic units (complete and partial words), excluding repeated semantic units with the exception of those for rhetorical effects[52], by the total amount of time (in seconds) participants took to perform orally. The result was then multiplied by 60, so as to determine the number of words (without repetitions) learners produced per minute. When learners used contracted forms those were counted as one word.

3.6.1.2 Number of filled and unfilled pauses

The occurrences of either filled and/or unfilled pauses have been extensively investigated in many SLA studies (Riggenbach, 1991; Lennon, 1990; Griffiths, 1991; Freed, 1995; Fortkamp, 2000; Skehan & Foster, 2005; to mention but a few). In the present study, filled pauses were defined as those voiced fillers which do not carry or

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[52] Learners' intonation and stress when repeating words indicated that repetitions, in those instances, were used for rhetorical effects.

contribute additional lexical information (Riggenbach, 1991). Following Riggenbach's suggestion (1991, p.426) all instances of filled pauses under the non-lexical category were taken into account. Non-lexical filled pauses were located, double checked and transcribed as 'ahm', 'uhm' and 'oh'. The length of non-lexical filled pauses was determined by using a speech analysis and synthesis software - PRAAT.

Two measures were used to assess the use of non-lexical filled pauses: percentage of filled pausing time and number of filled pauses per c- unit. This researcher located the occurrences of all non-lexical filled pauses by using a stop watch. This procedure was carried out twice. All filled pauses were signaled by 'ahm', 'uhm', and 'oh' in the transcripts. In order to give further reliability to the measurement of filled pauses participants' speech samples were digitalized in wave audio format and the length of all non-lexical filled paused produced was determined by using a speech analysis and synthesis software - PRAAT. This researcher decided to measure the length of filled pauses because I noticed that the length of filled pauses varied among participants. Thus, due to the exploratory nature of the present study, it seemed to be relevant to see whether the exact amount of time devoted to non-lexical fillers would have an impact on participants' fluent performance. In order to express the total amount of time of filled pauses in seconds, the total filled pause time was divided by the total time taken to speak, in seconds. The resulting figure was then multiplied by 100, thus, representing the percentage of non-lexical filled pausing time.

In order to determine the number of filled pauses per c-unit, the amount of filled pauses (in number of occurrences) was determined and the resulting figure was divided by the number of c-units produced. This measure enables the researcher to establish a relationship between the number of filled pauses produced in relation to each utterance that carried either referential or pragmatic meaning (Lennon, 1990).

Regarding unfilled pauses, these were assessed by: percentage of unfilled pausing time (total silence) and number of unfilled pauses per c-unit. The researcher located the occurrences of all unfilled pauses by using a stop watch. This procedure was carried out twice. Firstly, all unfilled pauses were signaled by a plus sign in the transcripts. In order to give further reliability to the measurement of unfilled pauses, participants' speech samples were digitalized in wave audio format and the length of all unfilled pauses produced were determined by using a speech analysis and synthesis software - PRAAT. Secondly, the plus signs were replaced by the exact amount of silent pausing time. Finally, all occurrences of unfilled pauses were inserted in the transcripts. It is important to say that, for the purposes of the present study, only the silent pauses equal to or longer than 1.0 second were considered for statistical analysis and, then, the amount of unfilled pauses in each participant's sample was determined.

To determine the percentage of unfilled pausing time (Lennon, 1990; Foster & Skehan, 1996), total pausing time was calculated by dividing the total unfilled pausing time by the total time the participants took to speak. Then the resulting figure was multiplied by 100.

In order to determine the number of unfilled pauses per c-units produced, the number of occurrences of unfilled pauses of 1.00 or longer was determined and then divided by the number of c-units produced (Lennon, 1990). This measure enables the researcher to establish a relationship between the number of unfilled pauses produced in relation to each utterance that carried either referential or pragmatic meaning.

3.6.1.3 Number of self-repairs

The third sub-dimension of fluency to be investigated refers to repair fluency. The seventh measure used in this research was the total number of self-repairs per c-unit. The measure taken to reflect the amount of repair in learners' speech samples includes (1) reformulation, (2) replacements, (3) false starts and (4) verbatim repetitions (repetitions of words or phrases). In the present study, reformulations are those instances in participants' speech samples in which phrases or clauses are repeated with some modification (Foster & Skehan, 1996, p. 311; Foster et al., 2000). The following examples were considered instances of reformulation: *much expensiver/(no!) much more expensive* (P40-2nd trial), *this female/ female* (P42-2nd), *he starts drunk a lot of milk to get drunk/(sorry!)/ he starts drinking a lot of milk to get drunk* (P42-2nd trial).

As for replacements, these are characterized as those lexical items which are immediately substituted for another (Foster & Skehan, 1996; Foster et all, 2000). For example, all the following instances were considered replacements: *buy/buys* (P12-1st trial), *it/ she/it/the female cat* (P31 – 1st trial), *try/tries* (P39- 1st trial).

False starts refer to the occurrence of utterances that are either abandoned before completion and can be either followed by a reformulation or not (Foster & Skehan, 1996; Foster et all, 2000). The following example contains an instance of a false start: *Then Tom tries to give /gets all his money even his last penny* (P38-2nd trial). This participant abandons the initial idea of mentioning the gift Tom gave to the kitty and initiates a new clause in which he provides information on what Tom did in order to buy a present (in this case a car) to the kitty.

Verbatim repetition (Bygate, 1996) refers to those instances in which words, phrases or even clauses are repeated verbatim, which means that the repeated item was

not modified in relation to its syntax, morphology, or word order (Foster & Skehan, 1996, p. 310). For example: *even buying/even buying* (P45-1st trial); *of/of* (P45-1st trial). In verbatim repetitions, sub-lexical repetitions (Oomen & Postma, 2001) were also counted**.** Those were instances in which a sound or part of words were repeated (i.e. *s/slave* (P42-2nd trial), je*/jewelry* (P31 2nd trial). When counting the instances of verbatim repetition, each iteration in a sound, word or phrase was counted as such. For instance, there are three occurrences of the repeated item in this example: *all of/all of/all of/all* (P41-2nd trial). However, in this study, the majority of instances of repetition included only one iteration (i.e. P45-1st trial – *she met (0.95) ahm (0.30) another cat/ (0.74) another cat,* P45-2nd trial – *Tom (0.80) couldn't afford (1.08) even buying/even buying this kind of/of simple car* (0.52)).

The total number of self-repair per c-unit in each participant's speech sample was calculated by dividing the total number of self-repairs (collapsing reformulations, replacements, false starts and verbatim repetitions) by the number of c-units produced by the participant in each of the oral tasks performed.

3.6.2 Complexity

In the present study, complexity reflects the amount of "more elaborated language that is used as well as a greater variety of syntactic patterning" (Foster & Skehan, 1996, p. 303). Complexity was measured by an index of subordination, reflected by the number of clauses per c-unit. According to Foster and Skehan (1996), subordination is considered a satisfactory measure to assess complexity. Subordination is defined by Quirck and Greenbaum (1973) as "a non-symmetrical relation, holding between two clauses in such a way that one is constituent part of the other" (p. 309). A

clause will be considered subordinate when it consists "minimally of a finite or non finite verb element plus at least one other clause element (subjects, objects, complement or adverbial)" (Foster et al., 2000, p. 326). The c-unit (Foster & Skehan, 1996; Skehan & Foster, 1995) is defined as "each independent utterance providing referential or pragmatic meaning {being made up} of one single independent finite clause or else and independent finite clause plus one or more dependent finite or non finite clauses" (Foster & Skehan, 1996, p. 310). As regards how to deal with certain dysfluency features - false starts, repetitions and reformulations - in relation to the unit under analysis I followed Foster et al. (2000) criteria. As for false starts, the utterance which was abandoned was not counted as a unit. However, if the utterance was reformulated in some way and met the c-unit criteria the utterance was counted as such. Verbatim repetitions of single words and those used for rhetorical effects were considered as belonging to the c-unit they are inserted in. Phrases or full clauses that are repeated verbatim were counted once and only one instance was considered as either a c-unit or belonging to a c-unit. In relation to replacements, when self correction occurred, only the final version was counted as part of the c-unit with previous versions being excluded.

In the present study complexity was determined by the number of independent and dependent clauses divided by the number of c-units produced, resulting in a figure that expresses the total number of clauses per c-unit. The higher the index the more complex the speech is.

3.6.3 Accuracy

As already said, in the present study L2 speech production was assessed in terms of fluency, complexity, accuracy and lexical density. Accuracy, in the same way as complexity concerns form but the focus is on error-free performance (Foster & Skehan, 1996, p. 304).

In the present study accuracy was assessed by means of number of errors per c-unit and percentage of error free clauses (Foster & Skehan, 1996). Due to the nature of the task learners performed, an unfocused task, I followed Foster and Skehan (1996), Skehan and Foster (1995, 2005), Fortkamp (2000) and Bygate (2001b) and adopted a more general approach to accuracy. An error was considered as a "breach of the language's code" (Johnson & Johnson, 1999, p. 117). Thus, any deviation from the English grammar norm in terms of syntax, morphology and lexical choice was considered as such.

In order to determine the number of errors per c-unit (D'Ely, 2004), the total number of errors were computed and then divided by the number of c-units produced. Errors in relation to syntax, morphology, lexical choice or word-order were computed. Each instance was counted as an error. Mispronounced words, unless they were not understood, and errors in stress and intonation were not considered. When learners self-corrected themselves, by the use of replacements, reformulations, and false starts, the erroneous instances were not counted.

Due to the exploratory nature of this study and the importance of comparing research results across studies (Foster & Skehan, 1996) the ratio of error-free clauses to the total number of clauses produced was also used to determine accuracy. Error-free clauses were defined as clauses in which there were no instances of errors with regard to

syntax, morphology, lexical choice, or word-order. Again, mispronounced words, unless they were not understood, and errors in stress and intonation were not included in the analysis. The number of error free-clauses was identified and divided by the total number of clauses produced, and the resulting figure was multiplied by 100 to express the percentage of error-free clauses.

3.6.4 Lexical Density

Following Mehnert (1998), O'Loughlin (1995) and Fortkamp (2000), lexical density of speech was measured by weighted lexical density. Lexical density refers to the proportion of new and repeated words in a text (O'Loughlin, 1995). Weighted lexical density is a measure which provides a relationship between the number of words produced with lexical properties and the number of words produced with grammatical properties (O'Loughlin, 1995). In order to determine weighted lexical density in participants' speech samples, it is important, first, to establish parameters to classify the linguistic items being used as either grammatical or lexical ones.

According to O'Loughlin (1995), in order to assess participants' lexical density, there is a need to determine what a basic unit of lexical density is. Thus, he suggests that the notion of a linguistic item rather than the word is more appropriate to analyze lexical density in speech data because there is not a one-to-one correspondence between linguistic items and words in English (O'Loughlin, 1995; Fortkamp, 2000). Consequently multiword verbs (i.e. fall in love with), phrasal verbs (look for), idioms (head over hills) and contracted forms (I'm, aren't), which consist of more than one word, are counted as one linguistic item. In the present study, therefore, linguistic item

was the unit which was counted to measure lexical density (O'Loughlin, 1995; Fortkamp, 2000).

Following Fortkamp (2000), I next establish the criteria used to assign items to either the grammatical or lexical category. Under the category of grammatical items (Fortkamp, 2000, p. 92, 93) it was included: (1) all modals and auxiliaries, (2) all determiners (articles, demonstrative, possessive adjectives, quantifiers and numerals). (3) all pronouns, and 'this' and 'that' when used to replace clauses, (4) interrogative adverbs (what, when, how) and negative adverbs (not, never), (5) all contractions of pronouns and auxiliary verbs (counted as one item), (6) all prepositions and conjunctions, (7) all discourse markers including conjunctions (but, so, and), sequencers (next, finally), particles (oh, well), lexicalized clauses (you know, I mean) and quantifier phrases (anyway, somehow, whatever), (8) all lexical filled pauses (so, well), (9) all interjections (gosh, really, oh) and (10) all reactive tokens (OK, No!).

Under the lexical category (Fortkamp, 2000, p. 93) nouns, adjectives, verbs, adverbs of time, manner and place were considered lexical items. As the notion of item rather than word is used here, multiword verbs, idioms and contractions (both of pronouns and main verbs) counted as one lexical item.

High and low frequency lexical and grammatical items were determined in relation to their idiosyncratic use in each participants' speech samples(s). Thus, a high frequency grammatical or lexical item is the one which appears more than once in the same speech sample. Inflections and derivations of the same lexical or grammatical item, which denote repetition, were counted as a high frequency item (i.e. fall/fell, this/these). A low frequency item is the one which appears only once in the same speech sample.

In the present study high-frequency items were assigned half the weight of low frequency items. This is a more refined analysis which is warranted in formal investigations of lexical density (O'Loughlin, 1995; Mehnert, 1998; Fortkamp, 2000).

In order to obtain an index of participants' weighted lexical density in the participants' narratives, the total number of weighted lexical items was determined. All lexical and grammatical items were counted and high-frequency items were given half of the weight of low-frequency lexical and grammatical items. So a score was obtained for both lexical and grammatical items. The sum of both scores resulted in the total number of weighted linguistic items. The score obtained from the weighted lexical items was divided by the total number of weighted linguistic items. The resulting figure was then multiplied by 100 to determine the percentage of weighted lexical items over the total number of weighted linguistic items in each participants' speech sample(s). A concordance software program – WORDSMITH – was applied to conform the viability and robustness of the frequency of occurrence of grammatical and lexical items. This program makes a word list in which all linguistic items with their number of occurrences are presented.

3.7 Procedures for data collection

All participants that were selected to participate in the study were volunteers. They were required to read and sign a consent form (Appendix P). Participants received general information concerning the purpose of the study and were assigned to the control or to one of the experimental groups: the strategic planning group, the repetition group, the strategic planning *plus* repetition group, the strategic planning *for* repetition group. The final arrangement of the groups was the following:

Group 1: the Control Group (C), which consisted of 11 participants, 5 from the Licenciatura program and 6 from the Extra-curricular course. The control group performed the video-based narrative under no experimental condition, that is, it did not have opportunity to plan strategically or repeat the task (no strategic planning/ no repetition condition);

Group 2: the Strategic Planning Group (SP), which consisted of 9 participants (5 from the Secretariado program/ 4 from the Extra-curricular course). The Strategic Planning Group performed the video-based narrative under the detailed strategic planning condition, that is, they had 10 minutes to plan strategically their performance and received instructions on how to conduct their planning;

Group 3: the Repetition Group (R), which consisted of 9 participants (7 from the Secretariado program, 2 from the Extra-curricular course). The Repetition Group performed the video-based narrative twice. On the first trial they did not have opportunity to plan their oral performance strategically, on the second trial they had the opportunity to repeat the same video-based narrative task;

Group 4: the Strategic Planning *plus* Repetition Group (SPPR), which consisted of 9 participants (5 from the Licenciatura program, 4 from the Extra-curricular course). The Strategic Planning *plus* Repetition Group performed the video-based narrative task, on the first trial, under the detailed strategic planning condition. That is to say that, in the first performance of the oral task, the participants had the opportunity and guidance to plan (participants were given ten minutes to perform the planning task) their narratives prior to their oral performance. On the second trial, these

participants had the opportunity to repeat the same video-based narrative task, without planning;

Group 5: the Strategic Planning *for* Repetition Group (SPFR), which consisted of 9 participants (5 from the Licenciatura program/ 4 from the Extra-curricular course). The Strategic Planning *for* Repetition Group performed the video-based narrative task twice. On the first trial they were given no opportunity to plan their performance strategically (non-strategic planning condition). On the second trial, besides repeating the task, they had the opportunity and guidance to plan their performance (participants were given ten minutes to perform the planning task). Moreover, they underwent an instructional phase during the interval between the first and second trials.

In the second phase of the study, which took place from May 3rd to May 6th for the Licenciatura and Secretariado program participants, and from May 16th to May 20th for the Extra-curricular course participants (according to the days in which participants attended classes), all participants performed a video-based narrative task in which they had to watch and retell a 7 minute Tom and Jerry cartoon. Participants watched the cartoon in the classroom, in the presence of the researcher and the teacher. Then, they were taken to the language laboratory where they were asked to retell, with details, what the episode was about. Participants received detailed instructions on how to perform the narrative (see Appendix Q for instructions on the narrative task). In this phase, Groups 1, 3 and 5 were under the non-strategic planning condition; and Groups 2 and 4 were under the detailed planning condition. For participants in the detailed planning condition, the task was presented and the participants were given 10 minutes to plan. They received guidance on how to plan (see Appendix R for instructions on detailed strategic planning). They were instructed to focus on (1) the clarity of the

message, (2) the grammar needed to do the task and, (3) the vocabulary needed to perform the task. For all groups, there were no constraints on the time learners had to perform the narrative task since it was the researcher's purpose not to impose a burden on learners' performance in order to optimize the conditions for task performance.

Participants performing in Groups 3 (the Strategic Planning Group), 4 (the Strategic Planning *plus* Repetition Group) and 5 (the Strategic Planning *for* Repetition Group) were told that they would also participate in a second phase of the experiment and were aware of the fact that they would be required to perform the same task in the second phase of the study, which would take place four weeks later.

Between the second and fourth phase of the experiment, in the period between May 10th to May 31st for the Licenciatura/Secretariado programs and May 23rd to June 13th for the Extra-curricular course, participants of Group 5 - the strategic planning *for* repetition group - underwent an instructional period, which consisted of four meetings with the researcher. The purpose of this 'instructional phase' was to give learners' opportunity to plan, throughout the meetings, the narratives that they were going to retell in the fourth phase and to enable them to improve their story retelling in overall terms. The instructional meetings were conducted in the classroom and in the laboratory, in the presence of the teacher. The next subsection explains, in detail, the procedures adopted during the 'instructional meetings'.

3.7.1. The 'instructional meetings'

During instruction (see instructional package, Appendix S), the researcher and the teacher interacted with participants. The meetings lasted around 40 to 50 minutes. In the first meeting, the focus of instruction was on message organization,

particularly the cartoon's sequence of events. The participants recalled the sequence of the main events of the story and worked on discourse markers (conjunctions and sequencers) that would help organize the sequence of events. They also had the opportunity to refresh some key lexical and grammatical items that would be important for telling the story.

The second meeting was an awareness-raising session. Participants went to the laboratory, had the opportunity to listen to their own recordings and were asked to detect problems concerning lexical and grammatical choices. They also had the opportunity to listen to a peer's recording (a person they trusted) and, in pairs, tried to detect possible problems in each other's oral performance. Participants were also given the transcripts of their oral versions of the story, took them home and were asked to consider what they had done in the lab and work on the transcript again. They were also asked to answer a multiple choice questionnaire (Appendix S) which enabled them to give a detailed appraisal of their oral performance. The questionnaire was handed in to the researcher after all the instructional sessions were over.

In the third meeting, a problem-solving task on the mistakes they had made was applied. In the classroom, the participants, in groups, tried to solve the grammatical and lexical problems they found in their narratives, especially the ones they were not able to solve on their own. Then, the teacher and the researcher pinpointed the most problematic aspects of their oral performance (good aspects were also mentioned) and doubts were solved cooperatively. They were given a sheet of paper in which they would mark the mistakes they detected and the solution they provided. This sheet was handed in to the researcher after the instructional sessions were over. As homework, the researcher handed in a sheet to the participants in which they should work on the lexical aspect of their narratives.

In the last meeting, the researcher first checked the homework which was assigned in the previous meeting. That is, the researcher elicited from learners different and possible lexical choices to refer to the story events and characters. The whole class participated. After this activity was over, the focus was on communication strategies, particularly on the use of communication gambits. Participants recalled parts of the stories they had told on the first trial and tried to improve them in terms of fluency. They received a compilation of communication gambits and special attention was given to those gambits that would be particularly useful in a monologic situation.

Four weeks after the research started, the fourth phase of the experiment took place, in the period between June 7th and June 10th for the Licenciatura/Secretariado program participants and between June 20th to June 24th, for the Extra-curricular course participants (according to the days in which participants attended classes). Only the learners of Groups 3 (Strategic Planning Group), 4 (Strategic Planning *plus* Repetition Group) and 5 (Strategic Planning *for* Repetition Group) participated in this phase. In the fourth phase, participants in Group 5 (who repeated and strategically planned the narrative task on the fourth phase of the experiment – 2nd trial), were given instructions (see Appendix T) on how to perform the narrative and how to undergo the 10 minute planning time prior to performance. In the planning activity, they were asked to focus attention on (1) the clarity of the message, (2) the grammar needed to do the task, (3) the vocabulary needed to perform the task and (4) the problems they had previously encountered and how they have solved them.

The participants in groups 3 (Strategic Planning Group) and 4 (Strategic Planning *plus* Repetition Group) only received instructions on how to perform the narrative. For instance, they were told to tell the story providing as many details as possible, they were encouraged to use their imagination to fill in background

information if they wished, and they were informed that there was no time pressure for task accomplishment, but they were instructed not to interrupt their recording, All learners from the three groups (Strategic Planning, Strategic Planning *plus* Repetition and Strategic Planning *for* Repetition) watched the cartoon again in the classroom and performed the narrative task in the laboratory. The narratives were recorded, transcribed verbatim and finally analyzed and interpreted. After each trial, all participants answered a post-task questionnaire to provide further details concerning their views of the tasks, the conditions under which they had performed the task, and their personal assessment of task performance (see Appendix U for a summary of participants' answers on the post-task questionnaires). All participants, at the end of the research, received a copy of their transcription(s) and feedback on their oral performance. Table 3 displays in detail the methodological design of the present study.

Table 3
Research Design

	Groups/Number of participants	2nd Phase May 3rd to May 6th (Letras/Secretariado) May 16th to May 20th (Extra-curricular)	4th Phase June 7th to June, 10th (Letras/Secretariado) June 20th/Juen 24th (Extra-curricular)	Task type	Operationalization of Measures	Statistical Treatments
1st Phase- Selection of participants	Control (C) 11 participants	Watch Tell – 1st trial Post-task questionnaire		Monologic/ non-reciprocal task/ there-and-then video-based narrative task	Fluency 1 - speech rate unpruned Fluency 2 - speech rate pruned Fluency 3 - % filled pauses Fluency 4- number of filled pauses per c-unit Fluency 5 - % unfilled pauses Fluency 6 - number of filled pauses per c-unit Fluency 7 - number of self-repairs per c-unit Complexity - number of clauses per c-units Lexical density - % of weighted lexical density Accuracy 1 - number of errors per c-unit Accuracy 2 - % of error- free clauses	Pearson's correlation coefficient GLM repeated measures One-way Anova
	Experimental 1 Strategic planning condition (SP) 9 participants	Watch Detailed Strategic Planning (10') + Tell – 1st trial Post-task questionnaire				
	Experimental 2 Repetition condition (R) 9 participants	Watch Tell – 1st trial Post-task questionnaire	Retell – 2nd trial Post-task questionnaire			
	Experimental 3 Strategic planning *plus* repetition condition (SPPR) 9 participants	Watch Detailed strategic Planning (10') Tell – 1st trial Post-task questionnaire	Retell – 2nd trial Post-task questionnaire			
	Experimental 4 Strategic planning *for* repetition condition (SPFR) 9 participants	2nd phase Watch Tell – 1st trail Post-task questionnaire	3rd Phase 4 meetings May 10th to May 31st May 23rd to June 13th Focus on message organization Awareness raising activity Problem solving session (focus on form) Focus on communication strategies	4th phase Watch 10' Strategic planning Retell – 2nd trial Post-task questionnaire		

3.8 Data transcription procedures

Participants' speech samples were tape-recorded, transcribed verbatim (See Appendix N for speech data) and digitalized in audio and wave formats. The conventions for transcriptions were adapted from Foster et al. (2002), Van Lier (1988), and Johnson (1995). The procedures and conventions used in the transcriptions are described below.

In relation to unfilled pauses, they were first located and timed with a stopwatch. The length of unfilled pauses was established by using PRAAT, a program designed to analyze speech data. By the visual inspection of the spectrogram it was possible to determine and select the unfilled portion in each speech sample and establish the length of each unfilled pause. Unfilled pauses were first signaled in the transcriptions by a plus sign (+). This procedure helped me to identify the location of unfilled pauses when double checking the occurrences and length of unfilled pauses. Then, the plus signs were replaced by the exact time of unfilled pauses in milliseconds. All unfilled pauses produced by the participants are indicated by the time period in parenthesis. For example (2.5) indicates a silent pause of two second and five hundred milliseconds. However, as already stated, only the silent pauses equal or longer than 1.0 second were considered for statistical analyses.

Filled non-lexical pauses are indicated by 'uhm' and 'ahm' and immediately after, the length of filled pauses is indicated by a time period in parenthesis (i.e. ahm(0.90)). The procedures to identify the length of filled non-lexical pauses were the same adopted to identify unfilled pauses. For the sake of illustration, in the following excerpt from participant 22 – 1st trial:

Jerry starts to remember why Tom is (0.72) crying A flash back comes (0.76) and ahm(0.49) (0.40) the two of them are ahm(0.50) s/sitting (1.01) at a garden (0.70) drinking juice probably (1.09) ahm(0.90) (2.05)

The speaker produced ten pauses: 7 unfilled pauses – 4 shorter than 1.0 seconds and 3 longer than 1.0 seconds – and 3 filled nonlexical pauses – the first filled pauses lasted for .49 seconds, the second lasted for .50 seconds and the third lasted for .90 seconds.

A single parenthesis with a period (.) indicates elongations. Italics - *sss* - indicate emphatic repetitions. Bold - **sss** - indicates error. Underlining - <u>sss</u> - indicates mispronounced words. Inaudible words or phrases are indicated by XXX. An upright slash - **/** - indicates false starts, repetitions, replacements and/or hesitations. Laughter is indicated by the word *laugh* in parenthesis. Clause boundaries within a c-unit are indicated by inside brackets { }.

Regarding the length of the learners' speech samples the full text produced by the learners was analyzed. The main reason that motivates this choice is the fact that participants took different amount of time to produce their narratives from the pre-testing phase to the first and also to the second phase of this research. For instance the mean speech time varied from 2.06' in the pre-testing phase to 4.70' in the first phase and 5.48' in the second phase. The second reason is related to the question that Skehan and Foster (2005) have raised concerning to the maintenance of the effects of strategic planning. They claim that learners' performance might be more markedly affected by careful formulation and monitoring in the first few minutes as opposed to the later ones (Foster & Skehan, 2005). These two issues - time variation in participants' speech samples in the different phases of the present study and learners' ability to sustain already-made plans - justify, on an informed basis, the choice for having the full text analyzed.

3.9 Interrater reliability

Once this researcher determined the score for the variables of fluency, complexity, lexical density and accuracy[53] (see Appendix AB for analyses of speech data), the samples were submitted to different raters. Four raters reanalyzed different portions of the data following the criteria the researcher had used. Each of the raters worked on one of the variables – complexity, lexical density, accuracy and fluency (self-repairs). All four raters were experienced teachers of English and they are also acquainted with analyzing speech data. Rater 1, who holds a master degree in Applied Linguistics, reanalyzed 100% of the data for the accuracy measure. Rater 2, who is pursuing a PhD in education, reanalyzed 100% of the data for the complexity measure. Rater 3, who is pursuing a master degree in Applied Linguistics, reanalyzed 100% of the data for lexical density. Rater 4, who is also pursuing a master degree in Applied Linguistic, reanalyzed 100% of the data for fluency (self repairs). Although statistical treatment was not applied for interrater reliability, there was agreement between the raters and researcher's analysis. In the few instances when there were discrepancies between judgments, the researcher and the raters got together, discussed the doubts until consensus was reached.

3.10 Premises, research questions and hypotheses

The objective of the present research is twofold: (1) to examine the influence of detailed strategic planning and repetition on learners' oral performance and

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[53] Filled and unfilled pauses were analyzed by using PRAAT and the results from the learners' pausing pattern were not submitted to raters. For fluency, only the occurrence of self-repairs was reanalyzed by a rater.

(2) to examine the impact of the combination of conditions - strategic planning *plus* repetition and strategic planning *for* repetition - on learners' oral performance.

The present study departed from two major assumptions: (1) the conditions under which learners' perform orally triggers different metacognitive processes - strategic planning and repetition - which, further impact positively on learners' oral performance at the level of fluency, complexity, weighted lexical density and accuracy (Foster & Skehan, 1996; Bygate, 2001; Fortkamp, 2000 to mention but a few) and (2) the combination of conditions - strategic planning *plus* repetition and strategic planning *for* repetition - has beneficial effects on learners' oral performance at the level of fluency, complexity, weighted lexical density and accuracy (D'Ely & Fortkamp, 2003; D'Ely, 2004). In relation to assumption 1, concerning the metacognitive process of strategic planning, the motivation is to explore how planning time prior to performance may impact upon learners' performance. For fluency, it is assumed that strategic planning optimizes performance since all the necessary elements to complete the task have been recently freshened in long-term memory, thus freeing speakers' attentional resources and alleviating the pressure of performing on-line (Foster & Skehan, 1996; 1995, Fortkamp, 2000; Ortega, 1999, 2005; D'Ely, 2004; D'Ely et all, 2005). As for complexity it is assumed that strategic planning time will lead learners to use more cutting-edge language and will allow them to produce speech that has greater density of information (Foster & Skehan, 1996, 1995). As for weighted lexical density, it is assumed that as strategic planning time plays a role in the process of message generation and formulation, preparation prior to performance will facilitate retrieval of lexical items to convey intended meanings and, thus, it will allow learners to produce more lexically dense narratives (Mehnert, 1998; Fortkamp, 2000). As for accuracy, following Ellis (1987), Foster and Skehan (1996) and D'Ely (2004), it is assumed that

some of the time devoted to strategic planning channels towards the preparation of the linguistic resources needed to convey speakers' intended meanings. Such preparation enhances the use of correct forms on-line.

Focusing on the process of repetition, it is assumed that repeating a task impacts on fluency because, first, it enhances learners' familiarity with the task (Bygate, 2001b). This, summed to the issue of learners' activation of procedural knowledge[54], indicates that they are able to integrate knowledge they already have into a new encounter which lessens the pressure of performing on-line (Bygate, 2001b; D'Ely, 2004). In relation to complexity, it is assumed that some of this process of integrating previous knowledge with a new encounter with a task will be channeled to the use of more cutting-edge language, which, in turn, leads learners to produce speech that has greater density of information. For weighted lexical density, repetition may also enhance the use of a greater variety of lexical items. As regards accuracy, learners might devote attention to form when having the chance to repeat a task. Integration of previous knowledge might be channeled to the use of correct forms on-line.

In relation to the second assumption, which centers on the positive effects of the combination of conditions, the motivation is to explore how strategic planning *plus* repetition and strategic planning *for* repetition may impact upon learners' performance. In relation to strategic planning *plus* repetition, it is assumed that the opportunity given to learners to perform the task under the strategic planning condition on the first trial plus the opportunity to have a second encounter with the task will yield selective effects on participants' performance at the level of fluency, complexity, lexical density and accuracy (D'Ely & Fortkamp, 2003; D'Ely, 2004).

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[54] Although this claim is rather speculative, repetition may activate learners' procedural knowledge due to the fact that learners have already performed the task and, thus, may have an overall sketch of the message in their long-term memory.

The positive results of the planning *for* repetition condition found in D'Ely (2004) suggested that a combination of conditions (instruction, strategic planning, and repetition) is beneficial, and each of the conditions may play a slightly different but complementary role in enhancing learners' oral performance. Repetition enhances learners' familiarity with the task and seems to enable learners to activate procedural knowledge due to the fact that they have already performed the task and thus have an overall sketch of the message in their long-term memory (Greene, 1984). Moreover, having a second encounter with the story may lead learners to focus on the events and may enable them to depict the story with more details (Bygate, 20001b; Bygate & Samuda, 20005; D'Ely, 2004). By the same token, the process of strategic planning for repeating the task gives learners opportunities to work on speech that was generated by themselves, and further gives them opportunities to notice gaps in their interlanguage in a very particular way (Swain, 1995). This process also enables learners to focus on solving problems at the lexico-grammatical level of discourse. Consequently, this seems to enhance the processes that will take place in the formulator when the story is retold, possibly leading to automatization (Bygate, 2001b; D'Ely, 2004). Even if some control is still required, planning time prior to performance optimizes the process of lexical choices and grammatical mappings, freeing learners' attentional resources for message generation processes and enabling them to achieve gains in fluency, complexity, lexical density and accuracy simultaneously (Fortkamp, 2000; Foster & Skehan, 1996).

Having outlined the premises above, this study was motivated by two general research questions: (1) How do the five groups perform under the strategic planning, the repetition, the strategic planning *plus* repetition, the strategic planning *for* repetition and the no planning/no repetition conditions?, and (2) Is there a difference in

the performance of the five groups in terms of fluency, complexity, weighted lexical density and accuracy?

These general research questions generated five specific questions, stated as follows:

1. Is there a difference in the fluent performance of the experimental groups as compared to the control group?

2. Is there a difference in the complex performance of the experimental groups as compared to the control group?

3. Is there a difference in the lexically dense performance of the experimental groups as compared to the control group?

4. Is there a difference in the accurate performance of the experimental groups as compared to the control group?

5. Is there a difference in the performance of the strategic planning *for* repetition group as compared to the strategic planning, repetition and strategic planning *plus* repetition groups?

From the five specific research questions, five general hypotheses follow. For each general hypothesis, four specific hypotheses postulated in relation to the different experimental conditions and for each of the dimensions under which the speaking construct was investigated - fluency, complexity, lexical density and accuracy, are presented. The hypotheses are now formulated in specific terms:

Hypothesis 1 – There is an effect of the experimental conditions on learners' fluent oral performance when compared to the control group.

Hypothesis 1a - Under the strategic planning condition there will be greater fluency than in the control group.

Hypothesis 1b – Under the repetition condition there will be greater fluency than in the control group.

Hypothesis 1c – Under the strategic planning *plus* repetition condition there will be greater fluency than in the control group.

Hypothesis 1d – Under the strategic planning *for* repetition condition there will be greater fluency than in the control group

Hypothesis 2 – There is an effect of the experimental conditions on learners' complex oral performance when compared to the control group.

Hypothesis 2a – Under the strategic planning condition there will be greater complexity than in the control group.

Hypothesis 2b – Under the repetition condition there will be greater complexity than in the control group.

Hypothesis 2c – Under the strategic planning *plus* repetition condition there will be greater complexity than in the control group.

Hypothesis 2d – Under the strategic planning *for* repetition condition there will be greater complexity than in the control group

Hypothesis 3 – There is an effect of the experimental conditions on learners' lexically dense oral performance when compared to the control group.

Hypothesis 3a – Under the strategic planning condition there will be greater lexical density than in the control group.

Hypothesis 3b – Under the repetition condition there will be greater lexical density than in the control group.

Hypothesis 3c – Under the strategic planning *plus* repetition condition there will be greater lexical density than in the control group.

Hypothesis 3d – Under the strategic planning for repetition condition there will be greater lexical density than in the control group

Hypothesis 4 – There is an effect of the experimental conditions on learners' accurate oral performance when compared to the control group.

Hypothesis 4a – Under the strategic planning condition there will be greater accuracy than in the control group.

Hypothesis 4b – Under the repetition condition there will be greater accuracy than in the control group.

Hypothesis 4c – Under the strategic planning *plus* repetition condition there will be greater accuracy than in the control group.

Hypothesis 4d – Under the strategic planning *for* repetition condition there will be greater accuracy than in the control group.

Hypothesis 5 – The effects of different experimental conditions differ in the impact they have on learners' oral performance. That is, the more elaborated/combined the conditions are, the greater the effects will be on learners' oral performance. Thus, the strategic planning *for* repetition condition will lead to greater selective effects on learners' oral performance (fluency, complexity, lexical density, and accuracy) as compared to the other experimental conditions (strategic planning, repetition, and strategic planning *plus* repetition).

Hypothesis 5a – Under the strategic planning *for* repetition condition there will be greater fluency than in the strategic planning, repetition, and strategic planning *plus* repetition groups.

Hypothesis 5b – Under the strategic planning *for* repetition condition there will be greater complexity than in the strategic planning, repetition, and strategic planning *plus* repetition groups.

Hypothesis 5c – Under the strategic planning *for* repetition condition there will be greater lexical density than in the strategic planning, repetition, and strategic planning *plus* repetition groups.

Hypothesis 5d – Under the strategic planning *for* repetition condition there will be greater accuracy than in the strategic planning, repetition, and strategic planning *plus* repetition groups.

3.11 Analysis of data

In order to disentangle the data and to provide a careful analysis of research results three statistical treatments were adopted. First, a descriptive analysis was conducted. This procedure aimed at giving an overall picture of all groups' performance in the eleven measures - fluency (speech rate unpruned, speech rate pruned, number of silent pauses per c-unit, total amount of silence, number of filled pauses, total amount of filled pauses, number of self-repairs), complexity (number of clauses per c-unit), lexical density (weighted lexical density), and accuracy (number of errors per clause, number of error-free-clauses) - on the first and second trials. Descriptive statistics depicts the results for each of the measure, providing the minimum, the maximum, and

the mean performance of general results in each of the measures previously mentioned, as well as the standard deviation for each group.

The second approach to the data analysis was to perform a Pearson's Product Moment Correlation procedure to measure whether there was a linear relationship and, thus, a consistency of performance between the participants' performance in the second and fourth phase of the present study for the three groups that repeated that narrative task - repetition, strategic planning *plus* repetition, and strategic planning *for* repetition. Correlations measure how variables or rank order are related. In this study, these variables were the eleven measures already mentioned. Pearson's correlation coefficient is a measure of linear association. In the present study it indicated whether performance on the first trial, in each of the measures mentioned above, correlated significantly with performance in the same measures on the second trial for the repetition, strategic planning *plus* repetition, and strategic planning *for* repetition groups.

Once a significant correlation was attained in each of the measures, a General Linear Model (GLM) repeated measures was applied with the purpose of detecting possible differences in performance between the first and second trial of the groups that performed twice (the repetition group, the strategic planning *plus* repetition group, and the strategic planning *for* repetition group). This general linear model procedure allows for testing null hypotheses about the effects of both the between-subject factors (differences in performance in each experimental conditions – repetition, planning *plus* repetition, and strategic planning *for* repetition) and the within-subject factors (differences in performance of the same participant in the first and second trials). Interactions between factors, in this case, the interactions between the different experimental groups, as well as the effects of individual factors, in this case differences

in performance within participants, can be statistically tested (Box, Hunter & Hunter, 1989).

Finally, a one-way ANOVA procedure was adopted in order to determine whether there were differences in the performance of the five groups participating in this study - control, planning, repetition, strategic planning *plus* repetition, and strategic planning *for* repetition. The one-way ANOVA procedure yields a one-way analysis of variance for a quantitative dependent variable (the different measures for fluency, complexity and accuracy) - by a single factor (independent variable - the different experimental conditions - planning, repetition, strategic planning *plus* repetition, strategic planning *for* repetition, and control). Analysis of variance is used to test the hypothesis that several means are equal. Once it is determined that there are differences among the means, a post hoc test can determine which means differ where the F value justifies this procedure. For all analyses, a probability level of $p < .05$ was used to determine statistical significance. The following chapter presents and discusses the results of the data analysis.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

The purpose of the present chapter is to present and discuss the results of the experiment carried out to investigate the impact of four different metacognitive processes - strategic planning, repetition, strategic planning *plus* repetition, and strategic planning *for* repetition - on EFL learners' oral performance, and the extent to which the combination of performance conditions - strategic planning *plus* repetition, and strategic planning *for* repetition - enhances learners' oral performance. The organization of this chapter will be as follows. First, I will present the results from the descriptive analysis of the performance of the five groups (first trial for the control and strategic planning group, second trial for the repetition, strategic planning *plus* repetition, and strategic planning *for* repetition groups) in the 11 measures of L2 speech production under scrutiny in this study: (a) fluency - assessed by means of (1) speech rate unpruned, (2) speech rate pruned, (3) percentage of filled pauses, (4) total number of filled pauses per c-unit, (5) percentage of unfilled pauses, (6) total number of unfilled pauses per c-unit, (7) total number of self-repairs per c-unit, (b) complexity - assessed by means of (8) number of clauses per c-unit, (c) weighted lexical density - assessed by means of (9) percentage of weighted lexical density , and (d) accuracy - assessed by means of (10) number of errors per c-unit and (11) percentage of error-free clauses. Secondly, the results of a Pearson's Product Moment Correlation between learners' performance on the first and second trial for the groups that repeat the task (repetition, strategic planning

plus repetition, and strategic planning *for* repetition) are presented. Then the results of an analysis of variance (GLM repeated measures) of the same measures in the performance of participants on the first and second trials are presented. Thirdly, the last approach to data analysis is to compare the differences in performance of participants in all groups (control – C, strategic planning – SP, repetition – R, strategic planning *plus* repetition – SPPR, and strategic planning *for* repetition –SPFR) by performing a one-way ANOVA for each independent variable (each of the 11 measures). Finally, the results will be discussed and interpreted under the theoretical tenets presented in chapter two.

4.2 Descriptive Analysis

This section aims at presenting the descriptive analysis of the performance of the five groups (control – C, strategic planning – SP, repetition –R, strategic planning *plus* repetition – SPPR, and strategic planning *for* repetition – SPFR) in the following eleven measures of L2 speech production: (a) fluency - assessed by means of (1) speech rate unpruned (SPRATUN), (2) speech rate pruned (SPRAPRUN), (3) percentage of filled pauses, (4) total number of filled pauses per c-unit, (5) percentage of unfilled pauses, (6) total number of unfilled pauses per c-unit, (7) total number of self-repairs per c-unit, (b) complexity - assessed by means of (8) number for clauses per c-unit, (c) weighted lexical density - assessed by means of (9) percentage of weighted lexical density, and (d) accuracy - assessed by means of (10) number of errors per c-unit and (11) percentage of error-free clauses on the first trial for the control and strategic planning groups and on the second trial for the repetition, strategic planning *plus* repetition, and strategic planning *for* repetition groups (see Appendix V for the raw

scores for each of these variables obtained from the analysis). The descriptive statistics are presented in Tables 4 through 14[55] and show the results for each of the eleven measures providing the minimum and maximum scores, and the mean performance of the groups in each of the measures previously mentioned, as well as the standard deviation for each group.

Table 4
Fluency - Spratun - speech rate unpruned
< means >fluency
Fluency rank order - R>SPPR>SPFR>SP>C

Group	N	Minimum	Maximum	Mean	Std. Deviation
Control	11	54.47	87.01	74.00	10.46
Strategic Planning	9	43.08	108.99	77.61	20.70
Repetition	9	68.83	121.02	94.85	16.06
Strategic Planning *plus* Repetition	9	62.29	105.69	81.35	13.60
Strategic Planning *for* Repetition	9	56.86	119.25	80.21	22.09
Total	47	43.08	121.02	81.28	17.66

Table 5
Fluency - Spraprun - speech rate pruned
< means > fluency
Fluency rank order - R>SPPR>SPFR>SP>C

Group	N	Minimum	Maximum	Mean	Std. Deviation
Control	11	50.92	85.02	69.97	11.56
Strategic Planning	9	42.50	107.06	73.59	19.94
Repetition	9	67.50	117.55	90.58	17.08
Strategic Planning *plus* Repetition	9	56.17	98.30	77.29	14.23
Strategic Planning *for* Repetition	9	52.60	115.06	76.71	22.10
Total	47	42.50	117.55	77.30	17.86

Table 6
Fluency - Filled pauses % - percentage of filled pauses
< means > fluency
Fluency rank order - R<SPPR<SP<SPFR<C

Group	N	Minimum	Maximum	Mean	Std. Deviation
Control	11	0.000	0.084	0.033	0.030
Strategic Planning	9	0.000	0.062	0.027	0.021
Repetition	9	0.001	0.063	0.021	0.020
Strategic Planning *plus* Repetition	9	0.013	0.073	0.039	0.022
Strategic Planning *for* Repetition	9	0.000	0.088	0.377	0.024
Total	47	0.000	0.088	0.032	0.024

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[55] The tables depict the results from learners' last performance. Thus, for the control and the strategic planning group, the results refer to learners' performance on the first trial (these groups just performed once) and, for the repetition, strategic planning *plus* repetition and strategic planning *for* repetition the results refer to learners' performance on the second trial (these groups performed twice).

Table 7
  Fluency - Total filled pauses/c-unit - total number of filled pauses per c-unit
< means > fluency
Fluency rank order - R<SPFR<SP<SPPR<C

Group	N	Minimum	Maximum	Mean	Std. Deviation
Control	11	.00	1.47	.52	.51
Strategic Planning	9	.00	1.00	.38	.36
Repetition	9	.01	.70	.22	.22
Strategic Planning *plus* Repetition	9	.00	1.05	.49	.32
Strategic Planning *for* Repetition	9	.11	.76	.35	.26
Total	47	.00	1.47	.40	.36

Table 8
Fluency - Unfilled pauses % - percentage of unfilled pauses
< means > fluency
Fluency rank order - R<SPPR<SP <C<SPFR

Group	N	Minimum	Maximum	Mean	Std. Deviation
Control	11	.13	.39	.28	8.35
Strategic Planning	9	.13	.46	.24	.12
Repetition	9	.01	.29	.16	8.10
Strategic Planning *plus* Repetition	9	.05	.35	.20	9.77
Strategic Planning *for* Repetition	9	.13	.44	.29	.12
Total	47	.01	.46	.24	.10

Table 9
Fluency - Total unfilled pauses/c-unit - total unfilled pauses per c-unit
< means > fluency
Fluency rank order - R<SPPR<SP<C<SPFR

Group	N	Minimum	Maximum	Mean	Std. Deviation
Control	11	.72	2.70	1.61	.50
Strategic Planning	9	.35	2.42	1.28	.72
Repetition	9	.08	1.41	.71	.36
Strategic Planning *plus* Repetition	9	.32	2.15	1.24	.61
Strategic Planning *for* Repetition	9	.50	2.75	1.70	.88
Total	47	.08	2.75	1.32	.70

Table 10
Fluency - Total self repairs /cunits - total number of self repair per c-unit
< means > fluency
Fluency rank order - R<C<SPFR<SP<SPPR

Group	N	Minimum	Maximum	Mean	Std. Deviation
Control	11	.24	2.33	.92	.57
Strategic Planning	9	.32	2.40	.96	.66
Repetition	9	.16	2.00	.76	.56
Strategic Planning *plus* Repetition	9	.31	2.11	1.05	.54
Strategic Planning *for* Repetition	9	.38	1.53	.95	.39
Total	47	.16	2.40	.93	.54

Table 11
Complexity - Clauses/c-unit - number of subordinate clauses per c-unit
< means >complexity
Complexity rank order - SPFR>SP>C=SPPR>R

Group	N	Minimum	Maximum	Mean	Std. Deviation
Control	11	1.28	1.85	1.49	.16
Strategic Planning	9	1.25	1.86	1.53	.21
Repetition	9	1.18	1.73	1.41	.16
Strategic Planning *plus* Repetition	9	1.31	1.79	1.49	.18
Strategic Planning *for* Repetition	9	1.38	1.83	1.59	.15
Total	47	1.18	1.86	1.50	.18

Table 12
Weighted Lexical Density - WLD % - percentage of weighted lexical density
< means > WLD
weighted lexical density rank order - SPFR>R=SPPR>C>SP

Group	N	Minimum	Maximum	Mean	Std. Deviation
Control	11	.53	.70	.63	4.75
Strategic Planning	9	.48	.65	.59	6.17
Repetition	9	.62	.73	.68	4.02
Strategic Planning *plus* Repetition	9	.64	.77	.68	3.85
Strategic Planning *for* Repetition	9	.62	.75	.69	4.42
Total	47	.48	.77	.65	6.06

Table 13
Accuracy - Error/c-unit - number of errors per c-unit
< means > accuracy
Accuracy rank order - SPFR<R<SPPR<SP<C

Group	N	Minimum	Maximum	Mean	Std. Deviation
Control	11	.28	1.27	.74	.37
Strategic Planning	9	.20	1.06	.65	.29
Repetition	9	.12	.77	.44	.21
Strategic Planning *plus* repetition	9	.09	.77	.51	.23
Strategic Planning *for* Repetition	9	.02	.69	.29	.21
Total	47	.02	1.27	.54	.30

Table 14
Accuracy - % error-free clauses - percentage of error-free clauses
< means . accuracy
Accuracy rank order - SPFR>R>SPPR>SP>C

Group	N	Minimum	Maximum	Mean	Std. Deviation
Control	11	.33	.83	.59	.17
Strategic Planning	9	.55	.86	.69	.10
Repetition	9	.61	.90	.74	9.93
Strategic Planning *plus* Repetition	9	.50	.93	.70	.13
Strategic Planning *for* Repetition	9	.63	.98	.83	.10
Total	47	.33	.98	.71	.14

In order to examine the linguistic outcomes of learners' performance in the

five groups - control, strategic planning, repetition, strategic planning *plus* repetition,

and strategic planning *for* repetition groups - I will now scrutinize the general results of the four dimensions of performance: fluency, complexity, weighted lexical density, and accuracy.

As can be seen in Tables 4 through 10, the repetition group presented the best performance in measures of fluency (speech rate unpruned, speech rate pruned, percentage of filled pauses, filled pauses per c-unit, percentage of unfilled pauses, filled pauses per c-unit, self repairs per c-unit). However, this pattern of results is sustained in the opposite direction for the control group, whose participants' performance is the least fluent in almost all measures of fluency with the exception of the percentage of unfilled pauses, the total number of unfilled pauses per c-unit and the total number of self-repairs per c-unit. In these three measures it is, respectively, the strategic planning *for* repetition group and the strategic planning *plus* repetition group (self-repairs per c-units) which detain the least fluent performance.

Somewhat different results from those for fluency were obtained for complexity, weighted lexical density and accuracy measure as regards the repetition group which shows the best performance. Table 11 gives the descriptive statistics for the complexity measure (number of clauses per c-unit). It is the strategic planning *for* repetition group which produces more complex language than the other groups whereas the repetition group produces the least complex speech samples. However, it is important to note that the differences in the means of all groups are small.

With regard to weighted lexical density, Table 12 indicates that differences among means of performance of the experimental groups which repeat the task (repetition, strategic planning *plus* repetition and strategic planning *for* repetition) are small. Following the pattern presented in complexity, it is the strategic planning *for*

repetition group which produces the best performance in this variable in opposition to the strategic planning group whose performance is the least lexically dense.

Differences among means of performance of all groups were evident in the two accuracy measures (number of clauses per c-unit and percentage of error free clauses). As Tables 13 and 14 show, replicating the results for complexity and weighted lexical density, the strategic planning *for* repetition group is the most accurate whereas the control group performs at the lowest levels of accuracy in both measures.

In short, general results seem to favor the repetition group on fluency measures whereas the strategic planning *for* repetition group seems to show advantage in the complexity, weighted lexical density, and accuracy measures.

4.3 Correlational Analysis

In order to measure whether there was a linear relationship and consistency of performance between participants' performance in the second and third phase of this study for the three groups that repeated the task - repetition, strategic planning *plus* repetition, and strategic planning *for* repetition - a Pearson's Product Moment correlation procedure was adopted. Now each of the 11 measures will be briefly analyzed (see Table 15 which presents a summary of results for all measures).

Table 15
General results correlational analysis

Correlations 1st-2nd phases	r	P(sig. 1-tailed)
Spratun	.893**	.000
Spraprun	.900**	.000
Filled pauses %	.756**	.000
Total filled pauses/c-unit	.671**	.000
Unfilled pauses %	.803**	.000
Total unfilled pauses /c-unit	.792**	.000
Total self repairs/c-unit	.668**	.000
Clauses /c-unit	.548**	.002
Weighted lexical density%	.115	.284
Errors/c-unit	.676**	.000
Error free clauses %	.670**	.000

Considering fluency, complexity and accuracy, all measures show that there is a significant, positive and strong correlation between the performance of all 27 participants on the first trial and their performance on the second trial. The results for fluency, complexity and accuracy mean that there is consistency in participants' performance in all groups that repeat the task (repetition, strategic planning *plus* repetition, and strategic planning *for* repetition) and that fluency, complexity and accuracy increase in a linear fashion from the first to the second trials. In other words, those participants who performed better on the first trial also performed better on the second trial, suggesting considerable consistency in fluent, complex and accurate performance on both trials. Once there is a positive correlation between the first and second trial, it is possible to apply a general Linear Model (GLM) repeated measures procedure in order to detect whether there are differences in performance between the first and second trials of the groups that performed twice (repetition, strategic planning *plus* repetition, and strategic planning *for* repetition).

For the sake of illustration, the scatterplot (Figure 5) shows a significant correlation at the level of speech rate unpruned (for all the other fluency, complexity and accuracy measures the scatterplots can be seen in Appendix W)

Figure 5
Scatter-plot (Correlation analysis 1st-2nd phase) - Spratun
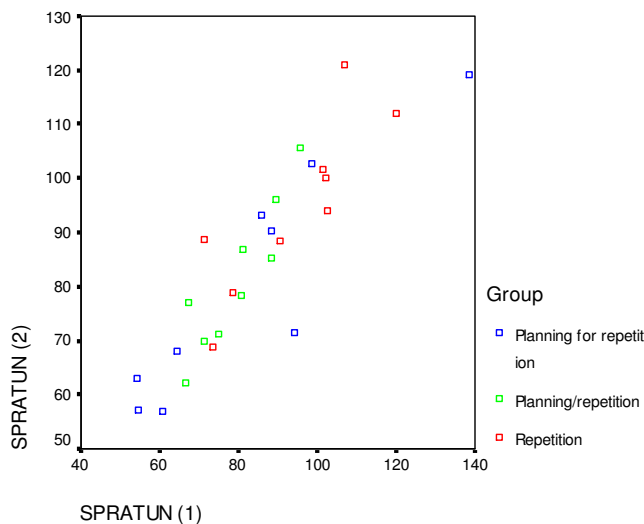
As for weighted lexical density, from the visual inspection of the scatterplot (Figure 6) it is possible to see that there is not a linear pattern in the data if the performance of participants on the first and second trials are compared. Weighted lexical density in the participants' L2 oral performance on the first trial is not linearly and not significantly correlated (r=.115 p=.284) to weighted lexical density in their oral performance on the second trial. In other words, those participants who performed better on the first trial were not those who performed better on the second trial, suggesting inconsistency in lexically dense performance on both trials. Thus, participants' lexically dense performance was susceptible to individual variation.

Figure 6
Scatterplot - (Correlation analysis 1st-2nd phase) - Percentage WLD
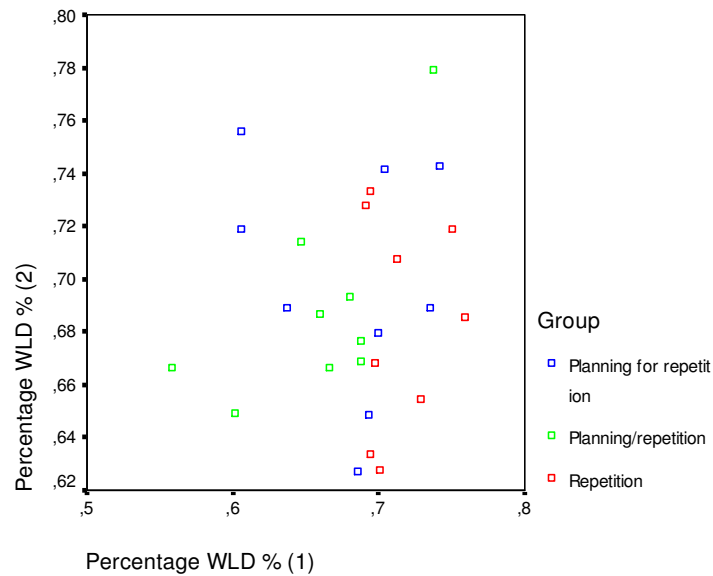
4.4 Results of the General Linear Model (GLM) Repeated measures procedure

Having briefly reported that there is a linear relationship between the performance of participants on the first and second trials in fluency (all measures), complexity, and accuracy, and a non-linear relationship between weighted lexical density on the first trial and weighted lexical density on the second trial, I now approach the analysis of the data by performing the GLM repeated measures procedure so as to provide an analysis of variance to the same measures in the performance of participants on the two different trials (differences *within* groups), to see whether gains or losses between the first and second trial are different for the participants of the three groups (*interaction* between factors) and thus investigate the existence of differences in performance due to the different experimental conditions (repetition - R, strategic strategic planning *plus* repetition - SPPR, and strategic planning *for* repetition - SPFR) (differences *between* groups).

This statistical model, in the present study, was just applied to fluency (all measures), complexity, and accuracy (all measures) and not for weighted lexical density because it was previously detected that there was no correlation between participants' lexically dense oral performance on the first and second trials.

In order to verify whether there were differences in gains depending on the different experimental conditions, I shall now present the gains for each group in each of the measures assessing fluency, complexity and accuracy, and report on the measures in which statistical differences in gains were attained or almost attained. The differences in gains in the performance of the participants in the three groups can be visualized in a profile plot[56].

In repeated measures analysis, both between-subject factors and within-subject factors can be used in profile plots. In order to visualize the differences within subjects (gains in performance of the participants in the first and second trials in each of the groups), the profile plot (Figure 7) shows three lines which put together the estimated marginal mean of participants' performance on the first and second trials. There are three colored lines. The red line stands for the repetition group, the green line stands for the strategic planning *plus* repetition group and the blue line stands for the strategic planning *for* repetition group, respectively. A horizontal line implies that there are no differences in performance between the first and second trials. A slanted line reveals that there are differences in participants' performance on the first and second trials, so the more slanted the line is, the greater the differences are. In order to visualize differences between subjects, that is, differences in gains in performance among the three experimental groups (repetition, strategic planning *plus* repetition, and strategic

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[56] Profile plots (interaction plots) are useful for comparing marginal means in the GLM model. A profile plot is a line plot in which each point indicates the estimated marginal mean of a dependent variable at one level of a factor. The level of a second factor can be used to make separate lines.

planning *for* repetition), parallel lines indicate that there are no differences between groups, so similar gains have occurred. Now, each of the dimensions – fluency, complexity and accuracy (with the exception of weighted lexical density) will be approached separately.

In relation to fluency, only the measures of filled pauses - percentage of filled pauses and total number of filled pauses per c-unit - revealed significance (see profile plot, Figure 7)

Figure 7
Profile plot - Filled pauses %
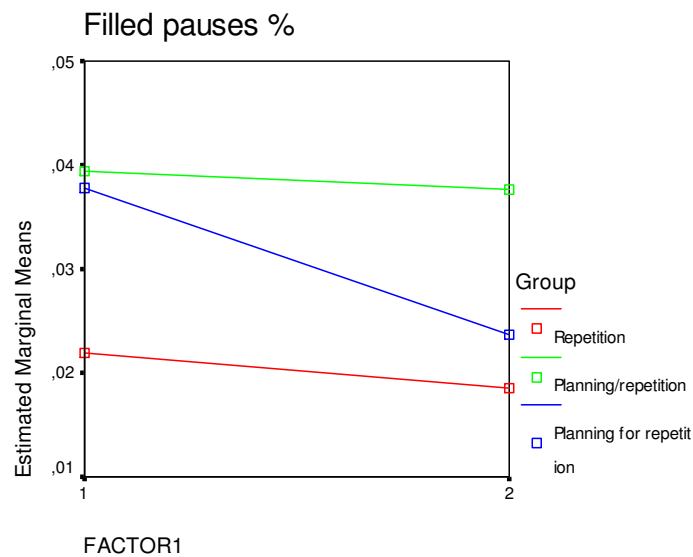
Reporting the results of ANOVA, only the F value for the within subject factor was 4.681 significant at the 0.041 level. This means that there were changes in participants' performance between the first and second trials for all the 27 participants. Among all the groups that repeated the task, the strategic planning *for* repetition group benefited the most on fluency (0.003), that is, it was the most successful in decreasing the use of filled pauses. However, the almost parallel line of the repetition group and

strategic planning *plus* repetition group reveals that repeating the task did not impact upon learners' fluent oral performance at the level filled pauses.

In relation to the other measure assessing the use of filled pauses - number of filled pauses per c-unit, the picture portrayed above is repeated (see profile plot, Figure 8).

Figure 8
Profile plot - Total filled pauses/cunit
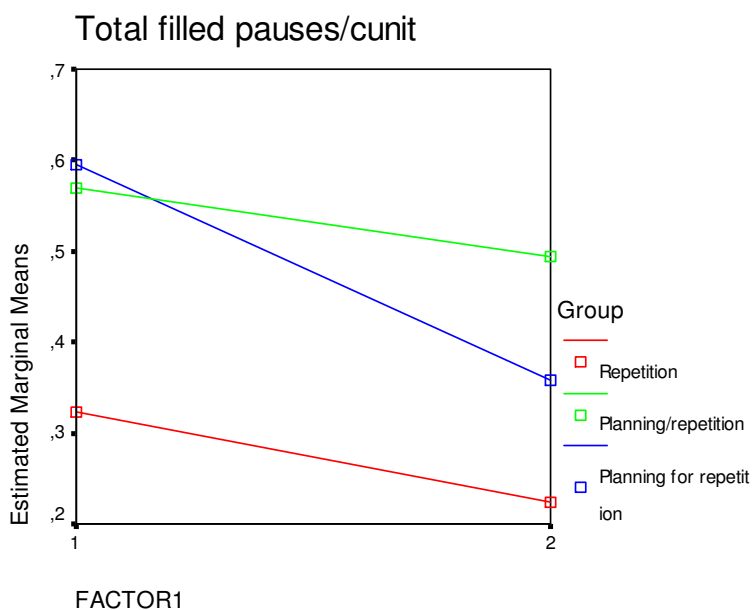
There are also overall gains for the three groups (repetition, strategic planning *plus* repetition, and strategic planning *for* repetition). Only the F value for the within subject factor was 3.066, significant at the 0.041 level. Despite the fact that the strategic planning *for* repetition group is most favored in fluency (-0.23) - fewer number of filled pauses per c-unit, the other experimental groups - repetition (-0.098) and strategic planning *plus* repetition (0.075) - also benefited from repeating the task. However, the effects are modest as it can be perceived from the almost parallel line of the repetition and strategic planning *plus* repetition groups.

In relation to the use of unfilled pauses, assessed by percentage of unfilled pauses, significance for the interaction factor was approached but not attained (F=3.062, p=0.065) (see profile plot, Figure 9).

Figure 9
Profile plot - Unfilled pauses %
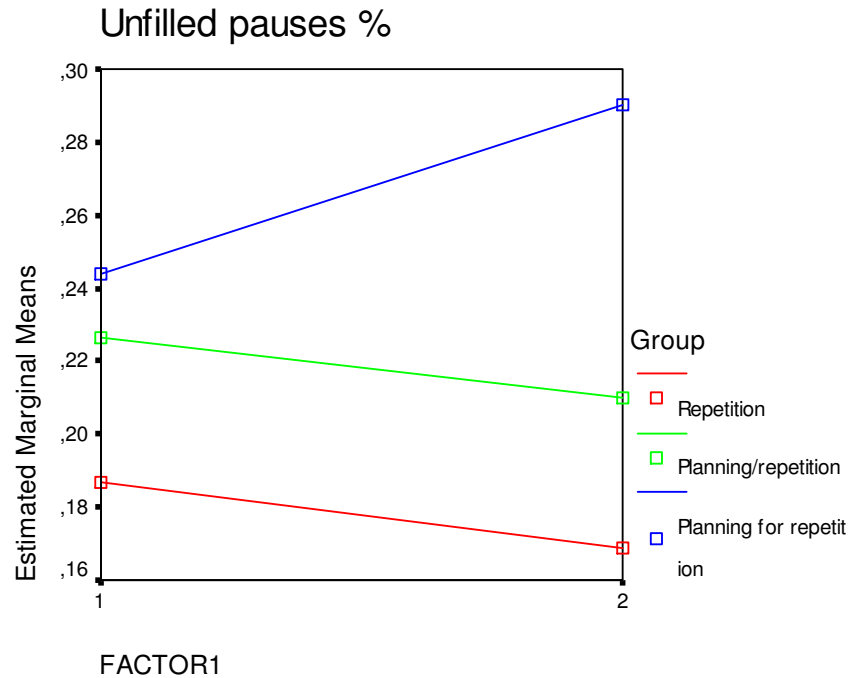
There were overall gains for the repetition (-0.017) and strategic planning *plus* repetition group (- 0.016) and losses for the strategic planning *for* repetition group (0.046). The fact that only the interaction factor was almost significant means that the differences in gains or losses in performance are caused by the different experimental conditions (the repetition and the strategic planning *plus* repetition groups solely repeat the task while the strategic planning *for* repetition group, besides repeating the task had also to undergo an instructional phase and had opportunities for strategic planning prior to performance).

As regards complexity, measured by the number of clauses per c-unit, statistical significance is only attained for the interaction factor ($F=5.187$, $p= 0.013$), which is evidence that the different experimental conditions have influenced the results.

Figure 10
Profile plot - Clauses per c-unit
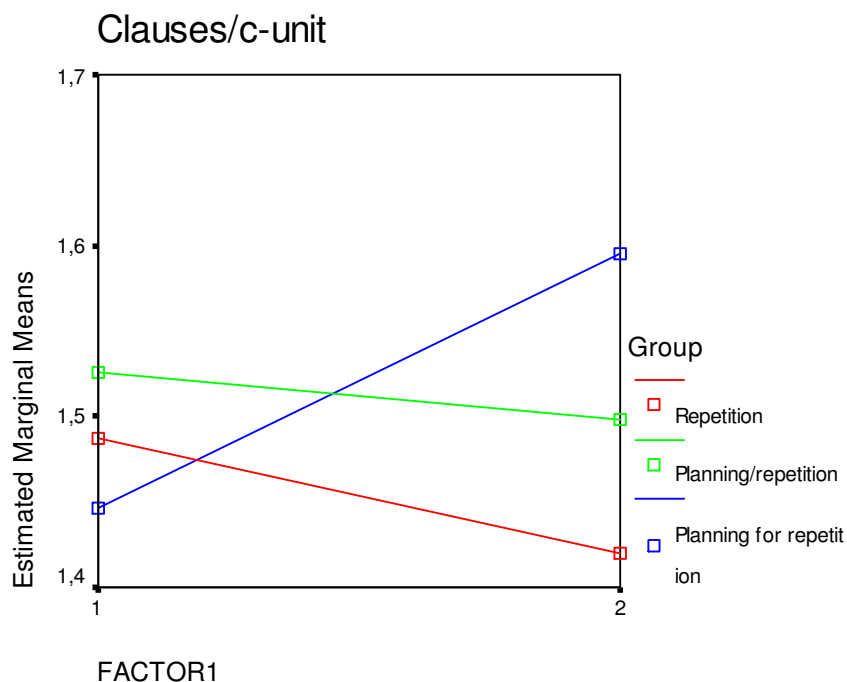
As it can be visualized in Figure 10, there are outstanding gains for the strategic planning *for* repetition group (0.14) whereas losses can be perceived for the repetition group (-0.067) and strategic planning *plus* repetition group (-0.027).

Moreover, the only factor that explains the existence of differences between the first and second trials is the different experimental conditions participants are inserted in. In this case only the strategic planning *for* repetition condition impacted positively upon learners' oral performance.

The following excerpts from the first and second trials of participant 39 illustrate some gains in complexity.

Excerpt 1 – P 39 – 1st trial

{…and he gives (0.55) a ring}{and the rich cat gives her a much bigger/ and (1.30) a much bigger ring} (2 clauses – 2 c-units)

Excerpt 2 – P39 – 2nd trial

{…and(.) when he gives it to her (0.58)}{ she (0.38) uses a magnifying}{ to look at it}{ and (.) he has to wear/ both of them have to wear a mask}{ to see the diamond}{Butch gave to her} (6 clauses – 2 c-units)

In these excerpts the participant is narrating the scene in which Tom gives the kitty a ring and immediately the kitty shows him the ring she had already received from the other cat (Butch). As it can be observed, in the first excerpt the participant just mentions the fact that the other cat had given a much bigger ring than Tom did. Whereas in the second excerpt the richness of details in which the participant portrays the scene can be observed. He mentions the fact that the kitty uses a magnifying to see the diamond Tom gave to her, and also the fact that both of them had to wear a mask to see the (huge and shinning) diamond Butch had given to her. Thus, a much more detailed description of the scene led to more complex language.

There were statistical differences for the two measures assessing accuracy – number of errors per c-unit and percentage of error free clauses. In relation to errors per c-unit statistical significance was attained only for the within factor (F= 5.124, p=0.033). From the visual inspection of the profile plot (Figure 11), it can be perceived that the strategic planning *for* repetition group detains greater gains in accuracy (-0.19) - producing fewer errors per c-unit - than the repetition group (-0.026) and the strategic planning *plus* repetition group (-0.035) in which accuracy is only modestly affected. The attained significance for the within factor implies that there are overall gains in accurate performance for all participants in the experimental conditions.

Figure 11
Profile plot - error/c-unit
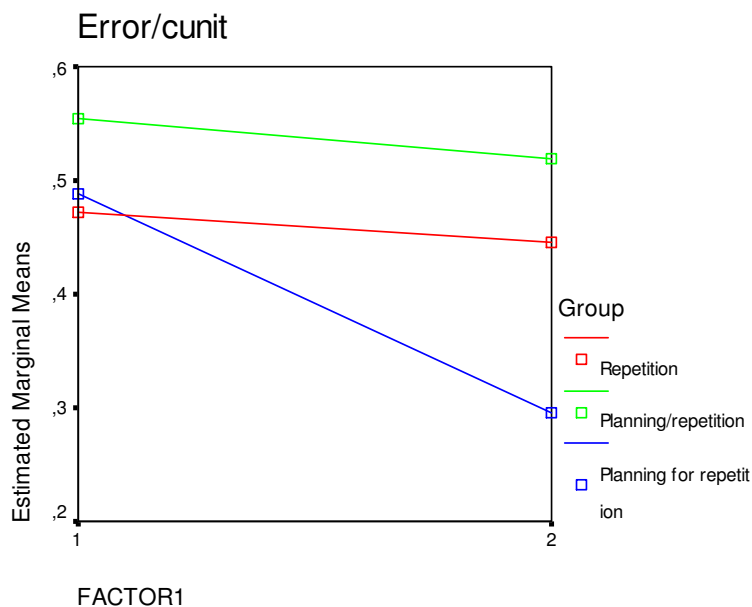
A slightly different pattern of results can be perceived for the other accuracy measure – percentage of error free clauses. For this measure, statistical significance was attained for both within (F= 3.982, p=0.005) and interaction factors (F= 5.474, p=0.011). There are no significant effects for the between subjects factor. This reveals that there were gains in performance for all participants between the first and second trials, but the experimental conditions differ in the impact they have on accurate language performance. That is to say that there are differences in participants' performance from the first to the second trial. In addition, these differences between the first and second trial vary according to the experimental conditions - the repetition, the strategic planning *plus* repetition, and the strategic planning *for* repetition conditions. In light of these results, it can be claimed that these differences in gains are not due to a priori differences in participants' performance, but due to the experimental conditions which participants were inserted in.

In accordance with these results, the profile plot (see Figure 12) reveals that accuracy was significantly affected in the strategic planning *for* repetition group (0.11).

Figure 12
Profile plot - % error-free clauses
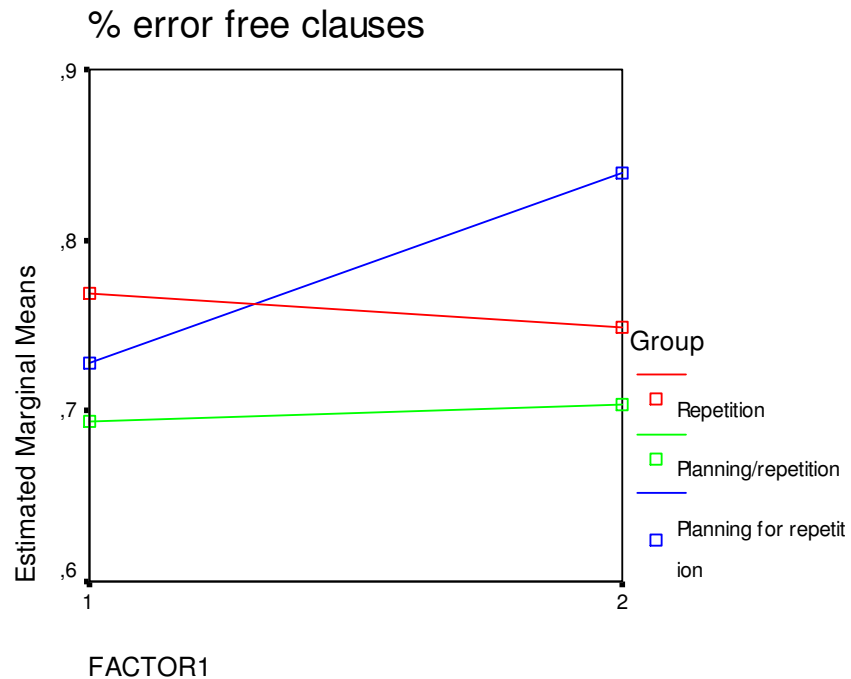
However, the almost parallel line of the strategic planning *plus* repetition and the repetition group reveals that repeating the task did not impact upon learners' accurate oral performance. It has to be borne in mind that in the fourth phase of this experiment (learners' second trial), both the strategic planning *plus* repetition group and the repetition group performed under the repetition condition only. However, the strategic planning *plus* repetition group had opportunities to plan in the second phase (learners' first trial). The participants of the strategic planning *for* repetition group, besides undergoing an 'instructional phase', had also the opportunity to plan strategically their speech prior to their oral performance. The statistically significant

results for the interaction factor reveal that the strategic planning *for* repetition condition impacted positively upon learners' accurate performance.

The following excerpts illustrate some gains in accuracy for participants in the strategic planning *for* repetition condition.

Excerpt 1 – 1st trial – P40

…he fell in love ahm(0.62) **for** ahm (0.55) a very charming cat

Excerpt2 _ 2nd trial – P40

… and Tom completely fell in love with her

Excerpt 3 – 1st trial P 43

…well the story **start** with Tom who is/ who is a/ a cat

Excerpt 4 – 2nd trial P43

… well the story starts with Tom (0.61) and Jerry (0.67)

Excerpt 5 — 1st trial - P 41

…and(.) (2.04)/ and (1.43)/ and he buys a car (0.73) a very old car like a **calhambeque** (0.83) I would say

Excerpt 5 – 2nd trial – P41

…in f/actually it's not a car it's a wreck (0.85)

To briefly summarize, the GLM repeated measure procedure has yielded mixed results in relation to the measures that assess fluency, complexity and accuracy. First, in relation to some fluency measures (speech rate unpruned, speech rate pruned, unfilled pauses per c-unit, self repairs per c-unit) statistical significance was not attained. Consequently, repeating the task did not impact learners' fluent performance on the above mentioned measures in any of experimental conditions where they performed the task twice (repetition, strategic planning *plus* repetition, and strategic planning *for* repetition).

Secondly, for the other fluency measures (percentage of filled pauses, filled pauses per c-unit and percentage of unfilled pauses) and also for complexity (clauses per c-unit) and accuracy (errors per c-unit, percentage of error free clauses) measures, statistical significance was either attained or approached. Table 16 summarizes the main results derived from the GLM statistical procedure.

Table 16
Synthesis of main GLM results

Measures	Statistical significance	Impact of the fact	Group most benefited	Implications
Fluency - filled pauses per c-unit % filled pauses	ATTAINED WITHIN FACTOR	SPFR - greatest gains SPPR/R - modest gains	SPFR (most successful in diminishing filled pauses)	Repeating the task, in overall terms, impacts learners' fluent performance
Accuracy Errors per c-unit	ATTAINED WITHIN FACTOR	SPFR - greatest gains SPPR/R - modest gains	SPFR (most successful in producing fewer errors per c-unit)	Repeating the task, in overall terms, impacts learners' accurate performance
Fluency %unfilled pauses (total silence)	APPROACHED INTERACTION FACTOR	SR/PPR - overall gains SPFR - greatest losses	SPPR/R (most successful in producing fewer unfilled pauses, gains happen in the same proportion for both groups)	Differences in gains or losses are due to the different experimental conditions
Complexity Clauses per c-unit	ATTAINED INTERACTION FACTOR	SPFR - greatest gains SPPR/R - losses	SPFR (substantially increases the use of subordinated clauses per c-unit)	Differences in gains or losses are due to the different experimental conditions
Accuracy- % of error free-clauses	ATTAINED WITHIN AND INTERACTION FACTORS	SPFR - greatest gains SPPR - modest gains R - modest looses	SPFR (most successful at producing more error -free clauses)	There are differences in participants' performance between the first and second trials, but the experimental conditions do differ in the impact they have upon learners' accurate performance.

SPFR – Strategic planning *for* repetition group
SPPR – Strategic planning *plus* repetition group
R – repetition group

In all these measures, it is the strategic planning *for* repetition group which is the most benefited and thus detains the greatest gains in the use of (1) filled pauses (both measures), (2)subordination and (3) accurate language. However it is this same

group which is most penalized, and detains losses in the use of unfilled pauses (percentage of unfilled pauses). Claims for the positive effect of the strategic planning *for* repetition condition on learners' performance can only be made for the gains achieved for complexity and for one of the accuracy measures (percentage of error free clauses), where significance was attained for the interaction and within and interaction factors respectively. When there is significance for only the interaction factor, such as the case of complexity, this means that the differences in gains are due to the experimental condition in which participants are inserted in. Significance for the within and interaction factor in the percentage of error-free clauses reveals that there were either gains or losses for all participants between the first and second trials, but the experimental conditions (specially the strategic planning *for* repetition) differed in the impact they had on accurate performance. However, the positive impact of strategic planning *for* repetition on producing gains in complex and accurate performance occurs at the expense of fluent performance at the level of filled pauses (percentage of filled pauses). This is the case for the strategic planning *for* repetition group, which loses in fluency. Such loss, it can be claimed, is due to the condition under which participants are inserted in (significance was attained for the interaction between factor).

Nevertheless, it has to be borne in mind that all the three groups repeating the task (repetition, strategic planning *plus* repetition, and strategic planning *for* repetition) are successful at diminishing the use of filled pauses (in both measures). The statistical significance attained for the within factor reveals that repeating the task, in any of the experimental conditions, has impacted upon learners' fluent performance. It is the strategic planning *for* repetition group which detains the greatest gains. The interesting results concerning how the use of filled and unfilled pauses might interact

reveals that in the strategic planning *for* repetition condition producing fewer filled pauses occurs at the expense of producing more unfilled pauses.

These general results might indicate that repeating the task in the strategic planning *for* repetition condition led learners to perform at higher levels of accuracy and complexity, at the expense of producing more silent pauses. For the other two groups which only experienced the repetition condition on the second trial (the repetition group and the strategic planning *plus* repetition group), repeating the task seems to lessen the trade-offs among the different dimensions of performance. Gains, in the fluency measures, or losses, in the complexity and/or accuracy measure(s) occur in a modest proportion. Both the repetition and the strategic planning *plus* repetition group detain modest gains in fluency. The repetition group presents modest losses in accuracy as measured by the percentage of error free-clauses, and in complexity, whereas the strategic planning *plus* repetition group only loses in complexity. It remains to be tested, however, if such effects will determine differences among the experimental groups. This issue will be approached when reporting the ANOVA results.

Thirdly, the between subject (differences in performance between the first and second trials) factor was not significant in any of the measures. This is an important result since it gives evidence to the fact that there are no a priori differences in participants' performance in the three experimental groups - repetition, strategic planning *plus* repetition, and strategic planning *for* repetition - repeating the task. That is to say that the strategic planning condition under which the strategic planning group performs on the first trial did not trigger significant differences in performance if compared to the repetition and strategic planning *for* repetition groups, which did not have opportunities for planning strategically prior to performance on the first trial. However, as the GLM procedure just provides partial analysis of research data, this

issue will only be fully explored when discussing the research results of the ANOVA which is the topic of the next subsection.

4.5 Results of the One-way ANOVA (analysis of variance)

The GLM repeated measure procedure, explained above, has provided only a partial analysis of the data, since it has depicted the differences in gains and/or losses in participants' performance on three experimental conditions – repetition, strategic planning *plus* repetition, and strategic planning *for* repetition. However, the main focus of this study is on the impact of different experimental conditions on learners' performance. Consequently, the last approach to data analysis is to compare the differences in the performance of participants in all groups (control - C, planning - P, repetition - R, strategic planning *plus* repetition - SPPR, and strategic planning *for* repetition - SPFR) by performing a one-way ANOVA for each independent variable – (a) fluency - (1) speech rate unpruned (SPRATUN),   (2)speech rate pruned (SPRAPRUN) , (3) percentage of filled pauses, (4) total number of filled pauses per c-unit, (5) percentage of unfilled pauses, (6) total number of unfilled pauses per c-unit, (7) total number of self-repairs per c-unit, (b) complexity - (8) number for clauses per c-unit, (c) weighted lexical density - (9) percentage of weighted lexical density, and (d) accuracy - (10) number of errors per c-unit and (11) percentage of error-free clauses. For this analysis, it was considered participants' performance on the first trial for the control and planning groups (which only performed once and participated only in the first phase of the experiment) and participants' performance on the second trial for the repetition group, the strategic planning *plus* repetition group and, the strategic planning *for* repetition group (performance on the first trial was not considered).

To give a brief picture of the overall results, general results from the ANOVA show that the F value was significant for fluency, as measured by unfilled pauses per c-unit, for weighted lexical density, as measured by percentage of lexical density and for accuracy, as measured by clause per c-unit and percentage of error free clauses. Statistical significance was not attained but approached for fluency, in the measures of speech rate unpruned, speech rate pruned, and percentage of unfilled pauses. Regarding the other fluency measures, which reflect learners' use of filled pauses (percentage of filled pauses and filled pauses per c-unit) and learners' use of self repairs (number of self repairs per c-unit), there were no significant statistical differences among all the groups under scrutiny in this study. As regards complex performance, there were no significant statistical differences among the control and experimental groups.

Now I will address sets of hypotheses (those which refer to the same dimensions of speech under scrutiny in this study – fluency, complexity, lexical density and accuracy) to report the ANOVA results for each set and I will also draw back on some of the results already reported on the GLM repeated measures.

Hypotheses 1a, 1b, 1c, and 1d postulated that learners in each of the experimental groups – strategic planning, repetition, strategic planning *plus* repetition, and strategic planning *for* repetition – would outperform learners' fluent performance in the control group. Hypothesis 5a, postulated that in the strategic planning *for* repetition group there would be greater fluency than in the other experimental conditions – strategic planning, repetition and strategic planning *plus* repetition groups. The results only show a significant and consistent effect on the performance of participants who had the opportunity to repeat the task in the repetition group for fluency, at the level of the use of unfilled pauses – in the measure of percentage of filled pauses. As regards

speed fluency - there is a trend that signals the superiority of the repetition group in the measures of speech rate unpruned and speech rate pruned. Now, each of the different dimensions of fluency will be approached separately.

In relation to the measures of speech fluency - speech rate unpruned and speech rate pruned - the results show a trend for a positive effect on fluent performance of participants of the repetition group, but not for *all* the groups performing the same task twice - the strategic planning *plus* repetition and the strategic planning *for* repetition group.

The ANOVA F value of 2,079 for the measure of speech rate unpruned reaches the 0,10 level of significance. Consequently, statistical significance is almost attained. The means plot (Figure 13) depicts the five relevant mean scores for fluency for each group.

Figure 13
Meansplot - Speech rate unpruned
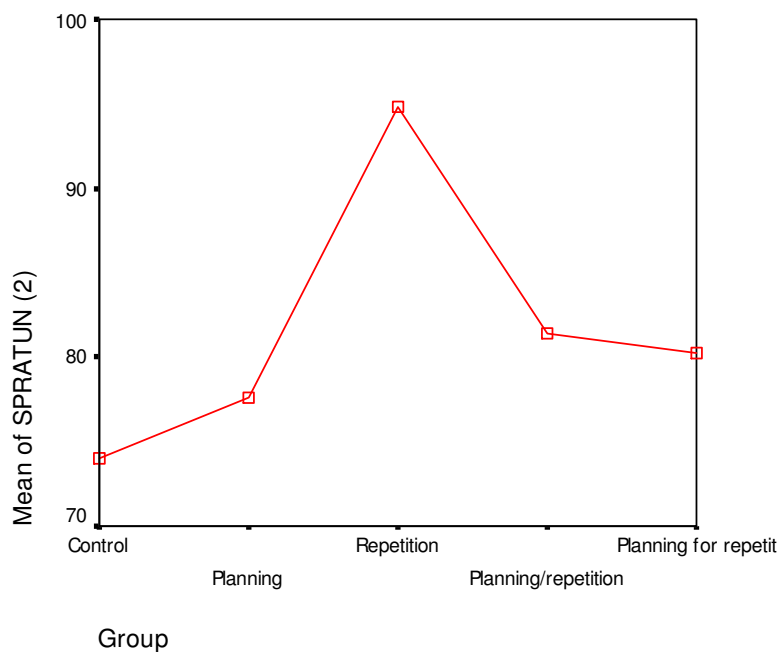
Statistical significance in the post-hoc test is almost attained (p=0.09) for the repetition group in relation to the control group. A similar picture emerges for the attained significance in the post-hoc test (p=0.036) in participants' fluent performance in the repetition group compared with the participants' fluent performance in the strategic planning group.

The same pattern of results emerges for speech rate pruned (see means plot, Figure 14).

Figure 14
Meansplot - Speech rate pruned
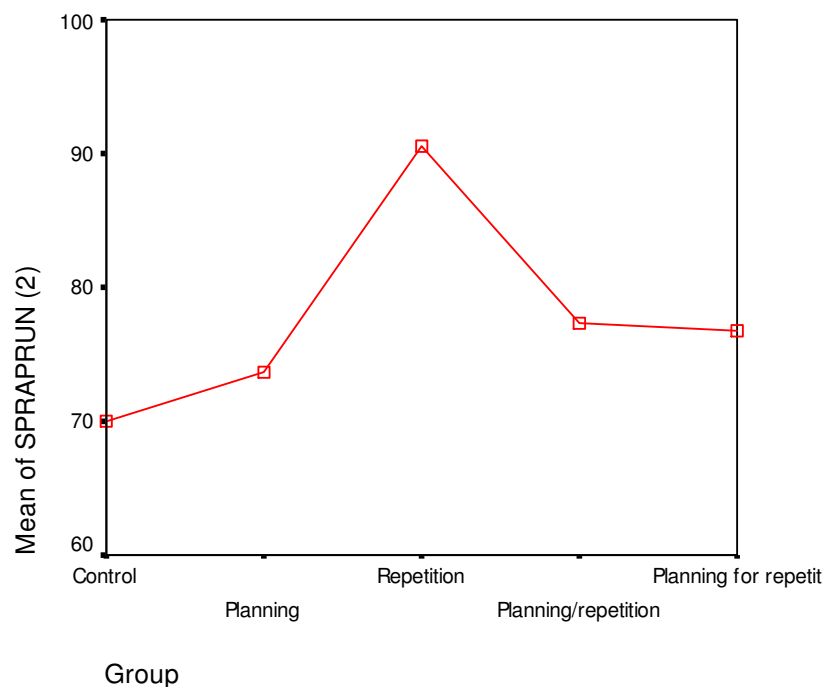
The ANOVA F value of 2.079 for the measure of speech rate pruned is of 1.955 and reaches the 0,011 level of significance, revealing that statistical significance was almost attained. Statistical significance in the post-hoc test reveals that there is statistically significance differences for the repetition group (p=0.01) in relation to the control, and for the repetition group (p=0.04), compared with learners' fluent

performance in the strategic planning group. Overall, repetition has impacted learners'

fluent performance in the repetition group. However, all the other groups - the control,

the strategic planning, the strategic planning *plus* repetition, and the strategic planning

for repetition groups - perform at the same level concerning learners' pruned speech

rate.

The results of the use of unfilled pauses in both measures (percentage of

unfilled pauses and unfilled pauses per c-unit) displayed the same tendency as results

for speech rate unpruned, and pruned, as shown in Figure 15. The repetition group was

favored in relation to the control and the strategic planning group respectively.

Figure 15
Meansplot - Percentage of unfilled pauses
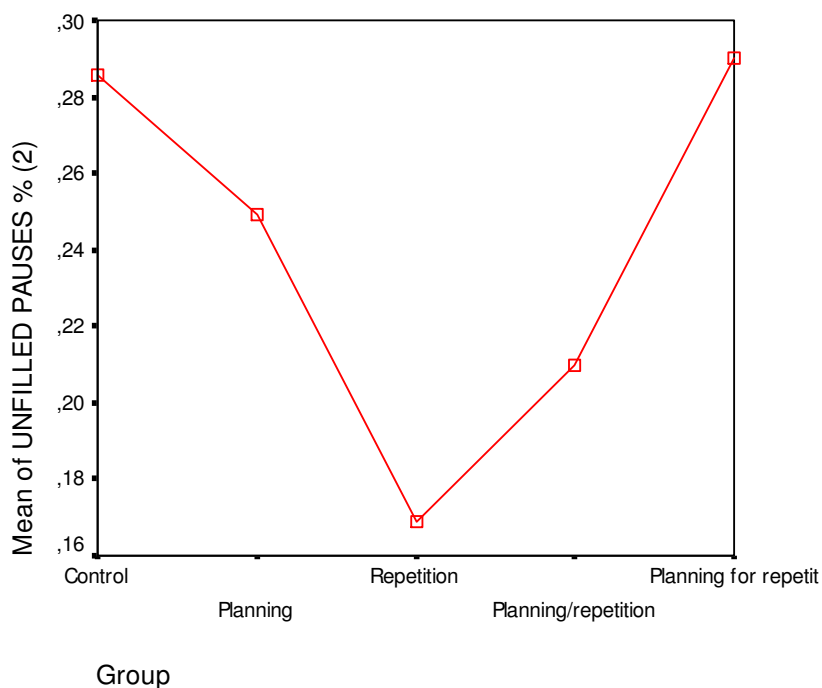
Statistical significance is almost attained for the measure of breakdown

fluency – percentage of unfilled pauses (F=2.39, p=0.06). Results from the post-hoc

tests were significant for the repetition group (p=0.015) compared with the control

group, and for the repetition group (p=0.016) compared with the strategic planning *for* repetition group. This result displays a tendency showing that the repetition group is the only group which was successful at producing fewer unfilled pauses. However, significant differences only emerge in relation to the control and the strategic planning *for* repetition groups.

The one-way ANOVA procedure yielded a significant result for the number of unfilled pauses per c-unit, where the F value of 3.456 reaches the 0.01 level of significance (see means plot, Figure 16)

Figure 16
Meansplot - Total unfilled pauses per c-unit
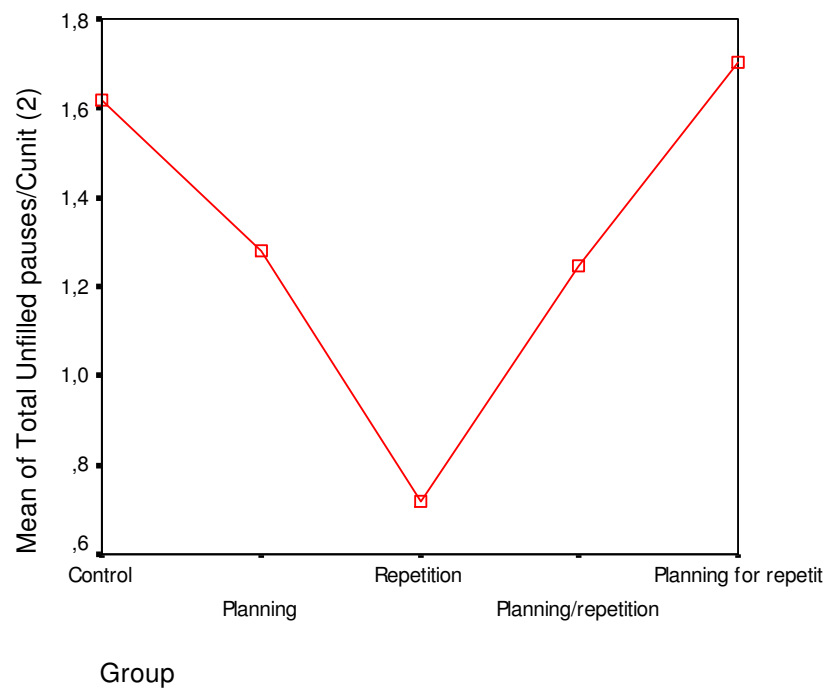
Statistical significance in the post-hoc test was attained (p=0.01) for the repetition group in relation to the control group, and for the repetition group (p=0.04) compared with the participants' fluent performance in the strategic planning *for* repetition group. The repetition group, again, is the group which detains the most fluent

performance at the level of number of unfilled pauses per c-unit. However, learners' fluent performance in this group is only significant if compared with learners' fluent performance in the control and the strategic planning *for* repetition groups. There are no statistically significant differences in the performance of all the other groups - control, strategic planning, strategic planning *plus* repetition, and strategic planning *for* repetition.

To sum up, regarding fluency, the results of the present study in the only measure that achieved statistical significance - percentage of unfilled pauses - favor the repetition group in contrast to learners' fluent performance in the control and strategic planning *for* repetition group. These results, on the one hand, corroborate those of D'Ely (2004), in which a decrease in the use of unfilled pauses seemed to be a sensitive measure for detecting differences in fluent performance. On the other hand, research results are different concerning the group which detained the highest level of fluent performance. In D'Ely (2004), it was the strategic planning *plus* repetition group which was the most fluent, followed by the strategic planning group. However, as acknowledged by the author, caution was required to make claims on the beneficial effects of strategic planning upon learners' performance as in D'Ely (2004) participants' level of proficiency was not controlled and research results showed that there were a priori differences in learners' degree of fluency.

An interesting point that deserves to be raised now is the statistically significant difference that arises in the use of unfilled pauses by the participants of the repetition group as opposed to the use of unfilled pauses by the participants of the strategic planning *for* repetition group, in which the repetition group outperforms the strategic planning *for* repetition group. Recapitulating the results of the GLM analysis, there were some trade-offs for the strategic planning *for* repetition group in the use of

filled and unfilled pauses. The group was successful at diminishing the use of filled pauses, at the expense of producing more silence (unfilled pauses). This dual trade-off (Yuan & Ellis, 2003), possibly due to the fact that learners needed silent time to successfully implement pre-planned ideas on-line, penalized learners' fluency in the strategic planning *for* repetition group. Moreover, as participants in the repetition group, when repeating the task were able to decrease both the use of filled *and* unfilled pauses, differences emerged when experimental conditions were compared.

These results are in line with D'Ely (2004), where there were no differences in fluency across groups, as measured by speech rate unpruned (speech rate pruned was not a measure under scrutiny in D'Ely (2004). These results might be an indication that both speech rate pruned and unpruned might be general measures to allow for gains in fluency to emerge. However, in the present study, as statistical significance was almost attained for the measures of speech rate pruned and unpruned in the repetition group, as compared with the control and the strategic planning *for* repetition groups, it seems possible to state that despite the fact that participants of all groups were strategic in using ummings, errings, repetitions and repairs (Dorneyi & Kormos, 1998) as time creating devices (Bygate, 1987, in Foster & Skehan, 1996), the gains, though modest, in the use of both filled and unfilled pauses, by the repetition group on the second trial, impacted upon the speed with which speech was delivered. Consequently, gains in speed fluency might be dependent upon how successful learners are at managing the use of both filled and unfilled pauses on-line (Goldman Eisler, 1968).

So far, I have reported that there were statistical differences in the measure of breakdown fluency (percentage of unfilled pauses) and statistical significance was almost attained for the measures of speed fluency - speech rate unpruned and speech rate pruned. However, in relation to the third sub dimension of fluency - repair fluency -

assessed in this study by the number of self repairs per c-unit, no significant differences emerged among the groups. The same is true in relation to how learners in all groups coped with the use of non-lexical fillers. It is important to ponder that, as suggested by Skehan and Foster (2005) besides pauses, self repairs might be a sensitive measure to detect learners' on-line planning as it enables researchers to measure 'how much speakers regroup in real-time as they modify what is formulated as their utterance'' (Skehan & Foster, 2005, p. 214). In the present study all experimental and control conditions performed under no time pressure. Following Ellis (2005), that is to say that they had opportunities for unpressured on-line planning. Thus, the lack of significant statistical differences among the groups in the use of self repairs and use of filled pauses accords with Ellis and Yuan's (2005) research results, in which unpressured on-line planning inhibited fluency. Moreover it reveals that the process of devoting on-line attention to speech is inherent to the process of speaking in an L2 and it will take place irrespective of the experimental conditions in which participants are performing.

In this respect, models of L2 speech production (Poulisse & Bougartens, 1994; DeBot, 1992) acknowledge that speech production in L2 is even more complex that in L1, especially due to the fact that both L1 and L2 knowedge units are activated. Furthermore, because in L2 both lexical and grammar knowledge is incomplete, learners embark in a careful and effortful process of search and retrieval, and also have to deal with monitoring in order to check whether what is being produced on-line accords with the conceptual, lexico-grammatical and articulatory partterns of the L2 (Fortkamp, 2000). Thus, the construct of on-line planning in L1 and L2 might be of a slightly different nature, being on-line planning in L2 characterized as a much more effortful and careful process of lexical and grammatical searches than in L1.

It is also important to mention that the lack of empirical evidence, in the present study, for the beneficial effects of strategic planning on learners' fluent performance challenges the results from previous studies in the task-based paradigm (Crookes, 1989; Foster & Skehan, 1996; Wigglesowth, 1997; Sangarum, 2005; Kawauchi, 2005) which indicate that strategic planning helps to enhance fluency. None of the groups which faced the strategic planning condition (strategic planning, strategic planning *plus* repetition, and strategic planning *for* repetition) performed at higher levels of fluency if all groups are compared.[57]

However, the results obtained in the present study are in line with the results of Elder and Iwashita (2005), in which strategic planning had no effect on fluent performance in a testing situation. It might be the case that, in the present research, the context learners faced resembled a testing situation. In fact, some participants, in their responses to the post-task questionnaires, mention this fact. For instance, participant 37 stated that "this testing experience made me nervous and led me to forget simple words and basic structures". Participant 39 acknowledged that he felt a little under pressure when performing. Participant 36 reported the following: "I'm getting a bit acquainted with this type of testing". Other participants, such as participants P11, P33, and P40, emphasized how nervous they felt in performing for the present research – "I was very nervous" (P11), "I hated my performance, I got really nervous" (P33) and "It was a tough experience, it was a challenge" (P40). Nevertheless, the fact that strategic planning did not seem to enhance fluency cannot be fully explained by the context participants felt to be inserted in and this issue will be further explored at the end of this

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[57] It is important to highlight that in previous studies (Crookes, 1989; Foster & Skehan, 1996; Wigglesowth, 1997; Sangarum, 2005; Kawauchi, 2005) strategic planners were solely compared with non-planners. However, in the present study, the only group which is not exposed to any experimental condition is the control group.

section, where research results concerning all the dimensions of speech production under scrutiny will be brought into light.

To sum up, among the hypotheses which claimed that the different experimental conditions would lead to different selective effects on fluent performance, only hypothesis 1b, which claimed for significant effects on fluency for the repetition group as opposed to the control group is supported concerning the use of unfilled pauses. All in all, therefore, this hypothesis is only partially supported.

Hypothesis 1a, which postulated that under strategic planning condition there would be greater fluency than in the control group, and hypothesis 1c, which predicted that under the strategic planning *plus* repetition condition there would be greater fluency than in the control group, and hypothesis 1d which predicted that under the strategic planning *for* repetition condition there would be greater fluency than in the control group were not supported in any of the fluency measures.

Hypothesis 5a, which predicted that the strategic planning *for* repetition group would outperform the other experimental groups on fluent performance was not supported.

In relation to complexity, hypotheses 2a, 2b, 2c and 2d predicted that the experimental conditions (strategic planning, repetition, strategic planning *plus* repetition, and strategic planning *for* repetition) would lead to more complex speech than the control group. Hypothesis 5b claimed that the strategic planning *for* repetition condition would lead to more complex speech than the other experimental conditions. Although results did not reach statistical significance, Figure 17 shows that the combination of experimental conditions – that is, the group that experienced the planning condition combined with the repetition condition (the strategic planning *plus* repetition group) and the group that experienced the instructional phase plus the

strategic planning condition and the repetition condition (the strategic planning *for* repetition group) – is an optimal condition for more complex performance. That is, the more elaborated the experimental conditions are, the better the results they yield.

In relation to complex oral performance, the strategic planning *for* repetition condition is the one which holds the highest level in complexity (see figure 17).

Figure 17
Meansplot - Clauses per c-unit
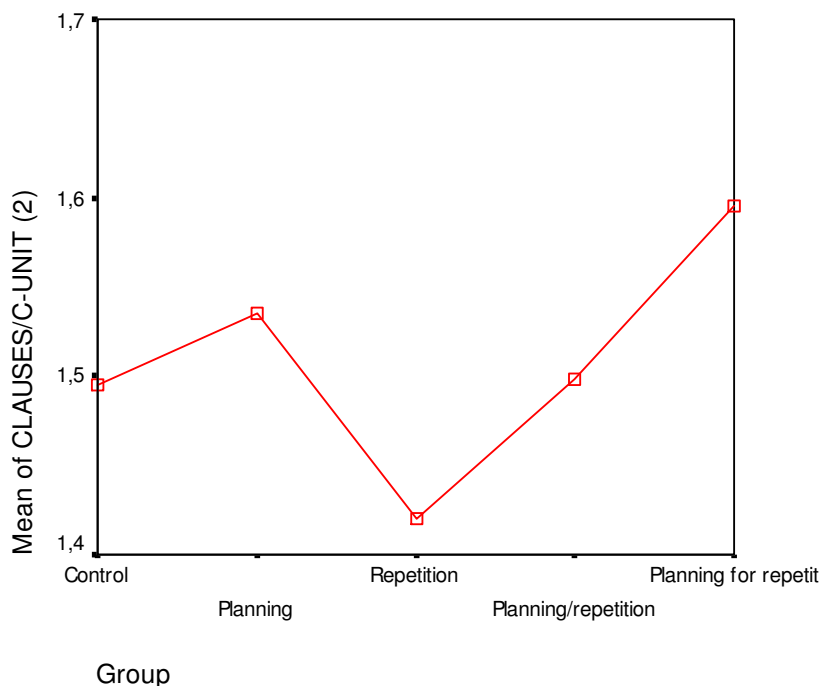
Nevertheless, the null hypothesis is supported, as there are no statistically significant differences among groups – a result that goes in line with those of D'Ely (2004) but does not corroborate the great majority of research results in the task-based paradigm, in which complexity is one of the aspects most open to improvements when learners perform orally in either strategic planning or repetition conditions. For instance, in Foster and Skehan's study (1996) the narrative task produces the highest level of complexity though such gains take place at the expense of accuracy. In the present study

the lack of significant differences among participants' oral performance as regards complexity may be due to the way participants faced their first experience participating in a study. Despite the fact that it was stressed that participants were not in a testing situation, that the story telling was to be seen as an exercise, the participants performed in a laboratory, had no interlocutor and were aware that their performance would be evaluated. This situation might have resembled a testing situation. In testing situations, regardless of the conditions under which participants are performing, a focus on a more conservative orientation – not making mistakes – may be expected rather than a more risk-taking orientation, which implies producing more complex language (Iwashita, McNamara, & Elder, 2002, p. 431). This might have been the case for the participants of this research, who further acknowledged, in the post task questionnaires, that they were equally worried about not making mistakes and being clear (see Appendix X for a summary of all participants' answers on learners' focus of attention while performing). For instance, on the first trial, 26 participants out of 47, that is, 55.3%, verbalized being worried about not making mistakes. On the second trial, 19 out of the 27 participants who performed twice, that is, 70. 3%, verbalized that they were worried about being accurate. In fact, three participants on the second trial (P23, P26 and P45) clearly stated that they did not attempt to use complex language due to the fact that they wanted to avoid making mistakes on-line. In relation to the issue of being clear, on the first trial, 24 out of the 47 participants, that is 51%, stated that they were worried about the clarity of their messages. On the second trial, 12 out of the 27 participants, that is 25%, reported having this concern. Consequently, being clear and performing accurately was their paramount goal.

As Ellis (2003) states, it is the learner who, ultimately, decides on what kind of 'activity' to engage in while performing and such choices determine what to

prioritize. However, a point that merits discussion is the fact that despite differences in complex performance did not occur, results reported in the GLM analysis for gains in complexity for the strategic planning *for* repetition group were noticeable. It seems that there is room for stating that the experimental conditions participants faced – the instructional phase and the strategic planning condition prior to performance on the second trial – have led them to solve problems in relation to grammar and, thus, allowed them to assume a more risk-taking attitude while performing despite the fact that they did not focus on being complex.

Moreover, as stated by Yuan and Ellis (2003), opportunity for 'on-line planning' (operationalized as unpressured performance) also has an impact upon complexity. Irrespective of the experimental condition participants faced, the fact that all of them did not have a time pressure to perform might have led all learners to, somehow, despite the fact of not being aware of it, attend to complexity. In this sense, unpressured performance can have an equalizing effect on complex language performance.

Another point that has to be acknowledged is that complexity was only measured by the number of clauses per c-unit, and this measure is sensitive to the capture of syntactic complexity. However, due to time constraints, there was not an attempt to measure syntactic variety (see Foster & Skehan, 1996), a measure which consists of a collection of variables which take into account verb forms, tense, modality, voice and aspect of both finite and non finite verbs. This is a goal that should be pursued before further claims concerning lack of differences in complex language use can be made.

To sum up, hypothesis 2a, which claimed that under strategic planning conditions there would be greater complexity than in the control group, was not

confirmed. Hypothesis 2b, which predicted that under the task repetition condition there would be greater complexity than in the control group, was not upheld. Hypothesis 2c, which claimed for greater complexity for the strategic planning *plus* repetition condition as opposed to the control group, was not supported. Hypothesis 2d, which predicted that under the strategic planning *for* repetition condition there would be greater complexity than in the control group, was not upheld. Hypothesis 5b, which predicted that under the strategic planning *for* repetition condition there would be greater complexity than in the strategic planning, repetition, and the strategic planning *plus* repetition conditions, was not confirmed.

I will now consider the results for weighted lexical density. Hypotheses 3a, 3b, 3c, and 3d predicted that the groups in the experimental conditions (strategic planning, repetition, strategic planning *plus* repetition, and strategic planning *for* repetition) would outperform the control group in producing more lexically dense speech. Hypothesis 5c postulated that in the strategic planning *for* repetition group there would be greater lexical density than in the other experimental conditions – strategic planning, repetition and strategic planning *plus* repetition groups.

Significant differences were evident for the weighted lexical density measure (percentage of weighted lexical density) for the three groups which repeated the task - the repetition, the strategic planning *plus* repetition, and the strategic planning *for* repetition groups. The F value of 8,478 for the weighted lexical density measure reaches the 0,000 level of significance. The means plot (Figure 18) shows the five relevant means scores, one of each group.

Figure 18
Means plot - Percentage of weighted lexical density
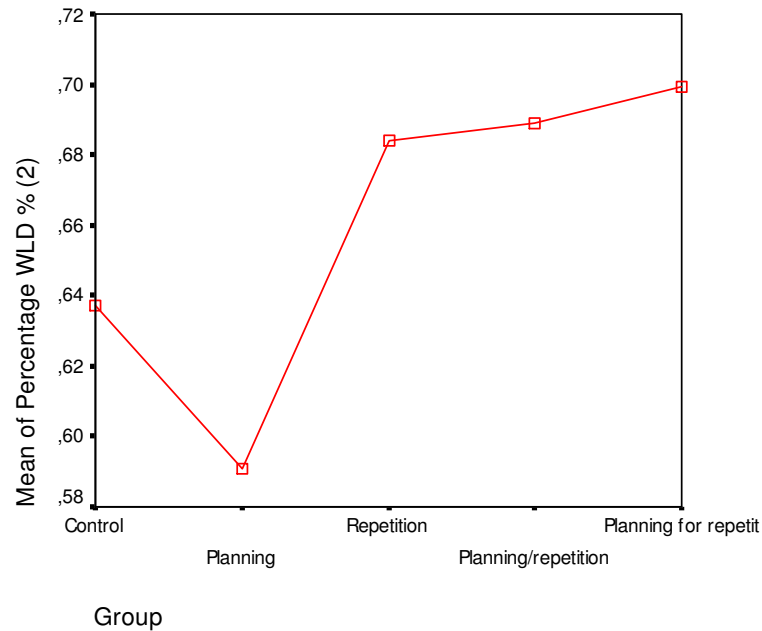
The significant values were for all the groups in experimental conditions compared to the control group. Statistical significance in the post-hoc test was attained for the strategic planning group (p=0.035), for the repetition group (p=0.032), for the strategic planning *plus* repetition group (p=0.018) and for the strategic planning *for* repetition group (p=0.005) in relation to the control group.

A similar picture emerges for the attained significance in the post-hoc test (p=0,000) in participants' lexical density in the repetition group (0.000), strategic planning *plus* repetition group (0.000), and strategic planning *for* repetition group (0.000) compared with participants' performance in the strategic planning group.

At first sight, this result points to the positive effect of repetition on all groups which performed the task twice – the repetition, the strategic planning *plus* repetition, and the strategic planning *for* repetition groups as opposed to the control and the strategic planning group which had opportunity to plan strategically on the first trial.

However, caution is needed to make such a claim as results from the Pearson Product Correlation analysis have shown that there was not a linear and significant correlation on weighted lexical density on participants' performance between the first and second trials (see Figure 5, page 141). Consequently, it cannot be assumed that the positive results in weighted lexical density are due to the repetition condition only. However, the scatterplot shows (see Figure 5, page 141) evidence for the fact that there were differences in the relationship between the first and second trials for the three groups. That is, the relationship between the first and second trials varies according to the experimental groups. In order to confirm this evidence, correlation analyses per group were performed. Results show a positive significant correlation (r=0.637, p=0.033) for the strategic planning *plus* repetition group only. In this case, for this specific group, repeating the task positively impacted learners' lexical density. The positive results for the strategic planning *plus* repetition group mainly suggest that a combination of conditions (in this case, strategic planning on the first trial and repetition on the second trial) has enhanced learners' process of lexical searches and led them to use more varied vocabulary.

To sum up, among the hypotheses which claimed that the different experimental conditions would lead to different selective effects on lexical density, hypotheses 3b,3c and 3d which claimed for greater lexical density for the repetition, strategic planning *plus* repetition, and strategic planning *for* repetition group as opposed to the control group are supported. Hypothesis 3a, which postulated that there would be greater lexical density under the strategic planning condition than in the control group, is not supported.

Hypothesis 5c which predicted that the strategic planning *for* repetition group would outperform the other experimental conditions in lexical density, received

only limited support as statistical differences arose for the strategic planning *for* repetition group when compared to the strategic planning group. All the groups that repeated the task performed at higher levels of lexical density.

Turning to the impact of different experimental conditions on participants' accurate performance, hypotheses 1d, 2d, 3d, and 4d postulated that there would be greater accuracy on participants' performance in the strategic planning group, repetition group, strategic planning *plus* repetition group, and strategic planning *for* repetition group than in the control group. Hypothesis 5d predicted that participants under the strategic planning *for* repetition condition would be more accurate than those under the strategic planning, repetition and strategic planning *plus* repetition conditions. It can be seen that for the two accuracy measures the strategic planning *for* repetition and the repetition group detain the highest levels of accurate performance. Statistical differences were evident in the two of the accuracy measures – errors per c-unit and percentage of error-free clauses. Concerning the differences in errors per c-unit, the ANOVA F values of 3.946 reaches the p=0.008 level of significance (see means plot, Figure 19).

Figure 19
Meansplot – Errors per c-unit
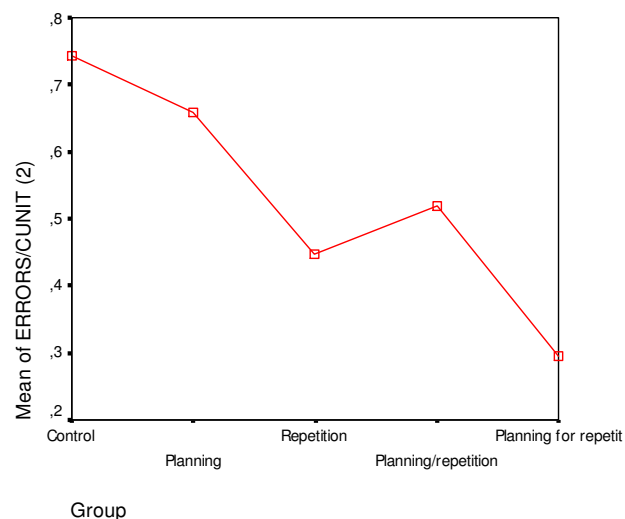
The only significant values are for the control compared with the repetition and the strategic planning *for* repetition group, and for the strategic planning *for* repetition group as compared with the strategic planning group. Statistical significance in the post-hoc test was attained for the control group (p=0.021) in relation to the repetition group and to the strategic planning *for* repetition group (0.001). There is also statistical significance for the strategic planning group compared to the strategic planning *for* repetition group (0.008).

Regarding the index of percentage of error free clauses, the ANOVA F values of 4.726 reaches the p=0.003 level of significance (see means plot, Figure 20).

Figure 20
Meansplot – Percentage of error-free clauses
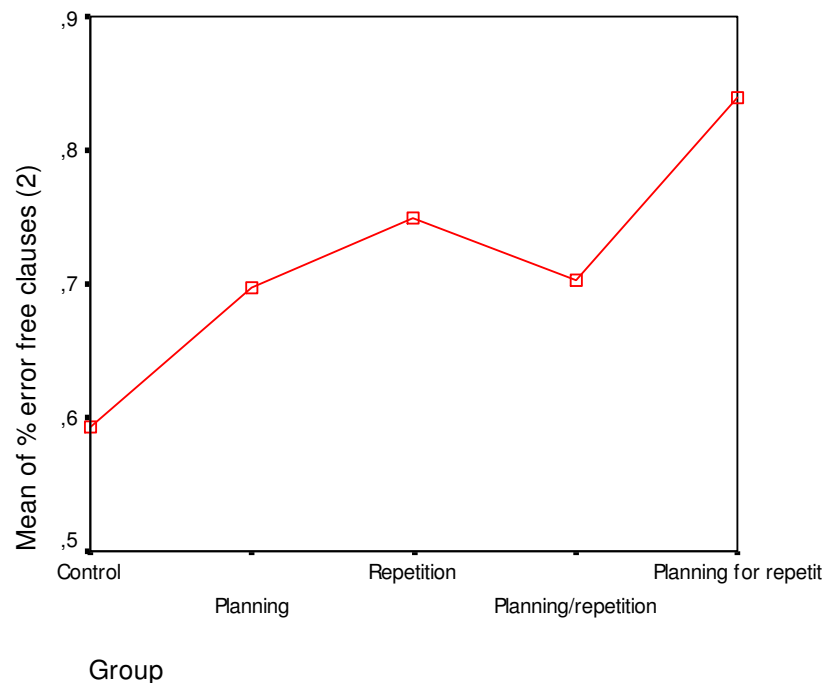
The significant values are for the strategic planning *for* repetition as compared with the control, the strategic planning and the strategic planning *plus* repetition group. Values were also significant for the repetition group as compared to the control group. Statistical significance in the post-hoc test was attained for the control

group (p=0.011) in relation to the repetition group and to the strategic planning *for* repetition group (p=0.000). There is also statistical significance for the strategic planning group compared to the strategic planning *for* repetition group (p=0.0024) and for the strategic planning *plus* repetition group (p= 0.031) as compared to the strategic planning *for* repetition group.

Generally speaking, the results show differences in accurate performance for the strategic planning *for* repetition group and the repetition group (in both accuracy measures), which outperformed the entire control group and the other experimental groups. However not all differences among groups were statistically significant. The positive and statistically significant effects on accuracy (both measures) for the strategic planning *for* repetition group, as compared to the control group, strategic planning group, and strategic planning *plus* repetition group (in just one of the measures) indicates that the combination of conditions yielded the best results. That is, the group which experienced the instructional phase, which had opportunities to experience guided strategic planning prior to performance and which also had the chance to retell the task (the strategic planning *for* repetition group) was the most accurate group. This result accords with those of D'Ely (2004).

However, in the present study the effects on accuracy for the strategic planning *for* repetition group are much more noticeable than those of D'Ely (2004). Moreover, in the present study, solely repeating the task also impacted learners' oral performance in the repetition group in which statistical significance was achieved in relation to the control group. Thus, again, the picture that emerges deserves further inroads on the issue of the impact of different conditions upon accurate performance.

The results reported in the analysis of variance (see section 4.5) of the three groups that had opportunity to repeat the narrative task – that is, the repetition group,

the strategic planning *plus* repetition group, and the strategic planning *for* repetition group - revealed that that there were gains in accurate performance for all participants on the first and second trials. Such gains were impacted by the experimental conditions the participants underwent and this impact differed according to the nature of each experimental condition. For instance, the repetition group showed small gains in accuracy as measured by errors per c-unit, whereas modest losses were perceived in the percentage of error-free clauses. The strategic planning *plus* repetition group showed modest gains in both accuracy measures. The strategic planning *for* repetition group (instruction, strategic planning and repetition on the second trial) showed significant gains in accuracy (in both measures). Overall, repeating the task on the second trial seemed to activate learners' procedural knowledge due to the fact that they had already performed the task and, thus, had an overall sketch of the message in their long term memory (Greene, 1984). Consequently, as suggested by Bygate and Samuda (2005), repetition functioned as 'integrative planning' in which a previous enactment with the task enabled the whole process to be more automatized, a fact which enhanced a more accurate performance. However, there is still the need to discuss the impact of different experimental conditions on the groups that repeated the task and the variability of research results on the two measures to assess accuracy. This will be done when a general discussion of the research findings takes place.

To summarize, among the hypotheses which claimed that the different experimental conditions would lead to significant selective effects on accurate performance, only hypotheses 4b, and 4d, which claimed for greater accuracy for the repetition and the strategic planning *for* repetition group, when compared to the control group are supported.

Hypothesis 5d, which predicted that the strategic planning *for* repetition group would outperform the other experimental conditions on accurate performance, received only limited support as statistical differences arose for the strategic planning *for* repetition group as compared to the strategic planning group and to the strategic planning *plus* repetition group (in one of the accuracy measures).

Hypothesis 4a, which postulated that under strategic planning condition there would be greater accuracy than in the control group and, hypothesis 4c, which predicted that under the strategic planning *plus* repetition condition there would be greater accuracy than in the control group, were not supported.

Once having reflected on the results, I can now return to the general research question which addresses the role of different experimental conditions (strategic planning, repetition, strategic planning *plus* repetition, and strategic planning *for* repetition) in impacting learners' oral performance in terms of fluency, complexity, weighted lexical density and accuracy. There are mixed results (check Table 17 for a summary of general ANOVA results) and the picture that has emerged reveals a need to look for the subtleties involved in investigating the impact of different experimental conditions upon learners' oral performance.

Table 17
Summary of general ANOVA results

Speech dimension/ Measures	Statistical significance	Differences among groups	Means group ranking (decreasing order)

Fluency Speech rate unpruned	Almost attained	R # C
		R # SP
		C=P=PPR=PFR
			R-SPPR-SPFR-SP-C

Fluency Speech rate pruned	Almost attained	R # C
		R # SPFR
		C=SP=SPPR=SPFR
			R-SPPR-SPFR-SP-C

Fluency Filled pauses %	Not attained	C=SP=R=SPPR=SPFR	R-SPFR-SP-SPPR-C
Fluency Filled pauses /c-unit	Not attained	C=SP=R=SPPR=SPFR	R-SPFR-SP-SPPR-C

Fluency % Unfilled pauses	Almost attained	R # C
		R # SPFR
		C= P=PPR=PFR
			R-SPPR-SP-C-SPFR

Fluency Unfilled pauses / c-unit	Attained	R # C
		R # SPFR
		C=SP=SPPR=SPFR
			R-SPPR-SP-C-SPFR

Fluency Self repairs /c-unit	Not attained	C=SP=R=SPPR=SPFR	R-C-SP-SPFR-SPPR
Complexity Clauses/c-unit	Not attained	C=SP=R=SPPR=SPFR	SPFR-SPPR-C=P-R

Weighted lexical density % WLD	Attained	R/SPPR/SPFR # C
		R/SPPR/SPFR #SP
		C=SP
		R=SPPR=SPFR
			SPFR-SPPR-R-SP-C

Accuracy Errors / c-unit	Attained	SPFR/R # C
		SPFR # P
		C=SP=SPPR
		R=SPPR=SPFR
			SPFR-R-SPPR-SP-C

Accuracy % error free clauses	Attained	SPFR/R # C
		SPFR #SP
		SPFR # SPPR
		C=P=SPPR
		R=SPFR
			SPFR-R-SPPR-SP-C

C - Control group / SP- Strategic planning group / R - Repetition group / SPPR - Strategic planning plus repetition group / SPFR - Strategic planning *for* repetition group
- statistically significant differences / = - no statistically significant differences

Overall these results revealed that (1) strategic planning in the strategic planning group and in the strategic planning *plus* repetition group had little impact upon learners' oral performance, (2) repetition, overall, triggered positive results, especially for the repetition group which performed at higher levels of fluency, lexical density and accuracy, (3) strategic planning *for* repetition had significant effects on learners' accurate performance and was also effective in producing gains in complexity and (4)

different operationalizations of measures to assess the same variable yielded slightly different results.

In relation to the first issue, the way learners perceived strategic planning and its effectiveness in promoting impact on on-line performance may help to explain the little impact of strategic planning on learners' overall performance (see Appendix Y for a summary of learners' perception on the impact of strategic planning). As Ortega (2005) states: "learners' own perception of pre-task planning is an important piece in helping us understand how and why planning worked, and in what ways it may not have worked for everyone, at least not to the same degree" (Ortega, 2005, p.87).

In fact, the strategic planning group participants' answers from the post-task questionnaires revealed that all participants saw the opportunity for strategic planning as positive and beneficial[58]. Nevertheless, seven out of nine participants reported having faced difficulties on-line. In these participants' views, planning was especially helpful in either remembering and/or organizing the events of the story (participants 12, 13, 14, 15 and 18) or selecting the words and/or grammar needed to do the task (participants 13, 14, 15, 17, 19 and 20). However, the majority of participants reported having problems either in retrieving words (participants 12, 16, 17), or in implementing what was previously planned, a fact which led them to improvise (participants 20, 19). One participant reported having extrapolated what was previously planned (participant 15) and another one stated that she had problems in concentrating and pre planned ideas got fuzzy (Participant 18). Moreover, for instance, from the visual inspection of the strategic planning sheets (see Appendix CC for complete versions of learners' planning sheets) that participants handed in after performing, it can be noticed, at least when making a comparison between what was written down and what was actually

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[58] All participants in this group reported that having opportunity to plan was positive. However, three of them (P16, P19 and P20) stated that the impact of planning was limited.

implemented, that some pre-planned ideas are indeed implemented but the actual oral narratives contain much more details than the written versions. See the excerpt from participant 18.

Excerpt 1. P18 – Planning sheet:

First of all in the story shows Tom very sad on the bridge and her friend Jerry looking at him with pity. Tom was in that way because he falled in love with a very beautiful cat girl. He tried to give to her everything he could. But she knew a very rich cat that gave to her everything she could imagine.

Excerpt 2. P18 – The narrative

Uhm(1.08) (1.03) first of all the story (1.40) shows Tom ahm(0.89) (1.07) **in** a bridge *very very* sad (0.63)
And his friend (0.68) Jerry (0.50) looking at him (0.86) with pity (2.86)
Tom was in a bad mood (0.82) because (1.89) **she falled** in love ahm(0.93) with a(.)/ a cat girl / a very beautiful cat girl (1.21) and she was crazy **with** her (0.50)
She was *very very* in love with her (0.65)
She (.) (1.35) / he did everything to her (1.31) uhm(0.63) (0.39)
So (0.70) ahm(0.37) (0.50) in a day (0.53) she knew (0.85) a(.) rich cat (1.10) that (1.24) gave to her everything Tom (0.91) could gave/ could give to her (3.89)/ couldn't give to her (0.79).

In the first part of her speech sample (excerpt 2), the participant actually implemented what she had previously written (excerpt 1). However, the next part of the narrative, where she gives the details about all the presents that Tom and Butch gave to the kitty was not written down in her planning sheet. These are the details that were narrated in her story. Read the following excerpt.

Excerpt 3 – P 18

So (1.10) when Tom ahm (0.51) (0.50) gave (0.57) one flower (0.51) the rich cat (0.67) ahm (0.60) (0.75) gave a thousand flowers (0.93)
Ahm(0.77) (2.25) ahm (0.98) (0.65) when Tom's car was very very old (1.07) ahm (0.65) (1.87) the rich (2.18)/ the car of the rich (0.86) cat was very very very (1.47) ahm (0.93) beautiful and (1.17) stronger (0.63) than Tom's (1.73)
So (0.53) the (0.91) / the girl/ the cat girl (1.50) chose him (0.69) / chose (2.60)/ chose ahm (0.86) the rich guy (0.70) to get married (1.26).

Thus, faithfulness to implement pre-planned ideas on the one hand, and improvisation on the other, seem to have affected learners' fluent performance as learners had to use pauses as a resource to gain time on-line either to retrieve pre-planned ideas or further make lexical and grammar searches on-line.

As for the effectiveness of strategic planning on learners' performance in the strategic planning *plus* repetition group, first there is a need to recapitulate the results of GLM repeated measures, which, overall, revealed that a statistically significant difference was not achieved for the between factor. This fact, as already explained, means that there were no a priori differences among the participants repeating the task - repetition, strategic planning *plus* repetition, and strategic planning *for* repetition - (the repetition and the strategic planning *for* repetition group did not have opportunity for strategic planning on the first trial). Consequently, on the first trial, learners of the strategic planning *plus* repetition who had opportunity for strategic planning seemed not to benefit from it.

This result may be explained by learners' account of the perceived benefits of strategic planning and the problems faced on-line despite strategic planning. Learners' reports resemble those of the participants of the strategic planning group. The majority (8 out of 9) verbalized that strategic planning impacted positively upon their oral performance. Strategic planning time was specially used to retrieve main events of the story (participants 31, 33, 34, and 36) and to search for key words to perform the task (participants 31, 33, 34, 35, 37 and 38). However, seven out of the nine participants reported having problems on-line. Participants 31, 32 and 38 stated they had problems retrieving words on-line. Participants 35, 36, reported having had problems in the implementation of pre-planned ideas. Participant 37 stated he did not worry about either following or implementing what was previously planned. Participant 34 attempted to improvise and faced problems on-line. These problems faced on-line, despite strategic planning, or the fact that pre-planned ideas were abandoned, might explain the limited effect of strategic planning on learners' performance on the first trial. Nevertheless, these participants had also the opportunity to repeat the task, and on the second trial

modest gains were perceived. The outcome of the task which was repeated shows a positive impact on learners' lexical density.

As pointed out by Ortega (2005) two key operations seem to be central in the process of strategic planning - rehearsal and retrieval. In fact, these two operations were triggered in strategic planning for the strategic planners in the strategic planning and strategic planning *plus* repetition group. Through the inspection of the note sheets that were handed in after the task was completed and learners' explanation of what was done in the planning process, all participants underwent what Ortega (2005) calls 'writing rehearsal', where they organized the sequence of events that they had to tell and wrote down full sentences to convey their intended meanings. According to Ortega (2005) the interpretation of research findings is consistent with the idea that the "efforts committed during pre-task planning to rehearsal are more likely to benefit on-line accuracy, whereas effort invested in retrieval during pre-task planning can be expected to favor on-line complexity[59] (Ortega, 2005, p. 97). The prevalence of retrieval operations and learners' commitment to solve lexical problems is consistent with the positive finding for greater lexical density in the strategic planning *plus* repetition group. However, it seems that repeating the task has optimized the whole process, a fact which allowed for significant differences to emerge.

A last point that merits discussion in relation to the limited effect of strategic planning on both groups that strategically planned their performance - the strategic planning and the strategic planning *plus* repetition group - is related to the 'watch-and-tell' condition, which all groups faced in their story telling. According to Skehan and Foster (1999), the 'watch-and-tell' condition contains exposure to the video

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[59] When Ortega refers to complexity she is referring to complexity at the lexical dimension of discourse as measured by type-token ration. In the present study, the lexical dimension was measured by weighted lexical density.

or opportunity to learn about the story line before retelling is required and so can be considered to allow some degree of planning (Skehan & Foster, 1999, p. 112). Thus, the 'watch-and-tell' condition under which all groups in the present research performed, somehow, allowed them to strategically plan their story telling. This fact might have minimized the effect of strategic planning since, to some extent, all groups might have benefited from some degree of strategic planning before retelling the story.

In short, the present findings are consistent with those of previous research (Ortega, 2005; Sangarum, 2005; Karachi, 2005) suggesting that the impact of strategic planning has to be understood in the light of: (1) how learners perceive and approach the planning task, (2) the effectiveness of implementing pre-planned ideas on-line[60], (3) learners' focus of attention while planning, (4) the impact of rehearsal and retrieval operations in affecting different dimensions of speech performance and, (5) the nature of the watch-and-tell condition which allows some degree of planning.

In relation to the second issue, the positive impact of repetition in all groups that repeated the task, especially in the repetition group in fluent, lexically dense and accurate performance has to be seen in the light of the more encompassing nature of the process of repetition as a form of integrative planning, as opposed to strategic planning. Under a metacognitive perspective, the process of repetition was defined as a process that enables learners to proceduralize declarative knowledge, which thus may lead to more automatized actions and consequently may optimize the process of retrieving information from long-term memory in which previous knowledge will assist the learners in subsequent encounters (Ashcraft, 1994). Also, according to Fortkamp (2000), increases in L2 speech production can be due to increases in the degree of

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[60] In relation to the issue – the effectiveness of implementation of pre-planned ideas on-line – results of the present study may also suggest that learners' working memory capacity plays a crucial role in affecting strategic planning and its outcome as this system mediates retrieval operations (Rosen & Engle, 1997).

preceduralization in the formulator. As she states, "proceduralized knowledge minimizes the consumption of attentional resources, which can be directed towards other aspects of the production task" (Fortkamp, 2000, p. 215).

The process of strategic planning is seen as a problem solving activity, in which the learners may purposefully exert some control over what they know towards achieving gains in oral performance which, thus, may aid in the process of message organization and possibly optimizes retrieval of the information that has recently been freshened in long-term memory especially regarding lexical searches and grammatical mappings needed to perform on-line.

The main difference between these two processes - repetition and strategic planning - is the fact that when repeating the task learners' actually can rely on procedural knowledge to regroup previous knowledge into the same task. In strategic planning, despite the fact that knowledge is proceduralized in the process of writing, the processes of pre-planned writing and on-line oral performance are very different in nature. It might be the case that when learners plan, they do it in a much more careful style and when learners perform, oral performance is characterized as much more vernacular (Tarone 1985, in Ellis, 2005). This shift of styles might also, to some extent, impose a burden on learners' performance. However, this is to be seen as a speculative attempt to explain research results, since a much more detailed approach to unveil the relationship between what was actually planned in the written sheets and what learners actually narrated is needed.

Another point that merits discussion is the fact that participants who had opportunities to repeat the task benefited especially due to the nature of the task - a there-and-then, video-based narrative. This is a very demanding task regarding retrieval of events so that the story can be narrated. The majority of participants of all groups,

when asked about the process they underwent while telling the story, verbalized their difficulties in managing to retrieve the events of the story and in being able to formulate their thoughts linguistically. For instance P30, P35 and P36 verbalized that they attempted to keep the events of the cartoon in mind and then tried to remember key words to convey the meanings. Participant 37 highlighted the incremental nature of the speech process as she mentions that in the speech process, she was uttering sentences and simultaneously thinking of what to say next. Participant 42 acknowledged the demanding nature of the speech process as he stated that telling the story on-line is problematic due to the fact that you have to cope with remembering the events and telling them in English.

Moreover, almost all of them were concerned with being clear, telling the story with as many details as possible and also being faithful in retelling what they had seen. So, the first burden of the process of telling a video-based narrative resided on learners being able to cope with the process of retrieving the events of the cartoon, conceptualizing and formulating the message. As Fortkamp (2000) states, there are trade-offs between storage and processing in working memory. In this sense in the process of repeating the task, besides the fact that learners had the opportunity to refresh the story main events and also to be more familiar with the task helped to diminish the burden of storage and processing functions in learners' working memory. In fact participants in the repetition group stated that repeating the task helped them in summarizing the story better (P21), in organizing ideas (P25, P29), in retrieving/refreshing the events of the story (P24, P27 and P29) and in being more familiarized with the cartoon and the task itself (P28). Due to the fact that they had already performed the task, they already had an overall sketch of the message in their long term memory. This fact may have led learners to solve problems in relation to the

retrieval of events, which enabled them to tell the story with more details, and at the same time freed their attentional resources to focus on message formulation. For this group this had an impact on fluency, lexical density, and accuracy.

Interesting enough, in recapitulating learners' answers to the post-task questionnaires (those in the repetition group), being fluent and accurate was learners' paramount goal when performing. On the second trial, 7 out of 9 participants stated that they had focused on being fluent (P22, P24, P25, P26, P28 and P29) and accurate (p22, P24, P25, P26, P28 and P29) while performing. Moreover, 5 out of 9 participants have also acknowledged that they might have benefited from what they had learned in the pronunciation classes they were undertaking. It seems that as their lower level plans were fully automated (Levelt, 1978) attention could be channeled to upper level plans and thus overall performance improved.

To sum up, participants in the repetition group capitalized their resources to fluency, lexical density, and accuracy and, in fact, significant differences emerged, and when losses took place, as in the case of complexity, they were modest. Consequently there is a trend to acknowledge the beneficial effects of repetition, in the repetition group, in lessening the trade-offs among competing goals in oral performance – fluency, complexity, weighted lexical density and accuracy. The beneficial impact of repeating the task in the two groups that solely repeated the task, especially in the repetition group and in the strategic planning *plus* repetition group is to be understood (1) by the more encompassing nature of the process of repetition as a form of integrative planning, (2) by the nature of the task under which participants perform, (3) by the learners' focus of attention while performing and (4) by the impact of other learning activities on learners' performance.

In relation to the third issue, the beneficial effects of strategic planning *for* repetition on accuracy, weighted lexical density, and the positive gains for complexity reveal the need to understand the nature of the operations learners embarked under this experimental condition and to accept the existence of trade-offs among different dimensions of performance. In other words, higher levels of accuracy, complexity and weighted lexical density were attained at the expense of a less fluent performance at the level of use of silent pauses.

The positive results of the strategic planning *for* repetition group mainly suggest that a combination of conditions (instruction, strategic planning and repetition) is beneficial, and each of the conditions may play a slightly different but complementary role in enhancing learners' performance. Repetition enhances learners' familiarity with the task and seems to enable learners to activate procedural knowledge due to the fact that they have already performed the task and thus have an overall sketch of the message in their long-term memory (Greene, 1984). Moreover, having a second encounter with the story may lead learners to focus on the events and may enable them to depict the story with more details. By the same token, the process of strategic planning for repeating the task gives learners opportunities to work on speech that was generated by themselves, and further gives them opportunities to notice gaps in their interlanguage in a very particular way (Swain, 1995). This process also enables learners to focus on solving problems at the lexico-grammatical level of discourse. Consequently, this seems to enhance the processes that will take place in the formulator when the story is retold, possibly leading to automatization.

Even if some control is still required, strategic planning time prior to performance optimizes the process of lexical choices and grammatical mappings, freeing learners' attentional resources for message generation processes and enabling

them to achieve significant gains in complexity simultaneously. At this point, it might be relevant to bring participants' views on the effects of the different experimental conditions on their performance in each of the trials, as their views corroborate the picture previously depicted (see Table in Appendix Z, for a summary of all participants' responses in relation to the planning and repetition condition).

According to the questionnaires, the participants from the strategic planning *for* repetition group reported that the different conditions impacted their performance in different ways. In relation to strategic planning, they verbalized that it helped them to memorize and search for unknown words (P40, P42, P43), to organize the whole story (P39, P44) and even to make them feel more relaxed (P49). However, some participants acknowledged that, despite strategic planning, they still had problems in searching for the desired words on-line (P39, P43, P46). Some verbalized their difficulties in concentrating while performing (P45, P41) or coping with the processes of both retrieving the events and telling them on-line (P42).

Overall, according to their views, repetition increased their confidence in performing, and produced gains in fluency and grammar. Five out of nine participants (P39, P40, P44, P45, and P46) in the strategic planning *for* repetition group reported that performance on the second trial was much better than on the first. Three participants reported that they felt their performance got worse because they were really anxious to do better (P42, P47 and P43) and one reported that in both trials his performance was average (P41).From the nine participants of this group, just participant P43 saw it as not beneficial. Repetition was seen as beneficial especially in promoting gains in fluency (P 39, P41, P45), in enabling learners to tell the story with more details (P42), in organizing thoughts and retrieving words (P44, P43 P47), in feeling less anxious (P40), in promoting overall gains in performance (P43).

The majority of the participants stated that both conditions - strategic planning and repetition - played a beneficial role in their performance. All participants in the strategic planning *for* repetition group acknowledged the positive impact of planning and just one of them did not perceive the repetition condition as effective. There are divided opinions regarding which condition - the strategic planning or the repetition - was more beneficial. For those who made an appraisal of the two conditions, they perceived both conditions as important. However, one participant (P40) stated that the repetition condition was more beneficial than the strategic planning condition as she already had an overall sketch of what she was going to narrate. This fact enabled her to improvise on-line. Furthermore, for those participants in the strategic planning *for* repetition condition, the instructional phase played a major role in their performance, especially because they had opportunities to work on problematic aspects, and when performing, they had already-made choices (both lexical and grammatical) to apply on-line.

In order to illustrate learners' point of view in relation to the 'instructional phase', 6 out of 9 participants perceived this phase as being the most influential in affecting their on-line performance. For example P39 said: "the instructional phase helped me most". P42 verbalized the following: "the instructional phase had the greatest impact", while P43 stated: "the instructional phase helped me to tell the story better". P47 said: "the instructional phase helped me solve some vocabulary and grammar problems". Furthermore, in relation to the instructional sessions, the awareness raising session, in which they had the opportunity to listen to their own performance, detect possible problems and provide solutions, was seen as profitable and effective. This point of view is shared by five participants (P39, P40, P42, P43 and P47). Also important was the session in which they worked with lexical variety.

According to participants' views (P40, P41, P43, P45 and P47), this session enabled them to use a variety of words that they considered crucial to perform the task.

In sum, two important issues that arise in relation to the processes which were triggered by the strategic planning *for* repetition condition and which, produced perceived positive effects especially on learners' accurate and complex performance are (1) the need for having learners embarking in an awareness raising process in relation to their own mistakes and (2) the need for a process that enables learners to work on their own performance through out instructional meetings. It seems that when learners embark in a process of detecting their own mistakes and have the opportunity to solve them (either alone or cooperatively), awareness takes place at the level of understanding (Schmidt, 1990) and this process that takes place through out instructional meetings leads them to perform at higher levels of accuracy and, as a by product, enables learners to achieve gains in complexity. As already stated elsewhere, the positive results for the strategic planning *for* repetition group are also to be understood in the light of an information processing perspective and, thus, support the claim that learners' attentional resources are limited and that there are trade-offs among the competing goals of oral performance (Skehan, 1998). In this case accuracy, complexity and lexical density were benefited at the expense of a less fluent performance. An explanation for this result can be grounded on Skehan's (1998) dual processing model, according to which the learners' rule-based system requires more time and attention capacity than lexically stored knowledge, which leads to more fluent performance. Moreover, although learners were able to focus on form in the context of meaning, and this process was also triggered by the opportunity to plan strategically their narratives prior to performance, their willingness to implement what was previously planned, which thus might also have led them to check whether what was being produced accorded with the conceptual

and lexico-grammatical patterns of the L2, rendered learners' speech process as less fluent.

In sum, the positive results of the strategic planning *for* repetition condition especially on learners' more complex and more accurate performance highlights the usefulness of inserting consciousness raising, problem-solving and focus on form as mid-task activities, which happen prior to learners' repetition of the task. Moreover, giving learners opportunity for planning strategically their performance seems also to optimize the whole process. In this sense, Skehan's task-based approach to task implementation (Skehan, 1989) is expanded to a cycle of tasks occurring within a single task. Moreover, the literature in the task-based paradigm (Foster & Skehan, 1996; Skehan, 1989; Skehan & Foster, 1995; among others) has already acknowledged the existence of trade-offs among three competing goals of performance and empirical findings reveal, in particular, trade-offs between complexity and accuracy. Research results for the strategic planning *for* repetition group and also for the repetition condition have shown, at least for the participants of this research, that there might be a path towards achieving the most demanding goal in oral performance – that is, accuracy, which is the speech dimension less amenable to changes (Ellis, 2005). However, there is still a challenge concerning the lessening of trade-offs among these competing goals.

In relation to the fourth issue - the different measures chosen to assess the same dimensions under scrutiny in this study - research results point to the fact that different measures yielded similar results. Due to these general results, it can be said that all of them are reliable operationalizations of the same dimension of performance, despite the fact that each of them might tackle slightly different aspects of the same dimension. To recapitulate, under repair fluency, in relation to the use of filled pauses,

two measures were assessed - percentage of filled pauses, and filled pauses per c-unit. In relation to the use of unfilled pauses - both percentage of unfilled pauses and number of unfilled pauses per c-unit were operationalized. With regards to the operationalization of accuracy, errors per c-unit and percentage of error-free clauses were assessed.

In relation to both the use of filled and unfilled pauses, whereas the percentage of unfilled and filled pauses reveals the exact amount of time learners remained either silent or used non-lexical fillers as time creating device meanwhile performing, the number of unfilled and filled pauses per c-unit, reveals the ratio between the instances that learners have paused by the number of propositions they have brought to their narratives. As for the use of filled pauses, in the ANOVA results, none of the measures achieved significance. However for the GLM results, significance was attained for both measures - the percentage of filled pauses and number of filled pauses per c-unit. In this case, it was the strategic planning *for* repetition group that achieved the greatest gains. This means that in being successful at diminishing the total amount of time devoted to the use of non-lexical fillers, learners were also successful at using fewer instances of fillers per c-unit. Consequently, there is a stable relationship between the time variable and number of occurrences.

In this study, as regards the ANOVA results, the use of unfilled pauses statistically significant differences in the use of unfilled pauses was only attained for the number of unfilled pauses per c-unit, whereas in the percentage of unfilled pauses statistically significant differences were almost attained. In both cases the repetition group outperformed the control and the strategic planning *for* repetition group, though these last two groups performed very similarly to the strategic planning and the strategic planning *plus* repetition groups at the level of fluency.

As regards the results of the GLM repeated measure procedure, statistically significant differences were only attained for the percentage of unfilled pauses. In this case it was the strategic planning *for* repetition group the one which presented a greater percentage of total silence as compared with the strategic planning *plus* repetition and the repetition groups. This result means that despite the fact that overall silent pausing time increased, this effect was less perceived in relation to the number of instances in which silent pauses were produced per c-unit. Nevertheless, the incidence of number of unfilled pauses per c-unit still remained high as statistical significance was achieved when the strategic planning *for* repetition group was compared with the repetition group. In general terms, it can be said that, at least for the participants performing in the five groups - control, strategic planning, repetition, strategic planning *plus* repetition and strategic planning *for* repetition - there is a stable relationship between the total amount of time learners remain silent and the occurrence of silent pausing in relation to the number of c-units produces. However, for one of the groups - the strategic planning *for* repetition group - this relationship is slightly less stable.

These somewhat mixed results reveal that as important as establishing the exact amount of time learners pause overall, (either using filled or unfilled pauses), it is to consider the number of instances that both, silent or filled pauses occur in relation to the number of communication units being produced. Furthermore, as suggested by Skehan and Foster (2005), not only the instances but the location where silent/filled pauses have occurred (either at the end of clause boundaries, or within clauses) merits being further investigated. Such an approach might reveal that "breakdown in performance for non-native speakers manifests itself at points other than clause boundaries" (Skehan & Foster, 2005, p.206).

In sum, it is important to have a variety of measures under scrutiny, not only to compare results from quantitative analyses, but also to determine which of these aspects – total amount of pausing time, occurrence of pausing phenomena and place of occurrence of both filled and unfilled pauses play a more decisive role in affecting (1) learners' fluent performance and (2) the way hearers may perceive learners as being more or less fluent.

Concerning accuracy, both accuracy measures reached statistical significance in the GLM and ANOVA results. However, slightly different results were yielded. In the GLM analysis, statistical significance was attained for both the within and interaction factors in the percentage of error-free clauses, whereas in the number of errors per c-unit, statistical significance was only attained for the within factor. In the ANOVA results, in the percentage of error-free clauses statistical differences were more notable, as in this measure the strategic planning *for* repetition group not only outperforms the control and the strategic planning groups as in the number of clauses per c-unit but also performs at higher levels of accuracy than the strategic planning *plus* repetition group. In both measures the repetition group outperforms the control group.

These results signal that both measures are reliable operationalizations of the same variable – accuracy. It seems that when more /less error-free clauses are produced, there are also less/more mistakes being made per c-unit. However, as results slightly favor the strategic planning *for* repetition group in the percentage of error-free clauses, it might be the case that the accuracy measure of percentage of error-free clauses might disguise overall achievements in accuracy, as learners might produce more error-free clauses but may make more mistakes in the same clause.

Moreover such measure does not provide any indication to the relationship between accuracy and the length of clauses. As Skehan and Foster claim (2005), there

might be a high incidence of error-free clauses that are short in length indicating that accuracy was obtained through a reliance on lexicalized phrases (Foster & Skehan, 2005, p. 198). To avoid this problem the researchers suggest that error-free clauses should be computed for the proportion of clauses greater than four words long that were error-free.

Nevertheless, none of these accuracy measures inform the extent to which the mistakes made by the learners ultimately prevent the listener from understanding the message. For instance, according to the learners' views in the strategic planning *for* repetition group, which made a careful appraisal of their performance (see Appendix AA for learners' assessment of their oral performance), the mistakes they made did not hamper communication[61]. It would be relevant, then, to also have a more qualitative approach to accuracy and investigate which types of mistake seem to be crucial for message understanding and how mistakes concerning lexicon, grammar or ill-formed sentences impact most on the way hearers might perceive learners as being more or less accurate.

Another issue of importance that arises, and this concerns the use of all the fluency, complexity, weighted lexical density and accuracy measures is the fact that due to the statistical approach applied in this study (a univariate approach), no claims can be made regarding the interrelationship that might exist between all measures. A multivariate approach would allow us to know not only how these measures interact but also which measure(s) is/are responsible for the most variability in learners' performance, and whether each dimension of performance – fluency, complexity,

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[61] Based on Figueiredo (2002), errors can be classified under three categories: 1) those which have little effect on communication, b) those which cause certain irritation and 3) those which hamper communication. Although it was not the focus of the present research to make a systematic characterization and computation of which type of errors participants made, from the researchers' and interraters' appraisal of learners' error, not many were regarded as affecting communication. This is in line with learners' appraisal of their own mistakes.

lexical density and accuracy, is, indeed, independent. This is an attempt that has already been made by some researchers (Skehan & Foster, 2005; Tavakoli & Skehan, 2005) in the task-based approach paradigm.

In short, the picture above outlined suggests that having a set of different measures to assess the same variable leads to a more valid assessment of the L2 speech dimensions under scrutiny as different operationalizations might tackle different aspects of the same dimension. Overall, there was a stable relationship between the slightly different aspects that each of the breakdown fluency and accuracy measures uncover. Nevertheless both measures of breakdown fluency and accuracy used in this study are still incomplete. This fact allows for other measures to be applied and also leaves room for a more qualitative approach so that further claims can be made upon learners' fluent and accurate performance. Finally, although the univariate techniques which were applied in the analysis of individual measures yielded reliable results, multivariate techniques would allow a more encompassing approach to the investigation of measures in which both the interrelationship between measures and their impact upon learners' performance can be better comprehended.

The central finding of this research is that strategic planning *for* repetition was the condition which most impacted learners' accurate performance, without compromising either complexity or weighted lexical density. However this positive impact happened at the expense of a less fluent performance (participants produced more silent pauses). The repetition condition, for the repetition group, also promoted positive effects and seems to have helped to lessen the trade-offs among the four competing goals of performance - fluency, complexity, lexical density and accuracy. Although the impact of repetition was significant for fluency, complexity was slightly compromised and the gains in accuracy were not as striking as the gains in the strategic

planning *for* repetition condition[62]. The strategic planning *plus* repetition group also benefited from the combination of conditions and a great impact on learners' lexically dense performance was noticed. Overall, learners of the groups who performed the task twice - the repetition, the strategic planning *plus* repetition and the strategic planning *for* repetition - performed at higher levels in some of the dimensions than the groups that solely had opportunity to undergo strategic planning (the strategic planning group) or the group which just improvised (the control group). It seems that repetition, as a form of integrative planning, leads learners towards a path to proceduralize declarative knowledge, which thus leads to more automatized actions and, as a whole, optimizes the process of retrieving information from long-term memory. Consequently, language performance is optimized. However, an important issue that arises within this scenario, especially due to the less noticeable effect of strategic planning on the strategic planning group, is that learners' approach to different experimental conditions is idiosyncratic. Whatever processes that might be triggered by the conditions - strategic planning, repetition and strategic planning *for* repetition - these processes happen from the perspective of the learners and this affects learners' performance. This fact asks for further scrutiny in an attempt to dissect the intricate relationship between how learners perceive the condition under which they perform, the processes that are triggered and their effectiveness on learners' oral performance.

   In the light of the results already presented and discussed, I now readdress, one by one, the hypotheses posed by this study and, subsequently, present a summary of research findings (see Tables 18 - 22).

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[62] Although the repetition group performs at higher levels of lexical density, bearing in mind the results from GLM repetead measures, there was not a linear relationship between the first and second trials for lexical density. Thus, no claims can be made on the effect of repetition on lexically dense performance.

Hypothesis 1a, which postulated that under planning conditions there would be greater fluency than in the control group was not supported. Hypothesis 2a, which claimed that under planning conditions there would be greater complexity than in the control group, was not supported. Hypothesis 3a, which predicted that under planning conditions there would be greater lexical density than in the control group, was not supported. Hypothesis 4a, which postulated that under planning conditions there would be greater accuracy than in the control group was not supported. The results of the ANOVA show that there were no statistical differences between the planning and the control group in the measures of fluency, complexity, lexical density and accuracy.

Hypothesis 1b, which stated that under the task repetition condition there would be greater fluency than in the control group, was confirmed for one of the fluency measures (% of unfilled pauses). This hypothesis is, thus, partially supported. Hypothesis 2b, which predicted that under the task repetition condition there would be greater complexity than in the control group, was not supported. Hypothesis 3b, which postulated that under the task repetition condition there would be greater lexical density than in the control group, was supported. Hypothesis 4b, which postulated that under the task repetition condition there would be greater accuracy than in the control group, was supported. The results of the ANOVA show that there were no statistical differences between the repetition and the control group in the measure of complexity. However, the repetition group outperforms the control group in fluent (at the level of unfilled pauses), lexically dense and accurate performance.

Hypothesis 1c, which predicted that under the strategic planning *plus* repetition condition there would be greater fluency than in the control group, was not supported in any of the fluency measures. Hypothesis 2c, which postulated that under the strategic planning *plus* repetition condition there would be greater complexity than

in the control group, was not supported. Hypothesis 3c, which predicted that under the strategic planning *plus* repetition condition there would be greater lexical density than in the control group, was supported. Hypothesis 4c, which predicted that under the strategic planning *plus* repetition condition there would be greater accuracy than in the control group, was not supported. The results of the ANOVA show that there were no statistical differences between the strategic planning *plus* repetition and the control group in the measures of fluency, complexity and in the measures of accuracy. However, the strategic planning *plus* repetition group outperforms the control group in lexical density.

Hypothesis 1d, which predicted that under the strategic planning *for* repetition condition there would be greater fluency than in control group, was not supported. Hypothesis 2d, which predicted that under the strategic planning *for* repetition condition there would be greater complexity than in the control group, was not confirmed. Hypothesis 3d, which predicted that under the strategic planning *for* repetition condition there would be greater lexical density than in the control group, was supported. Hypothesis 4d, which claimed that under the strategic planning *for* repetition condition there would be greater accuracy than in the control group, was supported. The results of the ANOVA show that there were no statistical differences between the strategic planning *for* repetition and the control groups in the measures of fluency and complexity. However, the strategic planning *for* repetition group outperformed the control group in accuracy and lexical density.

Hypothesis 5a, which claimed that under the strategic planning *for* repetition condition there would be greater fluency than in the planning, repetition, and the strategic planning *plus* repetition conditions, was not confirmed. Hypothesis 5b, which predicted that under the strategic planning *for* repetition condition there would be

greater complexity than in the strategic planning, repetition, and the strategic planning *plus* repetition conditions, was not supported. Hypothesis 5c, which predicted that under the strategic planning *for* repetition condition there would be greater lexical density than in the strategic planning, repetition, and the strategic planning *plus* repetition conditions, was partially supported. Hypothesis 5d, which predicted that under the strategic planning *for* repetition condition there would be greater accuracy than in the strategic planning, repetition, and the strategic planning *plus* repetition conditions, was partially supported. The results of the ANOVA show that there were no statistical differences between the strategic planning *for* repetition and all the other experimental groups in the measures of fluency and complexity. However, the strategic planning *for* repetition group outperforms the strategic planning group in the measures of lexical density and accuracy. The strategic planning *for* repetition group also outperforms the strategic planning *plus* repetition group in one of the accuracy measures (% of error-free clauses).

Table 18
Summary of Hypotheses - Fluency

	HYPOTHESES	STATUS	EVIDENCE	CONCLUSION
HYPOTHESIS 1 – There is an effect of the experimental conditions on learners' fluent oral performance when compared to the control group – Partially Supported	1a- Under the strategic planning condition there will be greater *fluency* than in the control group	Not supported	There were no statistically significant differences in fluent performance of the strategic planning group as compared with learners' performance in the control group in any of the fluency measures.	There is an effect of the experimental conditions on participants' fluent performance. However this effect is only noticed in the repetition group as compared to the control and strategic planning *for* repetition group at the level of use of unfilled pauses (number of unfilled pauses per c-unit). There were not statistically significant differences among all the other groups in any of the fluency measures. Nevertheless, statistical significance was almost attained for speech rate unpruned and pruned, in which the repetition group performs with a higher rate of speech. than the control and the strategic planning group. Only repetition, in the repetition group, had a positive effect on learners' fluent oral performance. This fact might be due to learners' opportunity to proceduralize declarative knowledge, the nature of the task they performed, learners' focus of attention while performing and the impact of other learning activities on learners' performance.
	1b- Under the repetition condition there will be greater *fluency* than in the control group	Partially supported	There were statistically significant differences in fluent performance in the repetition as compared with the control group regarding the use of unfilled pauses (number of unfilled pauses/c-unit)	
	1c- Under the strategic planning *plus* repetition condition there will be greater *fluency* than in the control group	Not supported	There were no statistically significant differences in fluent performance of the strategic planning *plus* repetition group as compared with learners' performance in the control group in any of the fluency measures.	
	1d- Under the strategic planning *for* repetition condition there will be greater *fluency* than in the control group	Not supported	There were not statistically significant differences in fluent performance of the strategic planning *for* repetition group as compared with learners' performance in the control group in any of the fluency measures.	

Table 19
Summary of hypotheses - Complexity

	HYPOTHESES	STATUS	EVIDENCE	CONCLUSION
HYPOTHESIS 2 – There is an effect of the experimental conditions on learners' complex oral performance when compared to the control group – Not Supported	2a- Under the strategic planning condition there will be greater *complexity* than in the control group	Not supported	The null hypothesis is supported. There were no statistically significant differences in complex performance of the strategic planning, repetition, strategic planning *plus* repetition and strategic planning *for* repetition groups as compared with the control group.	There is no impact of experimental conditions on participants' complex performance. However the strategic planning *for* repetition condition produced significant gains in complex performance between the first and second trials. The limited effect of experimental conditions on participants complex oral performance may be due to what aspects of performance learners prioritized when performing, the nature of the research context which resembled a testing situation and the lack of time-pressure learners have to perform.
	2b- Under the repetition condition there will be greater *complexity* than in the control group	Not supported		
	2c- Under the strategic planning *plus* repetition condition there will be greater *complexity* than in the control group	Not supported		
	2d- Under the strategic planning *for* repetition condition there will be greater *complexity* than in the control group	Not supported		

Table 20
Summary of hypotheses - Lexical density

	HYPOTHESES	STATUS	EVIDENCE	CONCLUSION
HYPOTHESIS 3 – There is an effect of the experimental conditions on learners' lexically dense oral performance when compared to the control group - Partially supported	3a- Under the strategic planning condition there will be greater *lexical density* than in the control group	Not supported	There were no statistically significant differences in lexically dense performance of the strategic planning group as compared with learners' performance in the control group.	There is an effect of different experimental conditions on learners' lexically dense performance as compared with the control group. However just the groups which repeated the task outperform both the control and the strategic planning group. Nevertheless claims for the beneficial impact of repetition on learners' lexically dense performance can be only made for the strategic planning *plus* repetition group. The opportunity to repeat the task and the prevalence of retrieval operations and learners' commitment to solve lexical problems, in strategic planning, is consistent with the positive finding for greater lexical density in the strategic planning *plus* repetition group. Overall, weighted lexical density has interacted in unique ways with other dimensions of speech performance and also according to the impact of different experimental conditions
	3b- Under the repetition condition there will be greater *lexical density* than in the control group	Supported	There were statistically significant differences in lexically dense performance of the repetition group as compared with learners' performance in the control group.	
	3c- Under the strategic planning *plus* repetition condition there will be greater *lexical density* than in the control group	Supported	There were statistically significant differences in lexically dense performance of the strategic planning *plus* repetition group as compared with learners' performance in the control group.	
	3d- Under the strategic planning *for* repetition condition there will be greater *lexical density* than in the control group	Supported	There were statistically significant differences in lexically dense performance of the strategic planning *for* repetition group as compared with learners' performance in the control group.	

Table 21
Summary of Hypotheses - Accuracy

HYPOTHESES		STATUS	EVIDENCE	CONCLUSION
HYPOTHESIS 4- There is an effect of the experimental conditions on learners' accurate oral performance when compared to the control group – Partially Supported	4a- Under the strategic planning condition there will be greater *accuracy* than in the control group	Not supported	There were no statistically significant differences in accurate performance of the strategic planning group as compared with learners' performance in the control group.	There is an effect of different experimental conditions on learners' accurate performance as compared with the control group. However just the repetition group and the strategic planning *for* repetition group outperformed the control group. The combination of performance conditions (instructional phase+ strategic planning prior to performance+repetition) yielded the best results. Repetition functioned as a form of 'integrative planning' in which a previous enactment with the task enabled the whole process to be more automatized. Strategic planning *for* repetition as a form of within-task strategic planning led learners to notice gaps within their own performance and to work out possible solutions. Attention and focus on form emerged as central for triggering higher levels of accuracy. The opportunity for strategic planning prior to performance led learners to carefully implement pre-planned ideas, a fact which also impacted on accuracy.
	4b- Under the repetition condition there will be greater accuracy than in the control group	Supported	There were statistically significant differences in accurate performance of the repetition group as compared with learners' performance in the control group in both accuracy measures.	
	4c- Under the strategic planning *plus* repetition condition there will be greater *accuracy* than in the control group	Not supported	There were no statistically significant differences in accurate performance of the strategic planning *plus* repetition group as compared with learners' performance in the control group.	
	4d- Under the strategic planning *for* repetition condition there will be greater *accuracy* than in the control group	Supported	There were statistically significant differences in accurate performance of the strategic planning *for* repetition group as compared with learners' performance in the control group in both accuracy measures.	

Table 22

Summary of hypotheses - Strategic planning for repetition vs. other experimental condition -
Fluency, complexity, lexical density and accuracy

	HYPOTHESES	STATUS	EVIDENCE	CONCLUSION
HYPOTHESIS 5 - The strategic planning *for* repetition condition will lead to greater selective effects on learners' oral performance as compared to the other experimental conditions - Partially Supported	5a - Under the strategic planning *for* repetition (SPFR) condition there will be greater *fluency* than in the strategic planning, repetition and strategic planning *plus* repetition groups	Not supported	There were statistically significant differences in fluent performance of repetition group as compared with learners' performance in strategic planning *for* repetition group at the level of unfilled pauses (number of unfilled pauses per c-unit).	There is an effect of SPFR on learners' complex, lexically dense and accurate performance as compared to **some** experimental conditions – strategic planning, and strategic planning *plus* repetition. The lack of a positive impact on fluency can be explained due to learners' willingness to carefully implement pre-planned ideas, the problems they might have faced on-line in retrieving both lexical and grammatical items and learners' focus of attention while performing. The positive impact of SPFR on accuracy and lexical density might be due to the slightly different status of strategic planning as a mid-task activity, which triggered the processes of awareness raising and problem solving and enabled learners to notice gaps within their own performance and to work out possible solutions. Although the null hypothesis is sustained for complexity, this condition allowed learners to make more inroads in the process of message conveyance and formulation as, in general, the narratives contained more details and were much more complex on the second trial. Overall, these results bring further evidence for trade-offs among the four competing goals of L2 speech production
	5b - Under the strategic planning *for* repetition condition (SPFR) there will be greater *complexity* than in the strategic planning, repetition and strategic planning *plus* repetition groups	Not supported	The null hypothesis is supported. There were no statistically significant differences in complex performance of the strategic planning *for* repetition group as compared with the strategic planning, repetition, strategic planning *plus* repetition groups.	
	5c - Under the strategic planning *for* repetition (SPFR) condition there will be greater *lexical density* than in the strategic planning, repetition and strategic planning *plus* repetition groups	Partially supported	There were statistically significant differences in lexical dense performance of the strategic planning *for* repetition group as compared with the strategic planning and control groups.	
	5d - Under the strategic planning *for* repetition condition (SPFR) there will be greater *accuracy* than in the strategic planning, repetition and strategic planning *plus* repetition groups	Partially supported	There were statistically significant differences in accurate performance of the strategic planning *for* repetition group as compared with the strategic planning and control group (both accuracy measures), and as compared with the strategic planning *plus* repetition at the level of percentage of error free clauses	

Addressing now the five general hypotheses presented in section 4.5, the results of the present study indicate that Hypothesis 1, which postulated that there would be an effect of the experimental conditions on learners' fluent oral performance when compared to the control group, was partially supported. There is an effect of the experimental conditions; however, this effect varies across conditions.

Hypothesis 2, which postulated that there would be an effect of the experimental conditions on learners' complex oral performance when compared to the control group, was not supported. In the present study there is no effect of the experimental conditions on complexity.

Hypothesis 3, which postulated that there would be an effect of the experimental conditions on learners' lexically dense oral performance when compared to the control group, was partially supported. There is an effect of the experimental conditions; however, again, this effect varies across conditions.

Hypothesis 4, which postulated that there would be an effect of the experimental conditions on learners' accurate oral performance when compared to the control, was partially supported. There is an effect of the experimental condition; nevertheless, once again, this effect varies across conditions.

Finally, hypothesis 5, which postulated that the strategic planning *for* repetition condition would lead to greater selective effects on learners' oral performance as compared to the other experimental conditions, was only partially supported. There is an effect of the strategic planning *for* repetition condition on some dimensions of oral performance as compared to some experimental conditions. Consequently, this effect varies according to L2 speech dimensions and according to the experimental conditions in which strategic planning *plus* repetition is being compared with. Thus, the effects are non-linear and do not necessarily take place as a function of the combination of

performance conditions. That is to say that the combination of performance conditions does not necessarily yield the best oral performance.

A summary of research findings and hypotheses was provided (see Tables 18 to 22), showing that the majority of the general research hypotheses was only partially supported. Consequently it is important to exercise caution when referring to the impact of metacognitive processes on learners' L2 oral performance. The panorama outlined in this section especially glimpses the complexity of developing learners' oral skill in an L2, as despite the fact that learners underwent high level metacognitive preparation, their oral performance was still limited in a number of ways. Then, these findings especially seem to illuminate the question concerning the extent to which linguistic knowledge plays a role in influencing the impact of metacognitive processes.

As posed by Shuell (1986), "the amount of knowledge one possesses has substantial impact on the learning process" (Shuell, 1986, p. 427). Thus, impact may be also noticed on learners' performance. In the present study, with the exception of the strategic planning *for* repetition group, all the other groups worked with their own resources. Even those which underwent some kind of 'instruction' were not able to be successful in all the dimensions of oral performance under scrutiny - fluency, complexity, lexical density, and accuracy. Thus, to start with, it is possible that there might be a threshold that determines the extent to which learners may perform better, and this will be affected by the amount of knowledge she/he has of the L2. Moreover, it is also possible that although linguistic knowledge might determine degree of success on performance, performance is affected by an array of variables (i.e. context, learners' approach to the task, learners' individual differences, for instance). Thus, although performance captures learners' competence in the target language, there is a great tension between how much the learner knows about the language, the conditions under

which learners perform, and the metacognitive processing these conditions might trigger. In this realm, the constructs of attention and focus on form emerge as central.

In a broad sense, the processes of strategic planning, repetition, strategic planning *plus* repetition, and strategic planning *for* repetition were applied under the rationale that some kind of preparation or experience with the task prior to its performance may lead learners to focus on form. The present research findings have been dismissive of the positive impact of strategic planning, especially on fluency. To do full justice to the topic, the compelling evidence on the beneficial effect of strategic planning on fluency in the task-based research tradition cannot be denied. However, along with the contextual and individual variables that might play a role in affecting learners' strategic planning processes - the nature of the task, learners' focus of attention during performance, and learners' effectiveness in implementing and retrieving pre-planned ideas, for instance - it is imminent to consider that monitoring may take place as a by-product of strategic planning (Bialystok, 1981). Although, theoretically, strategic planning may facilitate the processes that take place in the conceptualizer and formulator, when much attention is paid to form, fluency may suffer. In this sense, monitoring might be counterproductive concerning fluency. Indeed, the results of the present study, especially in the strategic planning *for* repetition group, showed that much attention paid to correctness aided accuracy but penalized fluency. Then, another issue that emerges as open to further scrutiny is the influence of pauses and self-repairs (operationalized as fluency measures) as measures that might reflect learners' monitoring and on-line planning (Skehan & Foster, 2005) and the influence they might impinge on on-line accuracy.

To put in a nut-shell, these concluding paragraphs have shown two crucial issues that incorporate further complexity in the relationship between learners'

metacognitive processes and L2 oral performance: the role of linguistic knowledge and the role of monitoring in learners' oral performance. In the next chapter, I will present a summary of research results and some reflection on the role that different metacognitive processes - strategic planning, repetition, strategic planning *plus* repetition, and strategic planning *for* repetition - might play on learners' oral performance. The chapter also points out the limitations of the present study, provides suggestions for further research, and draws some pedagogical implications in relation to fostering learners' L2 speaking skill.

CHAPTER 5

FINAL REMARKS, LIMITATIONS, SUGGESTIONS, AND IMPLICATIONS

5.1 Final remarks

The general objective of the present study was to examine the impact of four metacognitive processes – strategic planning, repetition, strategic planning *plus* repetition, and strategic planning *for* repetition – on EFL learners' fluent, complex, lexically dense and accurate oral performance. The study departed from two major assumptions (1) the conditions under which learners perform trigger different metacognitive processes, and (2) the combination of conditions leads to selective effects on learners' oral performance. Forty-seven Brazilian learners of English were assigned to different groups - the control group, the strategic planning group, the repetition group, the strategic planning *plus* repetition group, and the strategic planning *for* repetition group. L2 speech production was elicited by a video-based narrative task and four dimensions of performance were assessed: fluency, complexity, weighted lexical density and accuracy,

Drawing on the results from the GLM repeated measures and ANOVA procedures as regards (1) the gains in the performance of participants that repeated the task (repetition, strategic planning *plus* repetition and strategic planning *for* repetition) and (2) the differences in the performance of participants in each of the five groups participating in this study (control, strategic planning, repetition, strategic planning *plus* repetition, and strategic planning *for* repetition), the following findings were obtained in the present study.

The strategic planning *for* repetition condition yielded positive results on learners' accuracy and lexical density, and also produced significant gains in complex and accurate language performance. However such gains happened at the expense of less fluent performance (at the level of silent pauses). First, this result is to be taken as further evidence for the trade-offs among different dimensions of performance (Foster & Skehan, 1996; Fortkamp, 2000 among others). Moreover, these results are to be taken as preliminary evidence that strategic planning *for* repetition, as defined under a metacognitive perspective triggers positive effects on learners' performance (especially in producing gains in complexity and accuracy simultaneously) due to the slightly different status that strategic planning assumes within this process. In this study, the processes of awareness raising in which problem solving took place and, which were built across meetings during the treatment given to the strategic planning *for* repetition group, enabled learners to notice gaps within their own performance and to work out possible solutions. Consequently, the constructs of attention (Schmidt, 1990) and of focus on form (Long, 1991; Long & Robinson, 1998) emerged as central for the whole process to be accomplished as learners' effectively performed at higher levels of accuracy. Moreover, in the act of repeating the task, learners' speech process was more automatized as knowledge had been already proceduralized. Thus, performing the task for a second time was less effortful, a fact which also allowed learners to make more inroads in the process of message conveyance and formulation as, in general, the narratives contained more details and were much more complex on the second trial.

Nevertheless, the expected positive impact on fluency, which was not attained, accords with the view that speech performance, especially in L2, "is constrained by the operations of a limited capacity information-processing system" (Fortkamp, 2000, p.204). The limited effect of strategic planning (learners in the

strategic planning *for* repetition group had also opportunity for strategic planning before performing) on fluent performance can be explained on the grounds of learners' willingness to carefully implement pre-planned ideas, the problems that they might have faced in retrieving both lexical and grammatical items and learners' focus of attention while performing. For the strategic planning *for* repetition group, the increase in the use of unfilled pauses and, thus, the perceived difference in fluent performance in relation to the repetition group might be due to the issues above mentioned. Overall, the data obtained showed the importance of combining the conditions under which learners' perform an oral task and of including awareness-raising and problem solving as a mid-task activity followed by repetition.

The repetition condition, for the repetition group, also yielded positive effects and, to a certain extent, seems to have helped to lessen the trade-offs among different dimensions of performance. Despite the fact that in the repetition group there was greater fluency, lexical density and accuracy than in some of the other groups, the GLM results have shown that complexity was slightly compromised on the second trial and that modest gains in accuracy took place. The repetition condition, in the strategic planning *plus* repetition group, also triggered some positive effects, but the impact was less noticeable. The strategic planning *plus* repetition group only outperforms the control and the strategic planning group in weighted lexical density.

To a great extent these results can be taken as further evidence that repetition, as a form of integrative planning, is indeed effective in increasing the degree of proceduralization in the L2 formulator (see Towell, Hawkins & Bazergui, 1996; Fortkamp, 2000). In this sense, repetition enabled learners to reorganize knowledge and practice made the learners' speech process more effective in terms of retrieval of information, thus fostering fluent, lexically dense, and accurate language performance

(Fortkamp, 2000). Due to the different results that repetition yielded in groups that solely repeated the task (the repetition and the strategic planning *plus* repetition group), the processes learners underwent when repeating the task seemed to be impacted by the nature of the task participants performed, by learners' focus of attention while performing and by other learning activities learners experienced within the time period between the first and second trials.

The strategic planning condition, for participants in the strategic planning and strategic planning *plus* repetition group yielded modest results. There are no statistically significant differences that favor the planning group if this group is compared to all the other groups. The GLM results have shown that among the groups that repeated the task (repetition, strategic planning *plus* repetition, and strategic planning *for* repetition) there were no a priori differences in participants' performance in any of the speech production measures. Consequently strategic planning seemed not to affect overall performance.

However, these results do not provide counterevidence for the fact that strategic planning is a metacognitive process that plays a role in the process of organizing thought, as there is concern, on the part of the speaker, to establish sub-goals in order to reach a major goal, prior to its implementation (Anderson, 1995). Such organization also encompasses the idea that strategic planning can aim at optimizing retrieval of information that has recently been freshened in long-term memory, so that the process of lexical searches and grammatical mappings can be maximized. Indeed, taking into consideration learners' responses, strategic planning was seen as beneficial; participants in the present study acknowledged that strategic planning impacted positively on the process that takes place in the conceptualizer - retrieval of main events to be narrated, and the formulator - overall organization of the message, retrieval and

selection of words and the grammar needed to perform the task. Nevertheless, due to the fact that the results obtained in the present study did not favor the groups that only had opportunity for strategic planning (the strategic planning and the strategic planning *plus* repetition group), it seems that the process triggered by strategic planning might be constrained by how learners approach the planning task, how learners can effectively implement pre-planned ideas, and how rehearsal and retrieval operations while planning might affect different dimensions of speech performance. Moreover, the watch-and tell condition, which allows for some planning, might have had an equalizing effect, that is to say, it might have minimized the effects of strategic planning for the groups which had opportunity to strategically plan their performances. In this respect, the very nature of strategic planning and its impact upon learners' performance is still open to discussion in the realm of L2 research.

The findings of the present study allow to draw some tentative conclusions in relation to the different dimensions of L2 speech production, especially regarding to the measures which did not yield differences among the groups and the implications of having different operationalizations of the same L2 measures, as is the case of measures of breakdown fluency and accuracy.

Regarding fluency, there were no differences in speech rate unpruned and pruned across groups. This result might suggest that these two measures are too general to allow for gains in fluency to emerge. Nevertheless, as statistical significance was almost attained for the repetition group, which decreased the use of both filled and unfilled pauses on the second trial, it can be tentatively concluded that gains in speed fluency might be dependent upon a reduction in the use of both filled and unfilled pauses.

In relation to the fluency measures of self-repairs and breakdown fluency (more specifically measures of unfilled pauses), no significant differences emerged among the groups. This research result is important in the sense that it tentatively signals that devoting on-line attention to speech is inherent to the process of speech in a foreign language. This also corroborates the view that as the speech process in L2 is far more complex that in L1 (Poulisse, 1999; Green, 1994; DeBot,1992; Fortkamp, 2000), especially due to the fact that the processes that take place in the formulator are not highly proceduralized or automatic, on-line attention and monitoring is expected to permeate the L2 speech process.

As regards the results for complexity, the null hypothesis was supported. This result might signal that, at least for the participants of this study, complexity might interact in interesting ways with what aspects of performance learners prioritize when performing, the lack of time-pressure learners have to perform, and learners' level of proficiency in the L2. Nevertheless, the gains obtained in complexity for the strategic planning *for* repetition group, which also was successful at producing more accurate language, might point into the direction that there might be an interaction between complexity and accuracy.

In relation to the different operationalizations of the same measures, research results revealed that having a set of different measures to asses the same variable leads to a more robust assessment of the L2 speech dimensions under scrutiny as different operationalizations tackle different aspects of the same dimension. The fact that, in general terms, there was a stable relationship between the slightly different aspects that each of the breakdown fluency and accuracy measures uncover, also indicates that these measures are, indeed, effective.

Thus, in the main, research results bring evidence for the fact that the relationship between the impact of four metacognitive processes - repetition, strategic planning, strategic planning *plus* repetition, and strategic planning *for* repetition - and L2 speech production is a complex one. Research results have shown that the way learners approach the task and the conditions under which they perform is idiosyncratic in nature. This asks for a process-product approach to investigating repetition, strategic planning, strategic planning *plus* repetition, and strategic planning *for* repetition. Nevertheless, the data obtained showed that (1) repetition, as a form of integrative planning is a more encompassing form of strategic planning than strategic planning as it may increase the degree of proceduralization in the L2 formulator, (2) strategic planning is a process that plays a role in the process of organization of thought and organization of overall message and, potentially, it may enhance the processes of lexical choices and grammatical mappings on-line, and (3) strategic planning *for* repetition, which combines a set of conditions including awareness raising and problem solving as mid-task activities followed by opportunities for strategic planning and repetition, turned L2 speech process less effortful, a fact which also allowed learners to perform at higher levels of accuracy and, at the same time, make more inroads in the process of message conveyance and formulation.

Moreover, the results of the present study are also in line with previous research that shows that there are trade-offs among the four competing goals of L2 speech production – fluency, complexity, lexical density and accuracy (Skehan, 1998, Foster & Skehan, 1996, Mehnert, 1998; Bygate, 2001b; D'Ely, 2004; Fortkamp, 2000 among others).

All in all, the multifaceted research results have shown that even though learners underwent high level metacognitive preparation, their oral performance was

still limited in a number of ways. Therefore, research findings also signaled to the importance of considering the role of linguistic knowledge and monitoring in impacting learners' L2 oral performance.

5.2 Limitations of the study and suggestions for further research

The present study is to be seen as a tentative and preliminary attempt to systematically examine the role of different metacognitive processes - strategic planning, repetition, strategic planning *plus* repetition, and strategic planning *for* repetition - in impacting learners' L2 speech performance. Despite the fact that it was theoretically and methodologically based on existing literature on L2 speech production, research on the task-based paradigm has not compared the effects of strategic planning and repetition within the same population, nor investigated the inclusion of strategic planning as a mid-task activity as in the strategic planning *for* repetition condition. Thus, the results here presented should be treated with a great deal of caution and a number of limitations should be accounted for. Next, besides presenting its limitations I also present some suggestions for further research.

(1) Sample size: Although published studies on the task-based paradigm generally have a sample size of around 45 participants (there are some exceptions), the results here reported cannot be generalized to the young adult Brazilian population of intermediate learners as, still, the size sample is small. Especially in the case of this research, in which the population was divided into five different groups, and with the exception of the control group, which had 11 participants, the experimental groups only had nine participants. Since the present analysis involved statistical procedures, and the sample

was small, research results are to be seen as limited to the group of learners who participated in the study. Further efforts should be made in pursuing a greater number of participants, although, especially when there is a need to control for learners' level of proficiency, this is not an easy task.

(2) <u>Level of proficiency</u>: The participants of this research were intermediate learners of English in the speaking skill. An issue which is being presently discussed in L2 research is that learners' level of proficiency impacts how learners' approach performance conditions and, thus, their overall performance (Kawauchi, 2005; Tavakoli & Skehan 2005). Consequently, further research addressing the role of different metacognitive process in affecting L2 oral performance should be carried out with participants of different proficiency levels. This would allow for making further considerations on the role that level of proficiency might impinge on learners' metacognitive processing.

(3) <u>Elicitation of L2 speech</u>: In the present study, a monologic video-based narrative task was used as a means of eliciting L2 speech. Besides being a task type widely used in research on L2 speech performance, and an adequate technique of speech elicitation, in overall terms, story telling demands, on the part of the learner, significant imagination and ability to cope with maintaining a monologue (Bygate, 1999, p. 194). The findings of the present research have shown that the effects of strategic planning, repetition, strategic planning *plus* repetition, and strategic planning *for* repetition might have been affected by the type of the task. The task used was a there-and-then task (Robinson, 1995), which is characterized by the lack of context support and is considered a very complex and cognitive demanding task. It would then be extremely important to scrutinize the impact of the four metacognitive processes – strategic

planning, repetition, strategic planning *plus* repetition, and strategic planning *for* repetition in monologic tasks in a here-and-now condition, in which contextual support is provided and, thus is considered as less complex and less cognitive demanding. Moreover, further research could also make use of dialogic tasks, in classroom environments, to provide a more naturalistic context for data collection.

(4) <u>Fluency measures</u>: Despite the fact that this researcher used an array of measures to asses the fluency phenomenon, especially the measures to assess breakdown fluency (use of filled and unfilled pauses) are still incomplete. Results from the present study have shown that, in breakdown fluency, both the total amount of pausing time (either filled our unfilled pauses) and occurrence of filled and unfilled pauses are important aspects to determine learners' pausing profile. Consequently both measures are good predictors of fluency. Nevertheless, a careful study of the place of occurrence of pauses (Skehan & Foster, 2005) has shown that more pauses are generally associated with mid-clause positions. In future studies, it might prove interesting to further examine this relationship.

Furthermore, speech production in L2 is characterized as being more hesitant (Poulisse, 1977) and full of disruptions (Fortkamp, 2000). As suggested by Fortkamp (2000), it is also important to have a more qualitative perspective so as to examine what functions pauses and hesitations perform in L2 speech. Moreover, this qualitative perspective can be enlarged and an appraisal of how learners' pausing profile affects hearers' perception of fluency can be pursued.

(5) <u>Weighted lexical density measure</u>: Results derived from the GLM analysis have demonstrated that weighted lexical density was affected by individual factors as there

was not a pattern in the performance of participants in the repetition and the strategic planning *for* repetition groups. This result is an indication that future study should aim at investigating learners' lexical density so that further specifications can be made on the relationship between lexical density and other dimensions of speech performance – fluency, complexity and accuracy.

Moreover, as noted by Fortkamp (2000), the lexical density measure deals with frequency in which items appear in the learners' speech samples. Thus, it taxes repetitions of items. According to Baptista (in Fortkamp, 2000) repetitions are devices that bring cohesion in English, and also function as emphatic devices. Consequently, a careful analysis of how repeated items are used in the narratives should be made, so that some criteria for treating repeated items within the weighted lexical analysis can be made.

(6) <u>Complexity measure</u>: In the present study, complexity was assessed by an index of subordination – number of clauses per c-unit – a measure which has been widely used in research in the task-based paradigm (Foster & Skehan, 1996 for example). Although a great number of studies have reported differences in learners' complex performance (Crookes, 1989; Foster & Skehan, 1996; Foster & Skehan, 1997; Wendel, 1997 in Ellis, 2005; Mehnert, 1998; Yuan & Ellis, 2003 for instance), in D'Ely (2004) and in the present study no significant statistical differences emerged as regards complexity. This result was explained by the possible interaction that there might exist between complexity and what aspects of performance learners prioritize when performing and the lack of time pressure learners have to perform. Nevertheless the measure chosen to assess complexity may still be incomplete, as it only captures syntactic complexity. Consequently, a measure that captures syntactic variety might be worth while

investigating; as such measure takes into account verb forms, tense, modality, voice and aspect of both finite and non-finite verbs. This certainly is an aim to be pursued in further research before further claims concerning lack of differences in complex language use can be made. Furthermore, although complexity of formal language was assessed, such a measure does not contemplate the incidence of framing, which represents an aspect of the complexity of discourse (Bygate & Samuda, 2005). According to Bygate and Samuda (2005), analyzing speech samples using a discourse feature such as framing allows "capturing a constellation of features that might work together to add coherence to the narrative" (Bygate & Samuda, 2005, p.48). Consequently, analyzing whether framing is more evident in one story telling than the other, or whether different conditions do impact on how learners frame their stories, would allow making further considerations on the issue of repetition and other performance conditions on learners' L2 narratives.

(7) Accuracy measures: In the present study two indices were chosen to assess accuracy - number of clauses per c-unit and percentage of error-free clauses. Research results derived from the present study are an indication that percentage of error-free clause might disguise overall achievements in accuracy, a fact which has already been brought into light by Bygate (Bygate, 2001b). Consequently, as suggested by Skehan and Foster (2005), when dealing with percentage of error-free clause, the length of clauses produced should be also taken into account.

Moreover, the stance taken towards assessing accuracy was highly conservative, as it evaluated learners' mistakes against native speakers' norms. A more qualitative approach to assess accuracy is desirable in the sense that a set of criteria could be established as to investigate which types of mistake really hamper

communication and how mistakes concerning lexicon, grammar or ill-formed sentences impact most on the way hearers perceive learners' accurate performance.

(8) <u>The strategic detailed planning condition</u>: In this study the attempt to explore the nature of the benefits afforded by strategic planning was through an examination of learners' answers from post-task questionnaires and learners' planning sheets. Despite the fact that questionnaires have been currently used in the L2 speech production research (Ellis & Yuan, 2005; Elder & Iwashita, 2005; D'Ely, 2004 for instance) to unfold learners' approach to the task and the conditions under which they perform, these techniques might still be ineffective to allow for reliable conclusions on what learners do when they plan. Nevertheless, in the present study, learners' answers to the post-task questionnaires and learners' planning sheets served as extra information that was helpful to explain research results.

In order to make further inroads in a process-product approach to the study of strategic planning and also due to the fact that the present study presented results that challenge findings of previous research on strategic planning, both post-task interviews (Ortega, 2005) and also plan-aloud reports while performing strategic planning (Sangarum, 2005; Guará-Tavares, 2005) should be used as tools to document what learners actually did/ are doing when they plan. Moreover in order to unfold learners' application of their strategic plans, Sangarum's proposal (2005) on the use of four measures - (1) number of planned ideas that appeared in actual speech per t-unit, (2) number of unplanned ideas that appeared in actual speech per t-unit, (3) number of planned grammatical structures that appeared in actual speech per t-unit, and (4) number of unplanned grammatical structures that appeared in actual speech per t-unit - might be

a systematic attempt to clarify the role of retrieval of pre-planned ideas in affecting on-line performance.

Furthermore, taking into consideration the crucial role of retrieval of pre-planned ideas to successful on-line implementation, it also seems important to scrutinize the extent to which learners WM capacity resources affect the outcome of strategic planning process. This issue has already been investigated (Guará-Tavares, 2005) and certainly merits a more systematic appraisal into this relationship.

(9) The strategic planning *for* repetition condition: In this study the strategic planning *for* repetition condition was further scrutinized and research results have shown that this condition yielded positive results in accuracy, lexical density and also it was effective in producing gains in complexity. However, at the level of silent pauses, learners' performance was penalized. By the use of post-task questionnaires, learners were able to make an appraisal of the conditions they experienced and also in relation to the different focus of each meeting during the 'instructional phase'. However, a much more qualitative stance to the process of strategic planning *for* repetition is in need to uncover paths on the processes that are triggered by this process, especially concerning how learners notice problems, and search for possible solutions either alone or collaboratively.

(10) The role of metacognitive experiences: The findings of the present research have highlighted the fact that the way learners approach different experimental conditions and the impact of metacognitive processes on learners' performance is idiosyncratic. Among a series of variables that interact in affecting learners' L2 performance, I have listed the nature of the task, learners' focus of attention while performing, learners'

effectiveness in implementing and retrieving pre-planned ideas, the role of L2 knowledge , and the role of monitoring. Nevertheless, little, if anything, was stated in relation to the affective character of metacognitive experiences (feelings, judgments or estimates, and on-line task-specific knowledge) - one of the facets of metacognition (Efklides, 2005). Metacognitive experiences (with the exception of on-line task-specific knowledge) are nonconscious, nonanalytic inferential processes which play a role in impacting learners' learning, particularly in relation to judgment of learning, feeling of difficulty, and feeling of confidence (Efklides, 2005, p. 3). Thus, the scrutiny of the role of metacognitive experiences is of paramount importance to our understanding of the benefits and/or pitfalls of metacognition.

(11) Statistical techniques: In the present research learner production was analyzed by discourse analytic measures (Ellis, 2005), in which different dimensions of performance – fluency, complexity, lexical density and accuracy were rated separately. However such an approach does not allow establishing the independence of these dimensions. More recently, Skehan and Foster (2005), and Tavakoli and Skehan (2005) , have used a principal component analysis procedure, and despite some discrepancies in results, analyses resulted in three distinct factors - fluency, complexity and accuracy. This is an objective to be pursued in further research so as to bring further empirical evidence that each dimension of performance, is, indeed, independent.

The present study also drew on existing research on L2 speech production to select several measures to investigate the different dimensions of speech production (Foster & Skehan, 1996; Bygate, 2001; Lennon, 1990; Fortkamp, 2000). Following Foster & Skehan (1996), Bygate (2001), and others, a univariate approach to data analysis was employed. Nevertheless, a multivariate approach would allow us to know

not only how the different measures to assess each of the dimensions interact, but also which measure(s) is/are responsible for the most variability in learners' performance. This is an attempt that needs to be addressed by future research and, in fact, such an approach can be used to analyze the same data obtained from the present research.

5.3 Pedagogical Implications

As already stated by Skehan (1986), Bygate (2001b), Samuda and Bygate (2005) and Ellis (2005), the study of strategic planning and repetition from a task-based approach, which views acquisition under the scope of an information processing theory to SLA, finds its interface with second language pedagogy (Ellis, 2005). In the attempt to gain further insights on the role that strategic planning, repetition, strategic planning *plus* repetition, and strategic planning *for* repetition play on learners' oral performance, theory, research and practice were brought together. This, inevitably, allows me to draw some methodological implications, although, as stated by Ellis (1995), the purpose is that of teachers to look at the insights and results derived from research as 'provisional specifications', and according to the contexts they teach and the beliefs they have, make a critical appraisal and decide on how they may benefit from them. The first very general consideration is that strategic planning, whether pre-task, integrative (repetition) or within-task (strategic planning *for* repetition), is amenable to manipulation and, thus, it becomes an appealing construct to be incorporated in daily classrooms (Ellis, 1995). Nevertheless, taking into account not only the mixed results produced by the present study, but also some conflicting results derived from research on planning (used here as a cover term) in SLA, carefulness is the word at hand to make claims for the usefulness or superiority of one process over the other(s) in impacting the different dimensions of

oral performance - fluency, complexity, weighted lexical density and accuracy. It seems, from the start, that each of these processes (strategic planning, repetition, strategic planning *plus* repetition, and strategic planning *for* repetition) here scrutinized are to be heed in a continuum, as each of them triggers slightly different sub-processes and contributes in slightly different ways to optimize language performance and language acquisition.

With respect to the process of strategic planning, a process that plays a role in aiding learners to organize what to conceptualize and how to formulate overall message prior to performance, the main pedagogical contribution derived from the present research results is that providing learners opportunity for strategic planning per se is not the only question if the aim is to optimize learners' overall performance. It seems that making learners familiar with the task of strategic planning and providing them with opportunities to be skillful at planning are sine qua non conditions for the benefits of strategic planning to emerge, and, thus, impact learners' oral performance. In both cases there is room for teachers to orchestrate and experiment classroom activities and (1) systematically implement planning as a pre-task condition in classroom environments and (2) to find paths to make learners more skillful planners, either by providing careful instructions on how to conduct the planning task (and see whether they are really effective) or by motivating learners to make use of communication strategies while planning.

In relation to repetition, a process that plays a role in increasing the degree of proceduralization in the L2 formulator as it aids learners to reorganize what to conceptualize and how to reformulate overall message in a second enactment with a task, a key issue that arises is how to creatively implement repetition as a pedagogical tool without going counter (1) the very basic pedagogic principles of variety and

novelty (Bygate & Samuda, 2005) and (2) the very basic principles of speech which are those of improvisation and creativity (Bygate, 2001). As Bygate and Samuda state (2005) repetition, in fact, is a feature of daily face-to face communication; however of special pedagogical interest is the ability to keep learners' interest and to make them perceive the usefulness of repeating the same task or rather similar tasks even if the same material is reused. So the first challenge is to persuade teachers and learners that repetition is not to be seen as incompatible with creativity, as both creativity and novelty may be, indeed, dependent to a great extent 'on the element of repetition' (Bygate & Samuda, 2005).

In daily classrooms the idea of repetition permeates many activities. For instance, teachers reuse the same topics to teach different grammar points, teachers choose the same content to be discussed with different interlocutors, teachers encourage learners to rehearse prior to oral presentations (Bygate & Samuda, 2005). Undoubtedly these activities which are commonly used in classrooms carry an element of repetition despite the fact that they may not be characterized as repetition per se, as the way it was operationalized in the present study. Nevertheless the opportunity to solely repeat the same task, at least from the participants' appraisal of the research experience they underwent, seemed to be also appealing. For instance they verbalized the following: "I felt more secure and I became aware of the many aspects that are involved in being successful at speaking in an L2", "it was a good way of practicing and I leaned how to deal with improvising", "it was really interesting and I started to pay attention on how I use my English and, now, I monitor my performance a lot more", "I realized that repeating a task is a good strategy to make improvements in my performance", "I realized that telling stories is a challenging activity and I was able to perceive how complex speaking is", "I liked the experience that made me aware that I have to focus a

lot of attention when speaking". Consequently the issue of reusing the same topic or the same task either for informal classroom activities, or even assessment purposes may also turn out to be an interesting and a profitable learning experience.

Regarding the strategic planning *for* repetition, a within-task-planning processes that plays a role in increasing the degree of proceduralization in the L2 formulator as it aids learners, throughout instructional sessions, to reorganize what to conceptualize and to reformulate overall message prior to a second enactment with a task, it is a pedagogical activity in itself. Despite the fact that it was operationalized in a highly controlled manner and also suffers the limitation of being implemented in teaching contexts in which there might be a lack of technological facilities (such as language laboratories, for instance), the essence of the rationale that lies behind strategic planning *for* repeating a task is of pedagogical relevance.

Making the task the starting and the development point for the consolidation and refinement of knowledge and possibly triggering new knowledge, is, in itself, a valuable learning opportunity. In this sense, strategic planning *for* repetition provides the context and opportunity to what Bygate and Samuda call (2005) 'in-built planning', which might be helpful for learners to realize in which language areas they need to improve, the gaps that need to be fulfilled and also, in the long-run, to enable both learners and teachers to cooperatively plan their subsequent language work. Taking the learners' appraisal in relation to participating in this research experience, the learners from the strategic planning *for* repetition group acknowledged the following: "It was a good experience. I was able to perceive some shortcomings in relation to my oral performance and this, in fact, did not upset me. I did the best I could do", "Despite the fact that, at first, I felt strange in performing at the lab, I enjoyed the experience a lot and I got to know which aspects I could/should improve in the task and in the future", "I

liked the experience. I could perform to my limits and got to know which aspects I still need to improve", "Although it was a tough experience, I do not like to improvise at all, it was a challenge and I could face it". Consequently, the idea that strategic planning *for* repetition might be an appealing construct to be manipulated finds also its confirmation from the point of view of the participants of the present study.

The objective of this doctoral study which was to examine the impact of four metacognitive processes - strategic planning, repetition, strategic planning *plus* repetition, and strategic planning *for* repetition - on learners' oral performance has certainly brought evidence to the fact that the constructs of task repetition and strategic planning *for* task repetition do really complement the construct of strategic planning. The present research has refined, at least to some extent, our understanding on the nature of the impact of these four metacognitive processes on learners' oral performance in a Brazilian context. Nevertheless, this niche of research is in its infancy in the Brazilian context and for this reason, it remains an intriguing avenue for further empirical study so that we can fully grasp the complexities involved in developing the speaking skill in classroom environments.

Bygate (2001b) has highlighted the need for viewing communication as spontaneous and also improvised (Bygate, 2001, p.88), but at the same time he claims that development of the speaking skill has to be fostered under controlled conditions. It seems that in the conditions here investigated, especially in the repetition and strategic planning *for* repetition condition, there is a pathway to build a process that allows for both improvisation and control. This issue is to be seen as a suggestion, rather than a prescription, for language teachers and learners, and, therefore, as relevant for language pedagogy.

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APPENDICES

Summary of SLA studies on strategic planning

Study /Major objective	Operation-alization of Planning	Task- Type	Subjects	L1/L2	Measures employed	Main findings
Ellis (1987) The effects of planning on learners' accurate performance	Write Write and tell Tell	Two story retellings	17 Post beginners	Various/ English	Accuracy: SOS regular past, SOC irregular past, SOC copula	Beneficial aspect of planning on accuracy in both planned written and planned oral performance, depending of the target item being tested and the nature of the linguistic feature
Crookes (1989) The impact of planning on learners' oral performance	Tell plan and tell (10')	2 Lego tasks 2 Map tasks	40 (20 per group) TOEFL 430-650	Japanese/ English	Complexity: Words/utterance, Subordination/T-Unit, Subordination/utterance Lexical range Accuracy: Words/error-free T-Unit	Planning time led to more fluent and complex output
Ortega (1999) Planning triggering learners' focus of attention to form and the expansion of such focus during on-line performance	Tell Plan and tell (10')	2 story retellings	64 (32 dyads) Advanced	English/ Spanish	Fluency: pruned speech rate per second Complexity: words per utterance/ type-token ratio (number of different words) Accuracy: target like use of nouns and articles	Planning led learners to focus on form, resulting in the use of more complex language but not to significant gains in accuracy
Mehnert (1998) The influence of different amounts of planning time in learners' oral performance.	Tell Plan and tell (1,5 and 10')	Phone messages Instructions task Exposition task	31 Early intermediate	Various/ German	Fluency: Unpruned, pruned speech rate/ Mean length of run/ Number of pauses Complexity: words/c-unit (lexical density) Accuracy: Errors/100 words Error-free clauses:	10' planning – a progressively greater effect on fluency/ optimal for complexity 1´planning impacts on accuracy
Foster and Skehan (1996) The effects of different planning condition- detailed/undetailed – under three different task types – narrative, interview and problem solving	Tell Detailed plan and tell (10') Undetailed plan and tell (10')	Personal information exchange Narrative (mixed pictures) Decision making	62 (31 dyads) Pre intermediate	Various/ English	Fluency: reformulations/ pauses Complexity: Clauses/c-unit Accuracy: % error free clauses	Task type – planning impacted the performance of less familiar tasks Planning conditions – a linear effect on complexity and fluency/ an unlinear effect in terms of accuracy Trade-off effects among fluency, complexity and accuracy
Sklehan and Foster (1995) The effects of planning time and post-task activity on learners' oral performance	Tell +/- Post task Plan and tell (10') +/- Post-task	Personal information exchange Narrative (mixed pictures) Decision making	40 Pre intermediate	Various/ English	Fluency: Number of pauses Complexity: Clauses/c-unit Accuracy: % error free clauses	Planning positively influenced all measures Post task condition did not necessarily lead to an accurate performance
Wigglesworth (2001) The impact of task variation on learners' performance in informal classroom assessments.	Tell Plan and Tell	Giving instructions Negotiating to obtain info Negotiating to obtain good and services Obtaining info through a telephone inquiry Negotiating a complex/problematic spoken exchange	80 Various levels	Various/ English	External rating/ experienced raters + learners evaluation 1. Subject performance (grammar/fluency/cohesion/vocabulary/intelligibility/communicative effectiveness 2. Task difficulty 3. Subjects evaluation of task difficulty	More complex performance at the expense of fluency and accuracy A complex relationship between task characteristics and task conditions

Study /Major objective	Operation-alization of Planning	Task- Type	Subjects	L1/L2	Measures employed	Main findings
Yuan & Ellis, 2003 The effects of strategic planning and on –line planning on learners' oral performance	NP - Non-planning (no pre-task planning + time pressure to perform- 5 PTP - Pre-task Planning (10' undetailed planning + time pressure to perform – 5' OLP - On-line planning (no pre-task planning + no time pressure to perform	Picture –cued narrative task	42 EFL intermediate learners	Chinese/ English	Fluency- speech rate unprunned. speech rate pruned Complexity – number of clauses/c-unit, total nº grammatical verb forms, mean segmental type-token ratio Accuracy- % error free clauses,% accurately used verbs On-line planning – length of time taken to accomplish the task, nº syllables produced, total nº syllables minus all repeated, replaced ore reformulated syllables	PTP impacts upon fluency and complexity OLP impacts upon accuracy
Ortega (2005) Strategic undelatied planning under a process-product perspective	Plan and Tell (undetailed strategic planning)	narrative	44learners Different proficiency levels	Spanish/ English	Qualitative analysis of post-task interviews	Central role of rehearsal and retrieval operations during pre-task planning. Planning plays a crucial role in learners' organization of thoughts, their access to lexis and grammar and, their elaboration of content and vocabulary. Individual differences and learners' language expertise mediates learners' perception of planning and how they may benefit form it.
Sangarun (2005) 1. The impact of strategic planning under different foci- minimal SP, meaning-focus, form focus and meaning-form focus	Minimal strategic planning Meaning focus planning Form focus planning Meaning-form focus planning	Instruction task Argumentative task	40 intermediate EFL learners	Thai/ English	Fluency- speech rate unprunned, speech rate pruned, % total pausing time Complexity – nº clauses/T-unit, nº words/T-unit, nº subordinate clauses Lexical complexity – nº types per performance Accuracy – past tense markers	Manipulating learners' focus of attention to meaning + form seems to be more effective than when the focus is either on meaning or on form The impact of planning on different dimensions of learners' oral performance varied according to task type
Kawauchi (2005) 1.the impact of different forms of strategic planning combined with repetition 2. The role proficiency level plays in impacting the process of strategic planning	Plan- Rehearse-Tell .Planning . as writing Planning as rehearsal Planning as reading	Oral narrative here-and-now task (3 different sets of 4 pictures Library, Jogging, Hiking	40 EFL learners (16 intermediate, 12- high intermediate and 12 advanced	Japanese/ English	Fluency – speech rate unprunned, % of repeated words Complexity – nº clauses / T-unit, nº words /T-unit, nº subordinate clauses Accuracy – past tense markers	Great impact of planning on fluency, complexity and accuracy for the High intermediate group. Level of proficiency plays a role in impacting learners' oral performance. Different types of planning did not influence learners' oral performance. Overall, availability of planning time leads to some improvement
Skehan & Foster, 2005 1.Confirmation for previous research results 2.the impact of on-line planning 3. the influence of length of time 4. the use of additional measures of fluency and accuracy	Plan and Tell Undetailed strategic planning condition Detailed strategic planning condition Surprise condition	Decision making tasks Four situations	61 ESL intermediate L2 learners	Various/ English	Fluency - % total silence, end of clause pause, mid clause pauses, filled pauses, mean length of run Complexity – nº clauses/AS-units Accuracy - % error free clauses, proportion of error free clauses greater than 5 words	Detailed strategic planning produces the highest accuracy levels. There's a marked effect of time – learners cannot maintain high levels of performance

Study /Major objective	Operation-alization of Planning	Task- Type	Subjects	L1/L2	Measures employed	Main findings
Elder & Iwashita (2005) The role of strategic planning in impacting learners' oral performance in a testing context Learners' perception of task difficulty and their attitudes towards the task	Focus on the planning condition	narratives	193 EFL learners	Various/ English	Same measures of Foster & Skehan(1996)	Little support for the beneficial effects of strategic planning on learners' performance may be due to (1) task characteristic, (2) the conditions under which learners planned, (3) the presence of a practice of a fatigue effect Overall, the testing situation itself might constraint the positive effects of planning
Tavakoli & Skehan (2005) Task structure and learners' proficiency level affecting learners' planning process Learners' perception of task difficulty	Plan/Tell	Here-and-now structured and unstructured picture cued narrative Football task (more structured) Picnic Task Unlucky Man Task Walkman (less structured)	80 EFL elementary and intermediate adult female learners	Farsi/ English	Fluency – mean length of run, speech rate, number of pauses, mean length of pauses, total amount of silence, false starts, reformulations, replacements and repetitions Complexity – nª clauses/ AS units Accuracy - % error free-clauses	Performance on structured tasks was more fluent than performance on unstructured tasks. Regarding accuracy the two structured tasks yielded more accurate language than the two unstructured ones. Only one of the structured tasks generated greater complexity In relation to the effects of planning, the three dimensions of performance are significantly advantaged. In relation to learners' proficiency level, there is advantage of the intermediate group upon the elementary group
Guara-Tavares (2005) The relationship between WM capacity , learners' planning processes and its impact on oral performance	Tell Unguided planning / Think aloud protocols/ Tell	There-and-then picture cued narrative tasks (a series of 8 pictures) (Restaurant, Gift)	12 EFL intermediate adults learners	Portuguese/ English	Fluency – speech rate unprunned and pruned Accuracy- % of errors/100 words	Rehearsal and retrieval operations are at the core of the processes triggered by strategic planning. Participants with a higher WM capacity produce more accurate speech when performing under a non-strategic planning condition. No differences between higher and lower spans participants emerged in performance under the strategic planning condition. Overall, strategic planning seems to have minimized individual differences in WM.

Appendix B
Summary of SLA studies on task repetition

Study /Major objective	Operation-alization of Repetition	Task- Type	Subjects	L1/L2	Measures Employed	Main findings
Bygate (2001) The impact of task repetition on participants' performance of the same task The impact of task familiarity on learners' oral performance	Tell Retell (after 10 weeks) Subsequent retellings of same task type under different topics	Picture cued Narrative Interview	48 Pre intermediate?	Various/ English	Fluency: umber of unfilled pauses per t-unit Accuracy: incidence of errors per t-unit Complexity: number of words per t-unit	Task type practice – Task performance is affected by the nature of the task Task repetition led to significant gains in complexity and fluency in the narrative task Task repetition led to an increase in complexity but to a decrease in fluency in the interview task Task type effect – effects on fluency, complexity = accuracy at the level of content
Lynch and MacLean (2001) The impact of immediate repetition as a natural condition in an ESP oral course	Tell Immediate retells	Poster Presentation (carousel session)	14 (ESP learners) TOEFL 400-600	Various/ English	Data approached qualitatively	More advanced learners showed linguistic improvements – a more fluent and accurate performance Close relationship – level of awareness of learners improvements = level of proficiency in the language All participants showed gains in phonology and lexical access and selection Advanced learners – repetition leading to planned changes in performance
Ellis (1987) The impact of repetition on learners' oral performance	Write and Tell	Two stories retellings	17 Post beginners	Various/ English	Accuracy: SOS regular past, SOC irregular past, SOC copula	More accurate use of the regular past tense
Gass et all (1999) The impact of subsequent repetition on learners' oral performance	Watch/Tell/Subsequent retellings (4 trials) Watch/Tell/subsequent new tellings (4 trials) Watch/tell (2 trails)	Oral narrative (story telling)	103/ intermediate learners	English/ Spanish	Accuracy – holistic assessment/ change in morphosyntax (copula verbs) Complexity – lexical sophistication	Some evidence that repetition resulted in overall proficiency, selected morphosyntax and lexical sophistication. However these findings did not generalize to a new context
D'Ely & Fortkamp (2003) The effects of the combination of two experimental conditions- planning and repetition on learners' oral performance	Tell/Retell Plan/Tell/Retell (after 3 weeks)	Video-based narrative	12 EFL learners	Portuguese/ English	Fluency –nº pauses/c-unit Complexity – nº clauses/c-unit Accuracy – %error free clauses	Although data did not receive statistical treatment, there is a trend to acknowledge that complexity is the aspect most open to improvements. The combination of conditions seems to be effective for promoting gains in learners' interlanguage. However such impact may be dependent upon task type, familiarity and how the learner approaches either the planning or the repetition condition

Study /Major objective	Operationalization of Repetition	Task- Type	Subjects	L1/L2	Measures Employed	Main findings
Silveira (2004) The impact of task repetition and task familiarity on learners' oral performance	Tell/Retell the same task (after 10 weeks) Subsequent retellings of same task type under different topics	Video-based there-and-then narratives Interviews	20 Intermediate learners	Portuguese / English	Fluency – speech rate Complexity – nº dependent clauses/100 words Accuracy – nº errors/100 word	Topic and task type interact in interesting ways in affecting learners' performance.
D'Ely (2004) The impact of the strategic planning for repetition condition on learners' oral performance	Tell/Retell Plan/Tell/Retell Plan for retelling (4 weeks)	Video-based there-and-then narrative	47 Intermediate EFL learners	Portuguese /English	Fluency- speech rate unprunned, nº pauses/c-unit Complexity- nº clauses/c-unit Accuracy – nº errors/c-unit	Strategic Planning *for* repetition impacted upon learners' accurate performance, without compromising either fluency or complexity The combination of planning plus repetition seems to lessen the trade-off effects among the three competing goals of performance
Bygate & Samuda (2005) The impact of task repetition on the use of framing in learners' oral performance	Tell/Retell (10 weeks)	Video-based narrative	14 ESL learners	Various/ English	Lexico grammar Information content Framing	Results are non-significant for the lexico-grammar measure. However there is a striking impact of repetition on learners' ability to frame the information The impact of repetition goes beyond the domains of fluency, complexity and accuracy and triggers important processes such as improvement, reorganization, consolidation of information and reformulation of the speech event as a whole

Rating scale

Adapted from FCE speaking test assessment scales (Cambridge Examination), and Iwashita, McNamara and Elder, 2001and the RSA test (in Hughes, 1989)

	0	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0
Grammar and Vocabulary • *Range* • *Accuracy* • *Appropriacy*	Insufficient sample of spoken language	• The range of grammatical forms and vocabulary is not adequate. • Grammar is insufficiently accurate to deal with the tasks, and errors obscure intended meanings. • Vocabulary is used inappropriately, or may be too limited to deal with the tasks. • Clear lack of linguistic control even of basic forms.	More features of 1.0 than 3.0	Some features of 3.0 and some features of 1.0 in approximately equal measure	More features of 3.0 than 1.0	− An adequate range of grammatical forms and vocabulary is used. − Grammar is sufficiently accurate to convey intended meanings. − Vocabulary is sufficiently appropriate to deal with the tasks. S/he is able to express herself/himself without overtly having to search for words. − Manages most common forms, with occasional errors; major errors present.	More features of 3.0 than 5.0	Some features of 5.0 and some features of 5.0 in approximately equal measure	More features of 5.0 than of 3.0	• A wide range of grammatical forms and vocabulary is attempted. • Grammar is mainly accurate, although minor errors may occur • Vocabulary is sufficiently appropriate to deal with the tasks effectively. • Errors are barely noticed.
Complexity and discourse management • *Coherence* • *Extent* • *relevance*		• Produces mostly sentences fragments and simple phrases. Little attempt to use any grammatical means to connect ideas across clauses. • Contributions lack relevance and/or coherence, and are inadequate in developing the discourse. • Contributions are of an inappropriate length.				− Mostly relies on simple verb forms, with some attempts to use a greater variety of forms (eg., passives, modals , more varied tense and aspect). Some attempt to use coordination and subordination to convey ideas that cannot be expressed in a single clause. − Contributions are mostly relevant and coherent, and are adequate in developing the discourse. − Contributions are usually of an appropriate length. Although some contributions may be short, there is some evidence of ability to produce more complex utterances.				• Confidently attempts a variety of verb forms (eg. Passives, modals , tense , and aspect), even if the use if not always correct. Regularly takes risks grammatically in the service of expressing complex meaning. Routinely attempts the use of coordination and subordination to convey ideas that cannot be expressed in a single clause, even if the result is occasionally awkward of incorrect. • Contributions are relevant and coherent, and are effective in developing the discourse. • Contributions are consistently of an appropriate length.
Fluency • *Stress and rhythm* • *Intonation* • *Individual sounds* • *Presence of hesitation and false starts* • *Pausing patterns*		• The use of stress, rhythm and intonations is inappropriate and puts a strain on the listener. • Poor articulation of individual sounds makes utterances difficult to understand. • Speech is quite disfluent due to frequent and lengthy hesitations or false starts. Too much use of filled and unfilled pauses within clauses.				− The use of stress, rhythm and intonations is sufficiently appropriate for most meanings to be conveyed effectively. − Individual sounds are articulated sufficiently clearly for utterances to be understood, although there may be occasional difficulty for the listener. − A reasonable degree of hesitation due to word-finding delays, relative ability to phrase utterances easily. − Reasonable use of filled and unfilled pauses within clauses. − Speaks fairly fluently with only occasional hesitation, false starts and modification of attempted utterance.				• The use of stress, rhythm and intonations is sufficiently appropriate for meanings to be conveyed effectively; • Individual sounds are articulated sufficiently clearly for utterances to be understood easily. • Speaks fluently, without any hesitation, false starts and modification of attempted utterances. Barely makes use of unfilled and filled pauses within clauses – filled and unfilled pauses occurring at the end of clause boundaries.

Appendix D
Picture cued narrative
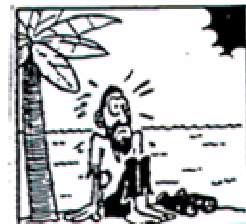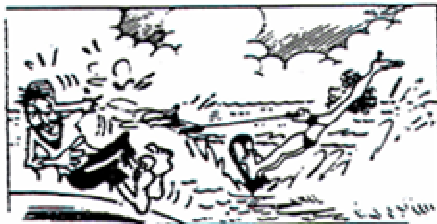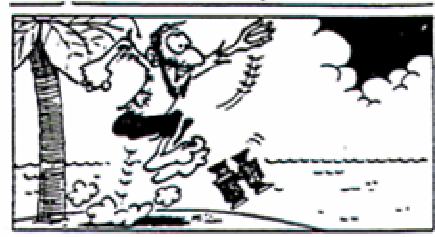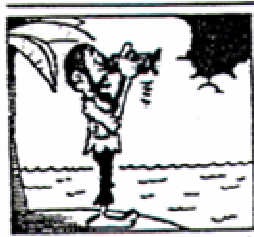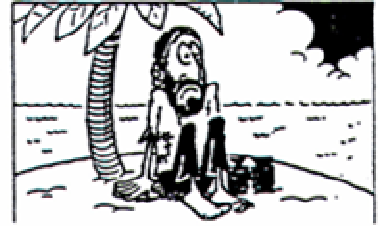
Appendix E
Instructions for the picture-cued narrative task
Pre-testing phase

Dear all

First thanks for having accepted to participate in this preliminary phase of my doctoral study.

You will be performing an oral task, as I am interested in investigating important issues related to learners' oral performance in L2

This research is not of an evaluative nature. I am just trying to unfold what lies behind the process of performing orally in a foreign language.

As you have accepted to participate, I will share the results of this pre-testing phase with you as soon as the four raters give me their feedback in relation to your oral performance in this pre-testing phase.

Your identity will remain unknown.

Thank you!!!

Instructions for the Narrative Task

You are going to perform a narrative based on picture cues. Follow these instructions:

- ❖ Look at the set of pictures carefully and attentively. You have one minute to perform this activity.
- ❖ Set the sequences of pictures aside. You are not supposed to look at them anymore.
- ❖ Tell the story with as many details as possible.
- ❖ You do not have to be limited to the events actually depicted.
- ❖ You can use you own imagination to fill in background information.
- ❖ There won't be any time limits concerning your oral performance, but please speak as much as possible.
- ❖ At the lab, you are expected to record your own story without interruptions.

Appendix F
Post Task Completion Questionnaire - Pre-testing phase - Secretariado program
/Letras program/ Extra-curricular course

Participant's Name:
Participant's e-mail address:
How long have you been studying English?

1. How did you consider the task you have just performed?
( ) easy
( ) difficult
( ) familiar
( ) unfamiliar
Others:………………………………………………………… Make any
comments you wish.

2.In terms of your performance, what aspects were you concerned with while
performing? (For instance, were you concerned in being fluent, using complex
language, not making mistakes, or being clear)? Refer to all/none or any of these topics,
or any aspect you feel like.

3. Did the fact that you did not have an interlocutor have an impact in your
performance? Was it positive, negative or did not make any difference?

4. How would you evaluate your oral performance? Make any comments you wish.

5. Could you briefly describe the process you underwent meanwhile telling the story?
Refer to any strategies you used, any problems you faced or anything you consider
relevant to be reported.

An investigation on learners' oral performance

Dear all

First thanks for having accepted to participate in this preliminary phase of my doctoral study.

You will be performing an oral task, as I am interested in investigating important issues related to learners' oral performance in L2

This research is not of an evaluative nature. I am just trying to unfold what lies behind the process of performing orally in a foreign language.

As you have accepted to participate, I will share the results of my research with you as soon as I have all data collected, analyzed and interpreted.

Your identity will remain unknown.

Instructions for the video-based narrative

You are going to perform a picture-cued narrative. Follow these instructions:

- Look at the sequence of pictures carefully and attentively. You have 1 minute to perform this activity.
- Set the sequences of pictures aside. You are not supposed to look at them anymore.
- Tell the story with as many details as possible.
- You do not have to be limited to the events actually depicted.
- You can use you own imagination to fill in background information.
- There won't be any time limits concerning your oral performance, but please speak as much as possible.
- At the lab, you are expected to record your own story without interruptions.

Appendix G
Instruction for raters – Pre-testing phase

Dear Raters

First of all, thanks for having accepted being a rater in this pre-testing phase of my doctoral study. I am investigating the extent to which different metacognitive processes – strategic planning, repetition, strategic planning *plus* repetition and strategic planning *for* repetition - can impact upon learners' L2 speech in a narrative task. Due to the qualitative nature of my study, many variables have to be controlled, one of which being participants' oral skill level. Consequently, you will be evaluating participants' speech samples, under a set of pre-established criteria in order to ensure participants' homogeneity in relation to the ability of telling stories in L2.
As this is a tape-mediated testing situation it is important that you get to know how this pre-testing phase was conducted, especially in relation to: (1) how participants were invited to participate in the pre-testing phase, (2) how participants were instructed to perform the narrative task. The genuine information about these two items is displayed below.

1. How participants were invited to participate in the pre-testing phase
My name is Raquel D'Ely and I am a doctoral student at PGI. I'm investigating some phenomena that permeate the fostering of the speaking skill in a population of university learners of English. I'll be conducting my research this semester, and I would like to know whether you would be willing to participate. The focus of my research is on learners' metacognitive processes – strategic planning, repetition, strategic planning *plus* repetition and strategic planning *for* repetition as catalysts of interlanguage development. I'm interested in knowing whether different processing conditions learners experience have an impact upon learners' oral performance. Right now, I'm starting to implement the first phase of my research. In this phase participants will perform a narrative task, under no experimental conditions. The participants' performance will be assessed by four external raters to ensure that all participants belong to the same level. Moreover the same performance on a narrative task will serve as a baseline. Participants' performance will be analyzed under the three measures – fluency, complexity and accuracy – at the start of the study to test for consistency of performance across the same task type under different experimental conditions.
If you accept to participate I will give you feedback in relation to your oral performance, providing an analysis of your speech at the level of fluency (this includes use of pauses, repetitions, speech rate – number of words you've uttered divided by the time you've spoken), complexity (the use of subordination) and accuracy (the possible mistakes made concerning both lexical and grammatical choices). You will also receive feedback in relation to how the raters evaluated your oral performance.
Thanks for your attention.
Looking forward to meeting you soon
Raquel D'Ely

(2) How participants were instructed to perform the narrative task
You are going to perform a narrative based on picture cues. Follow these instructions:
   ❃ Look at the set of pictures carefully and attentively. You have one minute to perform this activity.

✵ Set the sequences of pictures aside. You are not supposed to look at them anymore.
✵ Tell the story with as many details as possible.
✵ You do not have to be limited to the events actually depicted.
✵ You can use you own imagination to fill in with background information.
✵ There won't be any time limits concerning your oral performance, but please speak as much as possible.
✵ At the lab, you are expected to record your own story without interruptions. Don't press any button until you have finished telling your story.

So that was how participants came to be part of this study, and how they were instructed for this initial phase.

To sum up, it is important that you, raters, know that the participants were aware of the fact that (a) they were in a testing situation and (b) their performance would be assessed by four different raters. In terms of the conditions under which the task was performed, it has to be highlighted that (a) participants had to recall information that was not at their disposal anymore in order to tell the story (a there-and-then condition) and (b) participants were not allowed to plan their story strategically. Then, to a great extent, their story telling was improvised.

In relation to the assessment process, you are receiving a rating scale which establishes some criteria concerning aspects you should focus on while assessing participants' oral performance. The general purpose of applying a rating scale is to guide the rating process in order to diminish the level of subjectivity among the various raters that are participating in this pre-testing phase.

The scale is divided into three main sets. The first focuses on the issue of accuracy – the correct use of lexical items and grammatical mappings used to convey speakers' communicative intention. The second is centered on the complexity aspect of participants' oral performance, that is, the use of embedded clauses and choices of grammar forms. The third focuses on speakers' fluent performance, that is, the use of stress, rhythm, intonation, pauses, hesitation, false starts. These three dimensions of learners' oral performance – fluency, complexity and accuracy are those under which participants' performance will be qualitatively assessed in my doctoral research. If you have any doubts concerning the scale, please ask me before you start the rating process. My e-mail is raqueldely@bol.com.br. And this is my phone number (048) 2222097.

After you have attentively read the rating scale and possibly solved any doubts you might have in relation to its content, you may start your assessment.

You have received two CDs containing all the speech samples. You have also received the sequence of pictures that was given out to the learners to serve as basis for their story building. There is also a mark sheet where you will award marks to each aspect of learners' performance.

For the sake of 'guiding' your task in this assessment process, you may follow these instructions (but feel free to conduct your assessment in the way you wish):

✵ Look at the rating scale again to refresh your mind in relation to which aspects of learners' performance you should focus on.
✵ Look at the sequence of pictures that was given to students.
✵ Look at the assessment sheet.
✵ Start hearing each speech sample
✵ You can hear each speech sample more than once.
✵ Once you've heard each sample, start your assessment.

❊ In the mark sheet, write your full name on the top.
❊ In the mark sheet, fill in the participant's name.
❊ Once you have marked the grades for each speech sample, there is no need to sum them up. This task will be done by the researcher.
❊ And don't forget, avoid comparing participants' performance. Rate participants against the scale

Well, that's all for now. Thanks again for being so cooperative and please try to return the results as soon as possible.
Looking forward to hearing from you soon
Sincerely yours
Rachel

Table of observed data - Result rating scores

Participant	Rater1 Grammatical Resource	Rater1 Lexical Resource	Rater1 Complexity/ Discourse Management	Rater1 Fluency	Rater2 Grammatical Resource	Rater2 Lexical Resource	Rater2 Complexity/ Discourse Management	Rater2 Fluency	Rater3 Grammatical Resource	Rater3 Lexical Resource	Rater3 Complexity/ Discourse Management	Rater3 Fluency	Rater4 Grammatical Resource	Rater4 Lexical Resource	Rater4 Complexity/ Discourse Management	Rater4 Fluency	Mean
1	2,5	2,5	2	2	3	3	3	3	3	3	2,5	2,5	1,5	2	2,5	3	2,5625
2	2	2	2,5	2	2,5	2,5	2,5	2	2,5	2,5	2	2	2,5	2	2,5	4	2,375
3	1,5	2	2	1,5	2	2,5	2,5	2	2,5	2,5	2,5	2	4,5	4	4,5	4	2,65625
4	3	2,5	2,5	3	2,5	2,5	3	3,5	2,5	2	2	2	4,5	4	5	4,5	3,0625
5	4	4,5	4,5	4,5	3	3,5	4	3,5	5	5	5	4,5	4,5	4	5	4,5	4,3125
6	4,5	4,5	4	4,5	4	3,5	3	3,5	5	5	4,5	4,5	4,5	5	4,5	4,5	4,3125
7	2	1,5	2	1,5	3	2,5	2,5	2	2,5	2,5	2,5	2,5	1,5	1,5	1,5	1	2,03125
8	3,5	3	3	3,5	4,5	4	4	4	5	4,5	5	4,5	5	4,5	5	5	4,25
9	4,5	4,5	4,5	4,5	4	3,5	3,5	4	4	4	4,5	4	5	4,5	4,5	4,5	4,25
10	5	4,5	4,5	4,5	4,5	4,5	4,5	4	4,5	4,5	4	4,5	4,5	4	4,5	4	4,40625
11	3	3	3	3	3	3,5	3,5	3,5	3	3,5	3,5	3,5	2	1,5	2	2,5	2,9375
12	2	2,5	2	2,5	3	3	3	3	3	3	3,5	3	1,5	2	2	2,5	2,59375
13	4	4	4,5	4,5	4	4	4	4,5	5	4,5	5	4,5	4,5	4,5	5	5	4,46875
14	2,5	2	2	2,5	3	3	3	3	3,5	3,5	2,5	2,5	2,5	2,5	3	3,5	2,78125
15	4	4,5	4	4,5	5	5	5	4,5	5	5	5	4,5	4,5	4,5	5	4,5	4,65625
16	4,5	4,5	4	4	4,5	4,5	4	4,5	5	4,5	4	4	4	4,5	4	4,5	4,3125
17	4,5	4,5	4	4	5	4,5	4,5	4,5	4,5	4,5	4,5	4,5	5	4,5	5	4,5	4,53125
18	4,5	4,5	4,5	4	3,5	3,5	3	3,5	3,5	4	3,5	4	3	3,5	3	4	3,71875
19	4,5	4,5	4	4,5	4,5	4,5	4,5	4	4,5	4	4	4	4,5	5	4,5	4,5	4,375
20	2,5	3	3	2,5	3	3	3	2,5	3	3,5	3	3	1,5	1,5	1	1	2,5
21	3,5	3,5	3,5	4	2,5	3	2,5	3	3,5	3	3,5	3,5	3,5	3	3,5	4,5	3,34375
22	3	3,5	3	3,5	2,5	2,5	2,5	3	3	3	3,5	3	3	4	4	3,5	3,15625
23	2,5	2,5	2	2	2	2,5	2,5	2,5	2,5	2,5	2,5	2	2	1,5	2,5	2,5	2,28125
24	3	3	3	3	3,5	3	3	2,5	2,5	3	2,5	2,5	2	1,5	1,5	2	2,59375
25	3	3	3	2,5	1,5	1,5	1,5	1,5	2,5	2,5	2	2,5	2,5	2	2	1,5	2,1875
26	3,5	3,5	3,5	3	2,5	2	2	2,5	3,5	3,5	3	3,5	2,5	2	2,5	2,5	2,84375
27	2,5	2	2	2,5	2,5	2,5	2,5	2,5	2	2	2	2	2,5	2,5	2	2,5	2,28125
28	1,5	1,5	1,5	2	1	1,5	2	2	2,5	2,5	2	2,5	2,5	3	3	2,5	2,09375
29	4,5	4,5	4	4,5	3,5	3	3	3	5	5	5	4,5	5	4,5	5	4	4,25
30	1,5	2	2	2	2,5	2,5	2,5	2	2,5	2,5	3	2,5	1	2	1,5	1,5	2,09375
31	2	2,5	2	2	1,5	2	2	2,5	2,5	3	2,5	3	1,5	3	2	3	2,3125
32	3	3	2,5	3	2	2	2	2	3	3	3,5	3	1	1,5	1,5	1	2,3125

Participant	Rater1 Grammatical Resource	Rater1 Lexical Resource	Rater1 Complexity/Discourse Management	Rater1 Fluency	Rater2 Grammatical Resource	Rater2 Lexical Resource	Rater2 Complexity/Discourse Management	Rater2 Fluency	Rater3 Grammatical Resource	Rater3 Lexical Resource	Rater3 Complexity/Discourse Management	Rater3 Fluency	Rater4 Grammatical Resource	Rater4 Lexical Resource	Rater4 Complexity/Discourse Management	Rater4 Fluency	Mean
33	4,5	4,5	4,5	4,5	2,5	3	3	3,5	3,5	4	3,5	4	4,5	4	4	4,5	3,875
34	3,5	3,5	3	2,5	2,5	2,5	2,5	2	3	2,5	3	2,5	3,5	3	3,5	3	2,875
35	3,5	3	3	2,5	2	2	2	2	2,5	2,5	3	2,5	3	2,5	3	2,5	2,59375
36	2,5	2	2,5	3	1,5	1,5	1,5	2	2,5	2	2,5	2,5	2	2,5	2,5	2	2,1875
37	2,5	2,5	2	2,5	1,5	1,5	2	2	2,5	3	3	2,5	2	2	2,5	2,5	2,28125
38	1,5	1,5	1,5	1	1	1,5	1,5	2	2	2	1,5	1,5	1	1,5	1,5	1	1,46875
39	2	1,5	1,5	1,5	2,5	2,5	2,5	2	3	2,5	3	2,5	1,5	2	1,5	2	2,125
40	2,5	2,5	3	3	3	3,5	3,5	3	3	3,5	3	3	3	2,5	2,5	3,5	3
41	1,5	1,5	1,5	2	2	2	2	2	2,5	2,5	3	3	2	1,5	2	2,5	2,09375
42	2	2	2	2	2,5	2,5	2	2	2,5	2,5	3	2,5	1,5	2	1,5	1,5	2,125
43	3	3	2,5	3	4	4	3,5	3,5	3	2	3	2,5	2	1,5	2	3	2,84375
44	4,5	4,5	4,5	4,5	2,5	2,5	3	3,5	3,5	3	3,5	3,5	4,5	4	4	4	3,71875
45	2,5	2,5	2	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2	2	2,5	3	3	3	2,5
46	1,5	1,5	1,5	1,5	1,5	1,5	1,5	1	2	2	1,5	2	1	1,5	1,5	1	1,5
47	1	1	1	1	1	1,5	1	1,5	2	2	1,5	1,5	1	1,5	1	1	1,28125
48	2	2	2,5	2,5	2	2,5	2,5	2,5	3	2,5	3	3	2	1,5	2	2,5	2,375
49	3	3	3	3	3	2,5	3	3	2,5	2	3	2,5	3	3	2,5	2,5	2,78125
50	4	4	4,5	4,5	2,5	2,5	2,5	2,5	2,5	2,5	3,5	3	2,5	3	2,5	3	3,09375
51	2,5	2,5	2	2,5	2	2,5	2	2	2	2	2,5	2	2	2	2,5	4	2,3125
52	2	2,5	2,5	2	3	3,5	3	3	3	2,5	2,5	2,5	3	2,5	3	2,5	2,6875
53	4	4	4	3,5	3	3	3	3,5	3	3	3,5	3	3	3	3,5	3	3,3125
54	1,5	1,5	1,5	1,5	1	1,5	1	2	1,5	1,5	1,5	1	1,5	1,5	1,5	2	1,46875
55	3	3	2,5	3	3	3	2,5	3	2,5	2	2,5	2	3	2,5	2,5	3	2,6875
56	3	3	2,5	2,5	3,5	3,5	3,5	3	4	4	4	3	3	4	2,5	4	3,3125
57	2,5	2,5	2	2	3	3	3	3	3	3	3	3,5	2,5	3	3	3,5	2,84375
58	3	3	3	3	3	3	3	3,5	2	2	2	2	2,5	3	3	3,5	2,78125
59	3,5	3,5	4	3,5	3	3,5	3,5	3,5	3,5	3,5	4	3,5	3	3	2,5	3,5	3,40625
60	3	3	3	3	3,5	3,5	3	3,5	2,5	3	3,5	3,5	3	4	3	3,5	3,21875
61	3	3	3,5	3,5	3	3,5	3	3,5	4	4	4,5	4,5	4	4,5	3,5	4,5	3,71875
62	2,5	2,5	2,5	2,5	3,5	3	3	3,5	3	3	3	2,5	3,5	4	3,5	3	3,03125
63	2,5	2	2	2	3	3	3	3	2,5	2	2,5	2	2	2,5	2	2	2,375
64	2	2	2,5	2,5	2,5	2,5	3	3	2	2	2,5	2	1	2	1,5	2	2,1875
65	3	2,5	2,5	3	2,5	2,5	3	3	2	2	2	2	1,5	2	1,5	2,5	2,34375

Participant	Rater1 Grammatical Resource	Rater1 Lexical Resource	Rater1 Complexity/ Discourse Management	Rater1 Fluency	Rater2 Grammatical Resource	Rater2 Lexical Resource	Rater2 Complexity/ Discourse Management	Rater2 Fluency	Rater3 Grammatical Resource	Rater3 Lexical Resource	Rater3 Complexity/ Discourse Management	Rater3 Fluency	Rater4 Grammatical Resource	Rater4 Lexical Resource	Rater4 Complexity/ Discourse Management	Rater4 Fluency	Mean
66	2,5	2,5	2,5	2,5	3	3	3	3	2	2	1,5	1,5	3	4	3	4	2,6875
67	3,5	3,5	3	3	3	2,5	3	3	2	1,5	2	1,5	2	2,5	2	2,5	2,53125
68	1,5	1,5	1,5	1,5	2,5	2,5	3	3	1	1,5	1,5	1	1	1,5	1	1	1,65625
69	2	2	2	2	3	3	3	2,5	2	2	2	2,5	1,5	2	2	1	2,15625
70	2,5	2,5	3	2,5	3	2,5	3	3	2,5	2,5	2,5	2	2,5	2,5	2	3	2,59375
71	2,5	2,5	3	2,5	2,5	3	3	3	1,5	2	2	1,5	1,5	2	1,5	2,5	2,28125
72	3	3	3	3	2,5	3	3	3	2,5	2	2	1,5	2,5	3	2	2	2,5625
73	0	0	0	0	2,5	2,5	2,5	2,5	0	0	0	0	1	1,5	1	1	0,90625
74	3,5	3,5	4	4	2,5	2,5	3	3	2,5	3	2,5	2,5	1,5	2	1,5	2,5	2,75
75	2,5	3	3	3	2,5	2,5	3	3	2	2,5	2	2	2	3	2	3	2,5625
76	3	3	2,5	2,5	2,5	3	3	3	2	2,5	2,5	2,5	3,5	3,5	3	3,5	2,84375
77	2,5	2,5	2,5	2	2,5	3	3	3	2	1,5	1	1	2	2,5	1,5	2	2,15625
78	1,5	1,5	2	1,5	2,5	3	3	2,5	1,5	1,5	2	1,5	1	1,5	1,5	1	1,8125
79	1,5	2	2	1,5	3	3	2,5	2,5	1	1	1,5	1	1	1,5	1,5	1	1,71875
80	2	2	2	2	2,5	3	2,5	3	1,5	1,5	1	1	1	1,5	1	1,5	1,8125
81	3	3	3	3	2,5	3	2,5	3	3	3	3	2,5	2,5	2,5	3	3	2,84375
82	3,5	3,5	3,5	3	3	3	3,5	3	3	2,5	3	2,5	3,5	4,5	4	4,5	3,34375
83	2,5	2	2	2	2,5	3	2,5	3	2	2,5	2	2	1	1,5	1,5	1,5	2,09375
84	2,5	2,5	2,5	2,5	2,5	3	3	3	2,5	2,5	2,5	2	2,5	2,5	2	3,5	2,59375
85	2,5	2	2	2	3	2,5	2,5	2,5	1,5	1	1	1	1,5	1,5	1,5	2	1,875
86	2,5	2,5	2,5	2,5	2,5	3	2,5	3	2	2	2,5	2	1,5	1	1,5	1	2,15625
87	3	3	3	2,5	2,5	3	2,5	3	2	2,5	3	2	1,5	2,5	2	2,5	2,53125
88	2	2,5	2,5	2,5	2,5	3	2,5	3	2	2,5	2,5	2	2,5	3	2	2	2,4375
89	4	4	4	4	3	3,5	3,5	3	3	3	3	3	3	3,5	4	4,5	3,5
90	3	3	3,5	3	3	3,5	3,5	3	3,5	3,5	3	3	3	4	3	4	3,28125
91	2,5	2,5	2,5	2,5	3	3	3	3	2	2,5	2,5	2	2,5	3	3	3,5	2,6875
92	4	4	3,5	3,5	3	3,5	3	3	2,5	2,5	2,5	2	3,5	4	3	4	3,21875
93	2,5	3	3	3	3	2,5	2,5	3	2	2,5	2	2	2,5	2	2,5	3	2,5625
94	2,5	2,5	2,5	2	2,5	2,5	2,5	3	2,5	2,5	2	2	1	1,5	1,5	1	2,125
95	2,5	2,5	2	2,5	2,5	2,5	3	2,5	1,5	1,5	2	1,5	1	1,5	1,5	1	1,96875

Appendix I
Correlation matrix

```
VARIABLES CONTINUES ACTIVES
    16 VARIABLES
-------------------------------------------------------------------------------------------------------------------
   1 . Rater1Grammatical Resource
   2 . Rater1Lexical Resource
   3 . Rater1Complexity/ Discourse Mana
   4 . Rater1Fluency
   5 . Rater2Grammatical Resource
   6 . Rater2Lexical Resource
   7 . Rater2Complexity/ Discourse Mana
   8 . Rater2Fluency
   9 . Rater3Grammatical Resource
  10 . Rater3Lexical Resource
  11 . Rater3Complexity/ Discourse Mana
  12 . Rater3Fluency
  13 . Rater4Grammatical Resource
  14 . Rater4Lexical Resource
  15 . Rater4Complexity/ Discourse Mana
  16 . Rater4Fluency
-------------------------------------------------------------------------------------------------------------------
```

```
MATRICE DES CORRELATIONS
     |  RATE   RATE   RATE   RATE   RATE   RATE   RATE   RATE   RATE   RATE   RATE   RATE   RATE   RATE   RATE   RATE
-----+-------------------------------------------------------------------------------------------------------------
RATE |  1.00
RATE |  0.96   1.00
RATE |  0.92   0.94   1.00
RATE |  0.93   0.93   0.93   1.00
RATE |  0.61   0.60   0.56   0.58   1.00
RATE |  0.57   0.59   0.56   0.56   0.91   1.00
RATE |  0.59   0.60   0.59   0.60   0.88   0.91   1.00
RATE |  0.66   0.66   0.65   0.68   0.81   0.85   0.85   1.00
RATE |  0.73   0.73   0.70   0.74   0.62   0.60   0.59   0.58   1.00
RATE |  0.70   0.73   0.70   0.73   0.57   0.57   0.56   0.56   0.94   1.00
RATE |  0.71   0.74   0.71   0.76   0.59   0.58   0.56   0.56   0.91   0.90   1.00
RATE |  0.72   0.73   0.72   0.77   0.56   0.54   0.53   0.54   0.92   0.93   0.94   1.00
RATE |  0.73   0.73   0.70   0.73   0.57   0.56   0.58   0.62   0.76   0.70   0.70   0.71   1.00
RATE |  0.68   0.69   0.66   0.69   0.56   0.56   0.59   0.64   0.70   0.66   0.65   0.65   0.90   1.00
RATE |  0.70   0.70   0.65   0.71   0.54   0.57   0.59   0.63   0.77   0.71   0.71   0.72   0.94   0.88   1.00
RATE |  0.68   0.68   0.66   0.71   0.54   0.57   0.59   0.63   0.70   0.66   0.65   0.65   0.86   0.85   0.86   1.00
-----+-------------------------------------------------------------------------------------------------------------
     |  RATE   RATE   RATE   RATE   RATE   RATE   RATE   RATE   RATE   RATE   RATE   RATE   RATE   RATE   RATE   RATE
```

Appendix J
Scaterplot
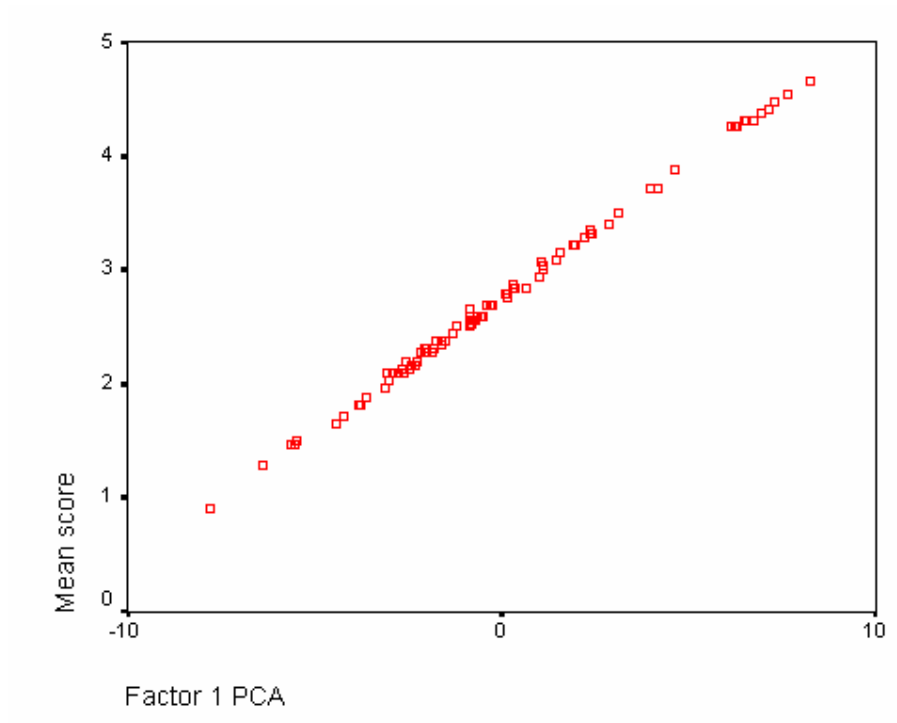
Appendix K
Written reports

GRUPO	PARTICIPANT	Nº	GRAM	LEXI	COMPL	FLUEN	TOTAL
LETRAS III		33	3,75	4,00	3,75	4,13	3,88
LETRAS III		34	3,13	2,88	3,00	2,50	2,88
LETRAS III		35	2,75	2,50	2,75	2,38	2,59
LETRAS III		46	1,50	1,50	1,50	1,38	1,50
LETRAS III		47	1,25	1,38	1,13	1,25	1,28
LETRAS III		48	2,25	2,38	2,50	2,63	2,38
LETRAS III		49	2,88	2,50	2,88	2,75	2,78
LETRAS III		50	2,88	3,00	3,25	3,25	3,09
LETRAS III		51	2,13	2,75	2,25	2,63	2,31
LETRAS III		52	2,75	2,75	2,75	2,50	2,69
LETRAS III		53	3,25	3,25	3,50	3,25	3,31
LETRAS III		54	1,38	1,63	1,38	1,63	1,47
LETRAS III		55	2,88	2,75	2,50	2,75	2,69
LETRAS III		24	2,75	2,75	2,50	2,50	2,59
LETRAS III	02	26	3,00	2,88	2,75	2,88	2,84

Appendix L
Feedback sheet
Explanation of marks

1. GRAMMATICAL/LEXICAL RESOURCES
 You make some grammatical mistakes that obscure intended meaning. Some vocabulary is not used appropriately. There is a presence of major mistakes in relation to lexical and grammatical choices.
1. COMPLEXITY/DISCOURSE MANAGEMENT
You produce simple sentences. There is little attempt to use connectors across clauses. Your contributions lack coherence/ relevance.
1. FLUENCY
There is frequent and lengthy use of hesitations or false starts. There is too much use of filled and unfilled pauses within clauses.

1.5 – More Features of 1 than 3
2.0 – Some features of 3 and some features of 1 in approximately equal measures
2.5 – More features of 3 than 1

3. GRAMMATICAL/LEXICAL RESOURCES
Grammar and vocabulary are adequate and used accurately to convey intended meanings. You make occasional mistakes.
3. COMPLEXITY/DISCOURSE MANAGEMENT
There is some attempt to use a greater variety of verb forms and some attempt to use coordination and subordination to convey ideas.
3. FLUENCY
You speak fairly fluently, only with occasional hesitation, false starts and modification of the attempted utterance. There is reasonable use of filled and unfilled pauses within utterances.

3.5 – More features of 3.0 than 5.0
4.0 – Some features of 3.0 and 5.0 in approximately equal measures
4.5 – More features of 5.0 than 3.0

5. GRAMMATICAL/LEXICAL RESOURCES
Grammar and vocabulary is mainly accurate. You barely make mistakes.
5. COMPLEXITY/DISCOURSE MANAGEMENT
You confidently use a variety of verb forms. You take risks in order to express complex meanings. You routinely attempt to use coordination and subordination to convey ideas.
5. FLUENCY
You speak fluently, without any hesitation, false starts and modification of desired utterances. You barely make use of unfilled and filled pauses within clauses. When you use them, filled and unfilled pauses occur at the end of clause boundaries.

Appendix M
Profile questionnaire

RESEARCHER: RAQUEL D'ELY – DOCTORAL STUDENT – PGI

Participant's Name:
Age:
Undergraduate Course:
Professional activity (if any):
E-mail address:
Phone number:

Answer the following questions either in English or in Portuguese. Don't be worried with the possible mistakes you make concerning either grammar or vocabulary. There is no purpose in evaluating your written performance but rather to unfold some of your views on the issue of learning English as a foreign language. Remember: there are not either wrong or right answers, just express your point of view.

1. How long have you been studying English?

2. Have you ever been to a foreign country? If so, how long did you stay there?

3. When you started the Letras Course/Secretariado/ Extra-curricular, did you take any entrance test? If so, in which phase were you placed?

4. According to your views, in relation to the speaking skill, which is/are the most and the least effective way(s) of learning a foreign language? If possible, give reasons for your answers.

5. According to your views, in relation to the speaking skill, which is/are the most and the least effective way(s) of improving your oral skills? If possible give reasons for your answers.

6. In relation to the oral activities that your English teacher does in the classroom, which ones do you enjoy the most (if any), which ones do you enjoy the least (if any)? If possible, give reasons for your answer.

7. How do you evaluate your oral performance in English? If possible, give reasons for your answer.

8. In your opinion, how do you consider a person as being a fluent speaker of English?

9. Do you consider yourself fluent? Why so, why not?

10. Which aspects do you specially focus on when you are performing orally in English? For instance, are you concerned with grammar? Pronunciation? The content of the message? The interlocutor? etc? Refer to any of these topics and/or insert any other aspects you generally focus on.

Appendix N
Speech samples

EXAMPLES FROM PARTICIPANTS' NARRATIVES (TWO PER GROUP)

CONTROL GROUP

PARTICIPANT 1
SPEECH TIME 3.19
NUMBER OF WORDS: 215

Uhm (0.69) OK (0.81) Tom uhm(0.49) met (0.28) a(.) (0.27) /a girl (1.03) a beautiful cat girl (1.04)
And ahm(0.54) /and (1.36) she (0.67) / And a she/ and he (0.46) Tom (1.06) uhm(0.42) began a relationship (1.22) uhm(0.42) based **in** love (0.76) and fun (1.11)
You know that things that (0.75) every (0.55) every (0.61) ahm (0.52) (2.26) everybody that✓ in love (0.59) uhmn(0.53) (0.30) **made** (1.87) uhm(0.28)
So in a(.) beautiful day(.) (0.99) she (1.18) /she saw a(.) (1.14) a beautiful rich guy (2.18)
And a(.) (1.87) and a (0.64) / she / she forget/ forgot Tom (0.55) quickly very quickly (0.67)
Because you know the same uhm(0.48) /the same uhm (0.52) (0.26) the same factor (0.67) / uhm(0.77) (1.71) uhm(0.59) (0.87) **/ the same factor/factor (0.79) presents (0.79) again and again (0.55) UHM(0.44) – the money**
That guy uhm(0.63) (0.68) had (0.87) uhm(0.67) (1.65) much money **/many money** (0.51) than uhm(0.67) (1.52) uhm(0.69) (1.08) Tom (1.34)(laughs)
And a(0.59) she (1.18)/she gets in love (0.93)/she got in love (0.46) / got in love (2.30)
So(.) (0.62) Tom uhm(0.59) began to/to make a lot of things to (0.51) / uhm(0.73) (0.79) to(.) (1.24) uhm (0.59) (0.37) **/to invite her/ her heart** (0.47) again (2.18)
But ahm(0.55) (0.49) she (0.71) /she NOT! (0.32) /he he didn't uhm(0.65) (2.57) the/ the things that (0.57) that he **made** (0.93) uhm(0.51) it dindn't (1.13)/didn't work (1.99)
And(.) (1.53) ahm(0.36) he he got ahm (0.42) depressed / (1.28) depressed and(.) (0.99) sad (1.20) uhm(1.04)
He drink/drink/ uhm(0.71) **drinked** a lot (1.19) you know (laughs) (1.11)
And (3.46) she/he (2.46) he got /he got depressed (1.32)
And your and your/ and his friend (0.61) ahm (0.46) Jerry (0.96) in the/ in the final / in the final part of the history (0.67) uhm(0.59) (1.50)/ end up/ ahm (0.30) (1.22) has discover (0.69) the / the same thing about your girlfriend (0.89) uhm(0.59) (0.67)
She knows (0.61) a(.) rich mouse guy (1.85) and then you know (laughs) (1.16) uhm(0.34) **the true** (1.41) **presents again (0.92)**
And Jerry (0.51) got depressed too (1.29) **in the final** (0.42) of the history (0.35) OK

PARTICIPANT 2
SPEECH TIME: 5.30
NUMBER OF WORDS: 421

There we see Tom (0.91) so lonely (0.52) **in** that iron bridge (1.15)
So *down /down (1.56) / down* (2.55) /as down as possible I think or much more than that (2.06)
And (1.29) also Jerry (1.78) his(.) (1.94) best friend (1.01) and worst enemy (1.80)
Well he is worried (1.27) / he is worried about Tom (1.34) he seems sick you know (1.90)
Poor Tom What (1.43) what have happened to him? (1.73)
These are things from the heart (0.71)
These are things from **the** love (2.38)
The kind of love that (1.12) men (0.75) usually (2.20) *spend (0.84) time* ✓
The kind of love that men usually (0.77) *spend* (2.55) all the (1.82) hope
The kind of love that (1.24) man spend all the money on that (1.92)

And (1.12) even if making all his efforts (1.08) he just cannot succeed (1.85) on/ (3.65) on these womem (1.41) the girl's heart (1.20)

You know but Tom (0.54) wanted to(.) (2.53) to **conquest**

Wanted to(.) (1.03) make (1.17) such a girl fall in love (0.47) with him (0.92)

Is it ever possible? (1.26)

She seems to be so (1.15) sophisticated

She seems to be (1.78) so luscious and (1.52)

You know (0.40) the kind of girl that (1.45) XXX and love buying things (2.26)

Sometimes a (1.08) beautiful cat (2.17) they are just natural has/ they have that kind of natural beauty (0.68)

But this kind of cat (2.99) she liked to (2.24) be (5.67) well just liked to have all men (1.29) **by** her feet

And (1.12) so that she could choose the best man the most appropriate man for her

Yes? (1.61)

And then Oh! Poor Tom (0.48) he just couldn't (1.85) make her dreams come true (0.77)

He couldn't **buy for her (1.36)   a** *nice (0.43)* perfume (1.83)

Yeah maybe it could be a nice perfume but (0.65)   not *such a nice perfume* **like** she wanted (1.22)

And (0.70) Tom couldn't (0.70) give her (1.19) the best diamond ring (0.87)

OK all diamonds are made by (1.01) carbon you know

But (2.73) Tom's diamond ring didn't have (1.13) so much carbon (laughs) (1.06)

And (2.24) also (4.35) all the status (1.54) that (0.80) s*ophisticated* girls want (1.52)

Poor Tom (0.71) he couldn't give her (0.85) and he tries he tries his best (0.73)

But at the end (1.48) she just (0.71) got married **with** the first (1.90) millionaire guy (0.70) that appeared in front of her (1.36)

And(.) (2.43) Jerry (0.45) his best friend and his worst enemy (0.91) was just (0.45) relived (0.70)   because he(.) (0.82) / he and Jerry   (0.49) could still (1.22) think of their girlfriends (0.45) and could still count on them

Yeah (0.99)

He was safe of feeling that badly (1.26)

He was safe he was really safe (0.78)

He was really safe (0.71)

You know safe (1.29)

But not safe enough (laughs) (0.92)

Because then when he realized (0.94) there was **her** perfect girlfriend (1.43) you know (0.54) very (0.56) beautiful (0.38) and whity (1.55)

And **there was she going** away (0.73) running away from his arms (2.10) with another/ with another husband (2.13)

Poor Tom!(0.45) Poor Jerry! (0.98)

They just belong to each other (5.39) and their ladies (0.62) they just belong (3.37) to another millionaire

STRATEGIC PLANNING GROUP

PARTICIPANT 12
SPEECH TIME : 5.31
NUMBER OF WORDS: 315

Well (2.07) Tom and Jerry was/ were in a bridge / on a <u>bridge</u> (2.10)

They are sad I guess (0.92)

No ! (1.08) they were *really* sad (1.24)

So (.) (1.70) Jerry was looking to Tom (1.31) and he(.) remembered (2.56) what had/ happened (1.08) to the / to / to them (1.93) some time (0.75) before (2.95)

Then (1.19) they were (1.29) drinking (2.03) any <u>beverage</u> (1.29) juice (0.52) I guess (1.67)

So they were happy (0.73) and (.) (1.52) **so that** (1.03) a/ (0.59) another cat appeared (1.92)
Tom (0.50) liked the cat (1.24)
Tom (0.36) **fall** in love (0,68) with her (1.05) uhm(0.30) (0.98)
And(.) (2.25) to Tom (0.87) she was a pretty (0.47)/ a pretty cat (0.67) a charming (.)52) or (0.55) / or foxy (0.85) ✓
And (3.25) / and she was walking (1.88) and (1.19) she (0.54) / she looked (1.23) / looked(0.65) to Tom
But Tom (0.75) saw / saw her (0.70) and (.) (1.77) followed (0.54) / followed (0.75) her (2.69)
In another moment (2.39)
Well (3.08)
Uhm (0.55) he didn't shout (0.57) (1.00) XXX (1.05)
But he gave (1.08) / he gave (1.60) / he gave her many gifts (0.62) but Jerry (0.91) I noticed (0.40) that she wasn't a (0.39) /a good girl (0.55)to Tom
But Tom (2.87) didn't (laughs) (5.12) (10.19) (1.59) /well (2.43) Tom (4.13) didn't (0.60) pay attention (1.03) for what (0.70) Jerry was saying to him (1.0)
So (0.73) he (0.77) /he/ Tom (0.57) in this case (1.05) **makes** all/ all his funds (1.05) ✓bills (0.54) to give her (0.67) many gifts (0.64)
But the cat the / the / the lady cat (1.44) just wanted gifts she didn't want (0.69) Tom (1.01)
Ahm (0.59) (1.13) ahm,(0.70) (1.79) in a moment (1.16) another (1.00) cat (0.46) ahm (0.59) (1.56) a male cat appeared (0.98) his name was(.) Butch (1.16)
And(.) (0.62) This cat (1.01) also (0.82) uhm(0.82) (0.64) give (1.18) /gave (0.93) presents (0.93) to that (0.70) charming cat (1.21)
So(.) (1.33) Tom (0.39) give (1.02)/ Tom (1.17) gave her (1.37) a ring (1.44) Butch (0.95) gave (0.88) bigger (1.06) /a bigger (0.90) a(.) richer ring (1.31)
When Tom / (1.42) when Tom (1.03) gave her (1.19) a flower/ some flowers (1.03) Butch have (0.65) / have **gived** her (2.10) more beautiful flowers (2.25)
So (2.64) / so (.) (2.39) / so (1.18) one day (1.39) Tom (0.75) / Tom was very sad (0.62) so(.) because he (0.59) he didn't (0.54) ahm(0.39) (0.85) you know gave all that (0.55) /all that (0.91) to the cat (0.91)
One day (1.36) he saw (1.52) that beautiful cat (0.44) and Butch (1.18) in a car (0.59) / in a car (1.21) with a(.) (0.72) chart flowers and cans (2.69) where was <u>written</u> just married (2.16)
So (.) (1.93) Tom (1.79) got to the bridge (2.59) to cry (1.57) about (1.13) his life (1.83) and Jerry (2.31) unfortunately (0.87) Jerry (0.42) / was (3.61) was remembering that (1.36) in the same / the same (0.85) had happened (0.82) to him too

PARTICIPANT 13
SPEECH TIME : 2.35
NUMBER OF WORDS: 245

Ahm(0.79) (1.07) I'll tell the(.)/ the story about what happened in the cartoon (1.21)
It's a(.) story (0.42) which was (0.64) ahm(0.49) (0.57) telll us (1.16) **with** a (0.63) /a cat (0.74) and a **dog** (1.03)
And that's a story (0.60) Ahm(0.56) that's a story / that's a story which **happen** (0.84) **in** nowadays (1.03)
It can happen perfectly (0.69)
Ahm(0.69) (0.68) a/ a love story (0.55) ahm(0.47) where the (0.92) / the (1.69) / the(.) (0.38) / one of the parts one of the **lover** (0.66) cannot **follow** the (0.52) / the enemy /like the (0.81) /the other one who wants to/ to love the same person / person the same <u>cat</u> wherever (1.0)
So (0.53) this tells us about (1.86) uhm(0.73) (0.71) what happened (0.56) if you/ you are not on the (0.63) / on the way (0.66) to keep the same thing like the others (0.97)
Ahm(0.60) (1.16) ahm(0.53) so the story tells us what happened (0.60) like (0.60)

First of all (0.90) ahm(0.69) (1.41) ahm (0.52) **the cat was not correspond with the (0.69)/ with the / the female part (0.53)**

So (1.20) he tries to (.) get something like buying

✓ Buy/ Buys some flowers some gifts (1.10) and ahm(0.66) (0.52)

 Every time he buys something(0.65)   ahm (0.52) ahm(0.28) the/ the other cat like (0.39) the (0.91) that one (0.91) who was **in opposite** (1.49) ahm(0.58) (0.45) **try/** ✓buy something more biggest **/biggest** than the other one like he had (0.76) **give** to the (0.94) lady to the female (1.52)

So(.) the cat he get/ he gets out of control (0.68) at the end (0.40)

It was so sad (0.46)

He tried to / to kill himself (0.34) / itself to commit suicide (1.88)   because he was not **correspond** so

So That's (0.55)/ that's what **happen** (0.63) all the time in / **in** nowadays (0.73)

Ahm(0.61) (1.18) we try to live (0.99) in a way you cannot **do it** (1.05)

Money (0.35) is / is everything (0.52) **in** nowadays

Money can buy (0.84)   everything even a/(0.38)   a / (0.73) a sentimental moment   with somebody else (1.96)

That's it

REPETITION GROUP

PARTICIPANT 21
1ST TRIAL
SPEECH TIME: 5.38
NUMBER OF WORDS: 413

Well the/ the story is about   (0.88) Tom and Jerry (1.71)

Tom is very sad very **bad** and depressed (1.82) because/ and (0.34) Jerry is **up** him (1.05) thinking how **bad** (0.95) Tom is (1.80)

Tom is in that way because (1.46) one day (0.73) she met **with** a beautiful cat girl (1.95) and (1.14) she became (2.16)/ he became like a (1.19) **a** ass (0.57) (laughs) when he saw (0.88) her (1.10) because he **falled** in love (1.60) **for** her (1.46)

He went behind her (1.03) and(.) tried (1.87) to catch her attention but (1.41) one day when (1.34) they Tom and the girl **was** (1.17) playing (1.53) at the (.) (1.77) ✓ (how can I say balance) (1.41) ahm(0.52) a rich cat (1.95) saw her (1.53) and then the competition started (1.77)

Tom one day went to her house with a flower (0.98) and when (1.15) he (1.44) /when she opened the door he saw (0.59) a very rich (0.67) flower (1.07) **a thing with a lot of flowers** *very very* **expensive (0.85)**

And then Tom (1.51) **come** back (0.57) and (1.49) Tom (1.20) **show** her (0.30) a litlle (1.55) a little perfume

And suddenly (0.66) appeared in front of her house (0.76) a truck with a lot of perfume (1.61)

And(.) (3.64) Tom went to **her** house and (1.63) / and(.) (0.64) took all his money (0.86) to buy a ring for her (4.22)

He went to the(.) (1.03) jeweler and(.) bought a ring (1.27)

And when he went (1.53) to her house (2.87) he **shows** (1.83) her (1.05) his ring (0.60)

Immediately (0.90) she showed (1.54) to him (0.98) her Chuck   (0.56) - Chuck is the name of the other cat (1.68) the ring (0.85) that (1.00) she earned **for** him (1.94)

They(.) had to **used** (1.19) a (0.66) / a thing to protect (1.46) their (0.30) eyes (0.56) because (0.78) the brilliant is *very very* huge (0.83) and could hurt (0.56) their eyes (1.88)

And (1.31) Tom (0.38)) went ✓every bank and get loan / (0.59) got a loan (0.90) to buy (0.98) a car (1.85) to ride the car with her (1.95)

A(.) (1.12) / **a** old car maybe (0.91) the car (0.69) **make** a lot of (1.34)/ a lot of noise (0.98)

When he (1.08) / when he (.) arrived in front of her house (1.08) the other the rich cat (1.44) arrived with a *long long long* car (2.33)

And (1.37) Tom realized he (0.64) had no chance with her (3.06)

And Tom (0.73) was still **in** that **trail** (1.94)   along with the eyes like a **strawelled** (0.76) **scrawled** eyes (1.39)

And(.) (0.54) Jerry is **up** him (1.29) and in that moment (0.98) Jerry (1.08) looked at the photo (0.88) **from** his girl (0.80) and in this moment (0.93) his girl **pass** behind him (0.56) with another guy (2.24) in(.) **one car wrote just married** (0.95)

And Jerry become (2.02) like Tom

And Jerry went (1.44) to stay beside Tom (2.41)

This story means when a man or a woman **is fall** in love for someone (1.07) they become (1.71) like a mess an animal without seeing anything (0.83) without thinking

Just thinking about the love they are felling (1.39)

And(.) (0.78) this could destroy a man or a woman (1.95)

That's it!

PARTICIPANT 21
2ND TRIAL
SPEECH TIME: 6.00
NUMBER OF WORDS: 413

Tom and Jerry were (1.58) great friends (1.37)

They used to have fun together (0.96)   but one day (2.00) a cat girl appeared (0.93) and (1.93)/ and met Tom (1.68) upside him (2.82)

He (2.43)/ he f/**falled** in love **for** her (2.43)

He used to do everything to catch her attention (3.18)

But one day when they are (0.96) playing in the garden (1.17)   another cat /another/ a rich cat saw/ (2.50) saw the cat girl (1.94)

And (1.55) this rich cat start to give/ (0.56)   start (0.62) giving her / started giving her (1.37) exp/ expensive gifts (1.53)

One day Tom went to her house (0.62) with a flower

And (0.55) when he arrived (0.94)   there (2.44) she was **using** a crown (1.08) with beautiful / beautiful flowers (1.34)   and (.) (0.86)

After that (0.77) he gave her (0.62) a perfume a small perfume (1.39)

And suddenly (0.89)   appeared in front of her house a truck with a lot of perfume (2.94)

Then Tom (0.98) got all (0.91) his economies savings (1.32)   and bought a jewelry (0.67)

A brilliant ring (2.77)

And (0.82) went in her house to give her (3.06)

When he showed her (0.98) the ring (2.27)   she used a **loop** (0.58) to see the shine/ the **bright** of the ring (0.67)

But (1.86) suddenly (1.29) he gave him a (1.01) a(.) (0.46)   protection to **him** eyes (1.00) and **show** (0.56) him (1.62) the rich cat's ring (2.03)

It's a big stone a **shine** stone bright (1.95) that **offuscs** the eye (3.25)

After that Tom went (1.60) went   to a (1.96) ahm(0.56) place (1.17)   to **bought** a car (2.17)

He signed a lot of papers (1.15)

Because one paper said (0.70) three hundred months to pay (0.56) the car

Another paper saying (0.91) one leg one arm (0.84)

Everything he had (0.74) / he had / had (1.13) / he gave her (0.51) his (0.50) leg if (0.50) he couldn't pay ✓(1.93) the car (2.44)

And (0.53) he went with the car (0.46) **in** her house (1.43) when(.) (1.48) he arrived **in** her house with the (0.98) **calhambeque** (0.41)   (How can I say) (0.81) poor car (2.28) **suddenly appear another** *big big big big* **car** and **smash** his car

And one day (0.86) he saw the couple going (0.86) by car riding by car and (1.20)/ and   at/ at the back of/ of the car was written just married (1.06)

And he got *very very* sad (2.89)

Jerry during all the time tried to advice him/ tried to (0.74) / to advice him not to fall in love to/ **to** her but (1.20) Tom (1.01) had a magnet for her (1.65)

Then   one day Tom was on the line of the train (0.60)   just waiting   (1.44) **don't live do nothing (1.00)**

And/ and Jerry ✓just looking (0.65) and Jerry (0.51)✓ kissing (0.94)   his (2.00) girl's photo (0.67)   kissing kissing and suddenly (0.47) a little car with two <u>rats (+)</u>   (1.29) **passed too behind him** (1.22)

And he could see **her** (0.32) girl (1.33)   with another rat (0.95) and (0.25) at the back of the car was written just married (0.82)

And (0.29) Jerry went/ (3.30)   went with Tom (1.32) / Jerry went to stay beside Tom (0.96) sad and sad

PARTICIPANT 22
1ST TRIAL
SPEECH TIME: – 3.29
NUMBER OF WORDS: 274

This is a cartoon (0.41) ahm(0.43) about Tom and Jerry (0.93)

A very famous cartoon (1.05)

Tom is up on a bridge (0.85) crying (0.92) and Jerry is watching him (2.22)

Suddenly (0.45) Jerry (0.53) starts to remember why (0.86) /

Jerry starts to remember why Tom is (0.72) crying

A flash back comes (0.76) and ahm(0.49) (0.40) the two of them are ahm(0.50) s/sitting (1.01) **at** a garden (0.70) drinking juice probably (1.09) ahm(0.90) (2.05)

S/Suddenly Tom swallow /almost **swallow** Jerry (0.82) **to** the (.) (1.13) straw (1.13)   but (2.20) Tom saves Jerry (0.92) before he ✓**swallow** (1.37) uhm(0.78) (0.53) uhm(0.37) (1.47) ahm(0.27) (0.54)

A cat girl (0.68) (I don't know) a female cat appears (1.08) on the sidewalk (1.37)

Tom (0.96) falls in love (0.59) with the (0.70) female cat (0.65) and starts to (1.58) follow her (2.03)

Then he **find** out that she (.) (0.90) has another (1.58) valentine (0.72) something like and this one is richer than Tom (0.72)

Tom (2.47) **spend** (0.70) all his **saves** (0.54) to buy rings (0.50) and cars (0.40) to her (0.53) but (0.59)   the (0.28)   other cat (0.90) the other male cat is richer and (.) (1.23)   always buy/buys (0.55) something (0.55) bigger (0.57) moor/ more expensive (0.57) and stuff like that (2.40)

Jerry (1.54) is always around trying to stop Tom (0.51) but he is (1.40) in love (0.61) and he never pay/ never **pay** attention (0.56) **on** Jerry (1.66)

And(.)✓the very end (1.10) Tom (0.30) **find** out that (1.19) the female cat and the male cat (1.58) just get married (1.93) and went (0.78) to✓ honeymoon (0.84) and (0.65) he is alone (0.82) and then he/they are /Tom and Jerry are back **to** the bridge (0.94) crying (0.88)

Jerry (1.95) saves Tom (1.11) from (.) (0.67) drowning (1.42) and (1.42) at the same time (0.76) Jerry is (1.05) almost happy or (0.43) something like (0.47) because he is in love and he thinks that (1.23) his (1.00) supposed girlfriend (2.45) is with him (0.65)

But then the/ his girlfriend (1.95) appears with another male (0.84) rat (1.19) and they are just married too (0.86)

And then Jerry (1.93) **go** down with (0.82) Tom **sit** and **cry** (0.59)

And then the cartoon (1.00) ends

PARTICIPANT 22
2ND TRIAL
SPEECH TIME: 4.18
NUMBER OF WORDS: 339

This cartoon
Tom and Jerry (0.67)
Ahm(0.74) Jerry is (.) sit over the bridge watching Tom that is down upset (0.87) ahm(0.28) and crying
And Jerry is watching him with (0.28) pity (1.09)
Tom (0.61) / Suddenly Tom/ ahm(0.42)   a flashback comes (1.17)
Tom ahm(0.62) **is reminding (0.75) from** (.) a situation that (0.84) happened to him (1.64) (+)
He (.) was at the (+) backyard with (0.74)   Jerry drinking a juice (0.57) ahm(0.72) (0.28)
He (.) almost **swallow** Jerry (1.37) ahm(0.41) but saves his life (0.52) before (0.61)   actually **swallows** him
Ahm(0.69) (0.49) he was drinking juice (0.43) with (0.83) Jerry (0.67) and (.) he sees a(.) female cat walking on the (0.74) side walk
He (1.49) falls in love with this female cat (0.89) and starts to(.) follow her (0.72) / her everywhere
And **start to buying** presents and (1.61) **spend** lots of money (0.49) ahm(0.66) (0.28) giving her gifts (0.66) ahm(0.27) expensive gifts (0.77) like cars ahm(0.85) jewels (0.48) and (1.98) things that female like (0.64) ahm(0.63) (0.70) but ahm(0.28)
In the middle of this (0.56) situation (0.48) ahm(0.57) (0.57) **other** (0.36) male cat **appear** named Butch (1.03)
This Butch cat is richer than Tom (0.44)
And (0.53) at the same time (0.75) Tom starts to buy things to this female cat Butch **buy** something bigger or (0.47) more expensive (0.57) and(.) this competition (0.95) **make** (0.53)
Tom (0.84) tired and poor and sad and upset (1.07)
And this (.) supposed (1.88) contest (1.90) starts **to (.) getting** worse (1.39)
One day when Tom **buy** her a car (0.63) he(.) (0.60) spends all his savings (0.78) and (.) (0.62) **buy** a (1.86) horrible car (0.78)
And the other cat Butch (0.49) **buy** a beautiful and large and new car (1.76)
The female cat **pick** (1.09) Butch and **marry** him (0.57)
 And Tom (1.28) starts (1.43) **a** (1.44) awful depression and he is *really really* upset (1.02)
And then they're back to(.) this bridge (1.09) the same bridge at the/ the (0.79) beginning of the cartoon (0.72)
And Jerry is sorry for him (0.58)
But(.) he remember**/remember** he has (1.22) his (1.71) his personal (3.03) love
He has a (0.59) female mouse (0.62) that he is in love with (1.29)
And(.) he (0.89) /he is not concerned **about** her (0.69) because **he love her** (0.89) Jerry
And suddenly Jerry looks down and sees this/ this (1.14)   female mouse (1.29) in a car with another male mouse (0.69) and they are just married
So(.) he (0.42) gets on depression (1.40) too (0.57) and (.) (0.85) he **sit** by the side/ by Tom's side and they start to cry (0.64) and (1.05)   be together like friends (1.18) supporting each other

STRATEGIC PLANNING PLUS REPETITION GROUP

PARTICIPANT 30
1ST TRIAL
SPEECH TIME: 4,62
NUMBER OF WORDS: 482

I'm going to talk about (0.87) the story of Tom and Jerry (1.12). Well we first see Tom
We can see ahm(0.28) that (0.64) Tom (0.60) ahm(0.30) (1.19) was/ is very sad and unhappy (0.56) and he is sitting on a railway bridge (0.70)
Then the(.) / Jerry XXXX was looking at him (0.98)
And we can see that he really **want** to help the (0.98) cat (1.18)

Then we(.) are introduced to the story (0.87) why Tom was sad and unhappy (1.24)
He fell in love ahm(0.62) **for** ahm(0.55) a very charming cat (0.30) very beautiful cat (0.46) that was passing in front of his house (0.76) and he(.) (0.81) tried everything to win ahm(0.28) her affection (0.64)
He spent all his money (0.64) gi/ buying things (0.50) very (0.74) uhm(0.56) expensive things
Like ✓car (0.69) uhm(1.00) (0.53) rings and flowers (0.40)
And he never (0.97) / he never (0.95) got her because (0.73) actually she was dating **with** another (0.66) / another cat a very rich cat (1.0)
And Well (0.64) then /the(.) (0.30) /while he was trying to win the affection of the cat (0.49) the(.) little mouse (0.56) tried (0.56) to (0.38) /tried to call his attention that he was (0.76) losing his time because the girl was not interested on him (1.24) uhm(0.56) interested ahm(0.53) in him (that's right) (0.66)
And then (0.55)/ but Tom never / (1.12) never give idea to/ to / never paid attention to what the (.) (0.56) ahm(0.28) /Jerry was saying (1.48)
And after he tried (0.58) everything and he was poor because (0.40) he spent all his money buying things for her he saw the(.) ahm(0.79) the charming cat (0.79) going away with the rich cat
Butch by the way the / the name of the rich cat was Butch (0.70)
And then ahm(0.43) in the car (0.42) was a tag saying ahm(0.83) (0.63) ahm(0.53) (0.43) very / I don't know I don't know but I guess (0.79) they were(.) married they got married (0.40)
It was/ it was ahm(0.67) a tag in the car (1.00)
Then the(.) (0.64) / the cat (0.53) Tom (0.59) tried to drink a lot
He drunk uhm(0.87) I don't know maybe alcohol
He got very drunk (0.73) and (.) he tried ✓suicide
And (0.66) Jerry the cat (1.19) saved him (0.93)
And (.) then we come back to the first sc /scene of where/ where Tom were (0.98) / where Tom were
He was sitting (0.88) on a very old bridge (0.76)
And then we see (0.67) that (1.03) uhm(0.37) Jerry is uhm(0.94) looking at him felling sorry because he had lost his love
And he (1.01) took a picture of his beloved
The/ a little a very charming /also a very charming little mouse (0.90)
And(.) he starts kissing the picture and he all of a sudden he sees/ he/ (0.76) he sees the (0.81) / the (laughs) little mouse passing with another very rich ahm(0.73) (0.70) mouse and there was also a tag wrote (0.63) /in which was **wroted** he/ the/ they were (0.66) just married (0.84)
And (0.70) in the end both Tom and Jerry appe (0.42) / appear (0.62) ahm(0.42) very sad and unhappy because both have lost their beloved (1.32)
And (0.64) this was ✓story maybe the cat was (0.74) / the/ I'm sorry the(.) mouse was (0.98) happy in the beginning because he (0.64) **didn't** had (0.49) lost his beloved but then (0.74) in the end (0.53) he realized that (0.48) any/ everything (0.76) can happen (1.11) as happened to the (0.95) cat (0.28) as happened to Tom
It could have happened to him (1.10)
This is the story

PARTICIPANT 30
2ND TRIAL
SPEECH TIME: 4.20
NUMBER OF WORDS: 458

Well the first scene that we see is Tom and Jerry in/ **in** a bridge
And Tom which is/ which is the cat/ which is the cat seems very sad (0.80)
And (.) Sorry Tom is the (.) (0.54) is the rat and Jerry is the (.) (0.61) cat

Well actually I don't remember very well but I guess that Tom is the cat and Jerry is the rat (0.77)

Then uhm(0.67) (0.69) and the rat is looking at uhm(0.51) Tom that is very sad and it's (0.85) laughing at him (0.74)

Then we have the story told

They were (0.59)   drinking juice and having fun together

And then all of a sudden (0.91) Tom (0.79) / Tom sees a very charming (0.59) cat very (0.96) uhm(0.60) wonderful and beautiful cat (0.67) and she is passing in front of them

And Tom completely fell in love with her (0.74)

And then he starts trying to (1.03) / to convince her to(.) (0.61) / to convince her (0.77) that he is /is in love with her (0.80)

He tries to (0.86) / he tries (1.05) **to** buying things to her

He buys flowers rings a car and he spend (0.77) / he spent all his money trying to buy things to her

And she just (1.44) uhm(0.80) doesn't give/ didn't give attention to him

Because later we /we/ we saw that she was actually ahm(0.28) in love with another (0.61) very (0.61) rich and charming cat which is Butch (1.07)

Ahm(0.63) and it's very interesting cause while ahm(0.77) Tom is trying to (1.34)   / to (0.92) / to date **with** her (0.80)

He (.) (0.85) Jerry which is the cat/ which is the rat sorry   (0.67) ahm(0.51) he calls Tom's attention that the/ the cat the charming cat is not in love with him (1.00) that he is doing a very (0.95) ahm(0.69) (0.77) a bad thing because (0.82) he knew (0.44) the(.) / that he/ he could see that the cat (0.45) / the charming cat is not in love with Tom (0.87)

And then at the end we can   ahm(0.30)   see that the/ Butch which is the rich cat and the charming cat (0.74) they(.) got married (1.08)

And Tom which is very (0.72) sad (1.28)   drunk/ drunk a lot and after that he tries ✓suicide (0.61)

And (0.90) who (.) (1.43) saved him/ who saved him actually was the/ the little rat (1.00)

And then at the end we are/ we come back to the first scene (0.67)

Ahm(0.87) (0.64) that is the bridge that they are/ (0.60)   in which Tom is very sad looking at (0.95) ahm(0.72) nothing and crying

And then the ahm(0.98) little rat (0.87) is laughing at him (0.38)

And he (0.98) tooks a picture/ he took a picture of her / of her/ / his beloved a very (0.82) charming little rat (0.67) and starts kissing the picture (0.60)

And when he realized (0.22) the little charming rat (0.72) was (0.95) passing with another rich and (1.36) charming little rat (0.74)   and they/ they ✓just got married a**nd** Jerry starts crying as well with Tom in the bridge

And this is the last thing which (0.30) / which we can see (0.88)

And it tells ahm(1.05) (0.54) the whole story about (0.41) their (1.85) / their sadness (0.47)

That's it

PARTICIPANT 31
1ST TRIAL
SPEECH TIME: 6.42
NUMBER OF WORDS: 445

Uhm(0.83) Blue cat blues is a story about Tom ✓cat (1.56)

Ahm(0.58) it begins (0.76) with (1.11) Tom sitting (0.66) in/ on a railway train (1.44) and (.) (1.56) he is so sorry that / his eyes (0.85) /his/its eyes are very tired because he (1.88) have cried (0.76) **have** cried a lot (1.09)

And(.) (1.03) ahm(0.56) (2.26) and Jerry is looking at him (0.88) ahm(0.70) (1.06) from a /   a high/ higher place /place

And(.)/And he (0.30) / Jerry is feeling (1.44) pity (0.97) uhm(1.12)✓ Tom's situation (2.09)

Uhm(1.09) (1.41) it/ it/ **Jerry (0.94)   uhm(0.64) (0.66) have a flash back like** (0.94) of what (0.53) ahm(3.0) made Tom become/ (0.92)   became (1.32) like/ like he was / it was (0.70)

Uhm(0.28) (1.32) uhm(0.48) (1.62) ahm(0.42) (1.23) the story begins with Tom and Jerry having (0.91) good (1.09) good/ moments of friendship

The two used to drink (0.91) together (0.58) and(.) (0.64) they/ they were really happy with (0.89) / with each other (1.17)

Uhm(0.61) since they have/ they have a (0.85) / they have a / a real friendship (1.37)

They share (0.30) the moments (2.00) uhm(0.82) (1.29) the good ones (0.88)

So suddenly **appears in Tom's life a ().31) / a (0.37) / a beautiful female cat** (1.03) and Tom (1.12) immediately falls in (0.73) / **fells** in love with her (2.78)

He starts to/ to (.) / to (0.94) follow her wherever (0.70) it (0.48) /she/ it / the female cat (0.73) uhm (0.83) **go** (1.51)

And(.) Jerry was always telling to / to avoid this to stop (0.94) following (0;76) the female cat (0.78)

But he/ it couldn't (0.56) / it Jerry (0.64)   uhm(0.69) (2.41) uhm(0.28) it couldn't ahm(0.28) stop Tom because (1.29) Tom fall/ (2.50) **fall** in love (1.67)

It was very (0.82) **fall in love of**/ of/ (1.17) with the female cat (1.06)

Uhm(0.70) and (10.8) Tom (1.00) then Tom starts to/ to(.) (1.13) try to /to get the/the female cat (1.06) / cat's attention (1.03)

And(.) starts to/ to (1.38)   buy uhm(0.30) some things for her like flowers (0.97) uhm(0.64) a jewel/ a jewel ring (1.01) a car to/ to (0.66) / to(.) get/ (2.03) to get together / (1.53) to(.) (1.26) / to take the female cat out (1.02)

Uhm(1.17) uhm(0.91) (2.97) uhm(0.68) (2.65) but (1.87) that a (0.48) / a (0.42) ahm(0.30) a/ a rich cat (1.00) appears (0.91) ahm(0.48) in / in Tom's (0.79) / in/in the female **cat** life (0.94)

This was(0.82) /uhm(0.76)   because he was rich (1.79)

Ahm(0.91) while Tom (0,48) just (0.44)/ just buys a ring a jewel (0.32) /jewel for the female cat (0.73) (0.88) **and** the rich cat came with a(.)/a big jewel / (1.16) jewel (0.85)

And (0.61) uhm(0.61) the rich cat uhm(0.47) (1.25) **buy** a limousine while (0.60)Tom (0.70) just (0.56) could (1.38) **to buy** a (0.81) /an old car (1.98)

Uhm(0.41) Tom became uhm(0.30) indebted (1.59) getting indebted with the bank just to buy a/a that/ that old car to (0.85) to get the/ the female cat /the female cat's attention (1.13)

But ahm(0.28) all the efforts (1.02) that Toms made/ (1.19) Tom made (0.53)uhm (0.60) (0.31) didn't (0.28) / **it** didn't work (1.11) uhm(0.30)

The female cat and the rich cat (0.68) / the rich cat (0.86) they got married (0.60)

And then (1.39) uhm(0.55) (0.94)Tom's life (0.60) became unhappy (0.88)

He/ he became too sad (1.98)

And(.) (2.04) in the end of the story Tom/ Jerry (0.84) uhm (0.41) (0.76) ahm(0.31) when Jerry (1.43) **stop remember** the (1.01)/ the (0.53) / what (1.11) made Tom (0.52)became (0,35) like this (0.94) like/ the way like the way ahm(0.60) it/ it was (0.74) uhm(0.74) (1.17)

Jerry(.) (1.39) uhm(0.35) was thinking about his female rat/ (0.34) female (1.66) rat (2.00) mouse (0.37) / mouse (I'm sorry) (0.75)

And(.) (1.06) but suddenly ahm(0.52) (0.83)   the same thing that (0.68) occurred (1.00) with Tom **occurred with** (1,15) Jerry (1.10)

The female mouse (1.76) Jerry was **fall** in love (0.94) uhm (0.53) (1.74) was /also (0.76) get married (1.74) /have also got married (0.96) with a rich mouse and the story ends

PARTICIPANT 31
2ND TRIAL
SPEECH TIME: 5.14
NUMBER OF WORDS: 326

Blue Cat blues is a story (0.62) about (1.18) Tom (1.64) ahm(0.65) (0.91) situation in love/ **tom** situation in love

Ahm(1.06) (1.49) ahm(0.94) he fell in love with a (1.49)   very pretty (1.98) ahm(0.54)   female cat (1.50) and (1.69)   as Jerry ahm(0.76) (2.22) **remember** (3.16) uhm(0.56) (2.19) they / they

used to be (1.38) / Tom and Jerry used to be very good friends and they shared very good moments (1.18) and (1.28)

Suddenly appeared in Tom's life a (0.94) / a / a / a pretty white (1.06) female cat (0.83) and (0.91)

As Tom see/ (0.58) sees her (1.24) ahm(1.00) he (0.97) immediately ff/fell in love with her (1.46)

And (.) (1.34) He tries his best to / (0.94) / to to catch her attention to make her ff/ ahm(0.94) (1.70) **fell** in love with him also (1.49) and(.)

He tries to/ to/ (1.52) to give (0.61) her the best and (0.94)

He buys ahm(0.67) (1.21) jewelry and(.) (1.87) flowers (0.85) and (0.85)

But all these (0.88) efforts ahm(0.82) (1.61) **doesn't** work because ahm(1.12) (1.40)

At the same time appeared in/ in the female (0.85) cat's life a/ a/ a very rich cat (1.85) and (.)(2.07) every time that Tom (2.13) gave her a/a/a present (0.88) the rich cat came/ comes with a/ (1.79) **with the same things but ahm(0.82) (1.61) exaggerated**

For example ahm(0.60) (1.24)

Tom (0.51) /Tom (0.50) / Tom buys a/ (2.13) a small jewelry and the rich cat (1.85) gives to her **a very big one (1.06) je/jewelry** (3.,01)

This (1.40) ahm(0.25) is very bad for Tom (1.05) and (2.40) uhm(1.79) (2.10) the (1.18) situation ahm is/ is aggra/aggravated when (0.64) Tom ahm(0.64) **get** indebted with a bank to/ to buy an old car and (0.50) then the rich cat (0.79) appears with a/a *very very* big limousine (1.15)

Tom then starts to (1.15)/ and the / the female cat and the rich cat get married and then Tom start to (0.30) / starts to (0.85) to drink a lot (2.40)

And (2.46) ahm(0.60) Jerry (0.62) fells pity on him (0.83) because of the situation (0.74) but in the end the same thing happens (0.58) to Je/ to Jerry (1.24) ahm(0.79) (0.91) as he is looking to Tom (0.47) very sad **with the eyes (0.91) very tired** (1.37)

Ahm(0.73) (1.00) a car passed (1.02)/ passed through (2.58) ahm(1.06) / passes by (0.73) Jerry and (0.76) it and / it's **a** car whe/ where (2.10) the female (1.00) ahm(1.02) mouse (1.70) that he was (1.06) in love with (1.49) ahm(0.67) (1.78) ahm(1.11) (1.52) **this was the/ a richer mouse** (0.85)

They(0.50)/ they have al (0.91) /also **get** married (1.91)

That's it

The story is about (1.28) being frustrated a/ about love

STRATEGIC PLANNING *FOR* REPETITION GROUP

PARTICIPANT 39
1ST TRIAL
SPEECH TIME 2.25
NUMBER OF WORDS: 335

We see a very sad cat (1.07) the a /and a little mouse watching him felling sorry for him (1.30)

And **after** we see what happened to both of them (0.61)

They were very happy on a sunny day (0.81) and having fun (0.87) when the cat sees a lady cat

And he (0.30) / he has his head over hills for her (0.78)

He's hypnotized and he can't take his eyes/his eyes ✓ of her (0.95) and he starts to follow her

But the little cat try/tries to stop him (0.43) because he knows what can happen (0.98)

But the cat is made a fool by the little cat (0.28)

He/She does whatever he/whatever she wants with him (1.59)

And them she **mets** a very wealthy cat (1.18)

And(.) (0.61) we/then we understand (0.58) all she cares about is money and (0.69)

Then the little/the/ Tom tries to (0.76) /to (0.49) give her as much as he can (1.53)

He takes/he gives rings

He givers flowers

He gives (0.72) everything/he tries to give everything to her

But the/the (0.58) wealthy cat (0.59) always gives a better and nicer gift (3.60)

When he tries to give a flower (0.58) the wealthy/the /the rich cat gives a bunch of flowers (0.68)

And he gives her (0.55) a   ring and the (0.48) rich cat gives her a much bigger/and (1.30) a much bigger ring

And then he tries/then he takes all his money to try to buy a car to see her and impress her

But the rich guy (0.75)has a better car and a bigger ✓ (1.10)

And the cat is all/ all broken

He does not know what to do (0.72)

And then (0.74)when/ it's when we understand why the little cat is sad (0.69)

The little mouse Jerry (0.87) sees a picture of his beloved/beloved mouse (1.80)

But then also he sees his beloved mouse with the/with another/another mouse (0.78)

And then he is in the same situation as ✓little cat ✓(2.58)

We have the impression that love is all about money (0.69)

That doesn't care if you do everything to be with (0.55) someone but   if (0.72) (laughs) someone has money it doesn't matter

PARTICIPANT 39
2ND TRIAL
SPEECH TIME: 4.03
NUMBER OF WORDS: 483

In the beginning we see Tom

He is feeling blue for some unknown reason

And Tom/ and Jerry is feeling sorry for him (1.50)

Then there is a flash back we see Tom and Jerry on a sunny day having a great time together (0.63) when a female cat passes by them and (0.75) Tom is hypnotized by her

He follows her everywhere (0.47) and even when Jerry tries to stop him (0.56) he/ Jerry can't to this (1.53)

And(.) (0.56) Tom is head over hills for her and he (0.68) / he follows her he can't stop seeing her even when the cat makes /makes a fool of him (0.84)

She (.) even turns his face into a donkey one (2.33)

And on some other day Tom (0.73) gives her some/ goes to her house to give her a flower (0.77) and(.) Jerry tries to stop him again because probably Jerry knows what is going to happen with/ to Tom (1.41)

And (1.32) then / when Jerry/ when Tom gives/ gives the pussy cat the flower she opens the door and she's in front of a huge bunch of flowers with "love Butch" written on it (0.96)

And (.) (0.75) trying to impress her Tom tries to give her (0.66) ahm(0.58) (1.17) / tries / tried to give her (0.77) a bottle (0.82) of perfume (1.06) but (0.37) she/ (0.96) but she has al/ she has already a truck full of perfume because Butch gives it to her (1.93)

Then (0.66) latter Tom tries to give (0.82) / gets all his money even his last penny to give her a (0.82) / a diamond ring (0.87)

But it's (1.29) a tiny almost insignificant one (0.63)

And(.) when he gives it to her (0.58) she (0.38) uses a magnifying to look at it and (.) he has to wear a mask both of them have to wear a mask to see the diamond Butch gave to her (0.89)

It's a huge and shinning one(2.42)

And Tom (0.94) trying to imp/ still / still try/ tries to impress her (0.73) and he (0.75) buys a car but he signs everything he sees even (0.70) slavery clauses

He/ he has to pay the car with one leg one arm (0.63) ahm(0.61) a(1.85) and (0.36) and (0.69) he (1.32) and (0.93) ahm(0.50) (1.03) ahm(0.73) (1.46)

When he arrives at the/ the pussy cat home he (laughs) /he gi/ he tries to/ it seems that he is happy but she doesn't look happy with the / the car Tom buy /Tom bought (1.03)

And Butch arrives with an enormous/ with a almost an (1.15) / a car that doesn't **finishes** he / it goes and goes and we never see the middle of the car (2.40)

Tom all broken (0.73) gets drunk with milk (0.87) and Jerry tries to rescue him tries to bring him back to life cause (0.84) he is also broken he doesn't have any money he doesn't have anyone (0.99) to care about ahm(0.68) (1.69)

And(.) (1.48) it's when we see Tom back in the (0.73) railroad

Tom/ Jerry is very happy cause he has already someone he has a beloved (0.61) m/ female mouse (1.73)

And (.) (1.27) Je/ but Jerry sees the/ his female/ his (1.32) / his fe/ his beloved one (0.51) with another mouse (0.99)

And(.) (0.70) he's/ now he is as sad as Tom (0.56)

And he joins him on his sadness

PARTICIPANT 40
1ST TRIAL
SPEECH TIME; 624s – 384s
NUMBER OF WORDS: 349

Tom seems depressed (1.60) and Jerry looks at him (2.87) and(.) (0.74) just **remember** (0.85) when **they** tried to (0.48) advise (0.98) him (0.74) not to (0.50) /not to fall in love (3.74)

And then (1.19) Jerry (0.57) starts (0.81) remembering (2.84) uhm(0.54) how (2.08) how Tom (1.58) fell in love (0.56) with (1.30) a *beautiful cat (3.74)*

Uhm(0.61) (2.81) so (2.55) they uhm(0.52) (0.42)   so Jerry **remember** how everything happened (2.12)

Jerry and (1.32) / Jerry and Tom/Tom and Jerry (0.67) they were (3.70) they were (0.56) having lunch /lunch (1.02) when (0.56) the cat (0.65) / the beautiful cat (2.43) **shows** up (1.21)

And then (1.32) Tom (1.45) started to run (4.35) she runs and(.) (2.58) he(.) (8.32) he **run** to her and (1.76) /and   he did everything (1.15) to/ to her (2.70) he did everything (1.54) to (0.52)/ to be with her (1.21)

But (0.52) and they/ they were together (0.91) Tom/Tom and the/the beautiful cat (1.45)

But (1.71) all of a sudden (2.16) ahm(0.68) (3.58) another cat (2.38) shows up in the story (0.42) and(.) (0.72) he's rich (1.67) so (0.87) he (0.30) begins to kiss her (1.98)

And **obvious** she/ (2.66) she tries/ she begins to (1.50) to date him because he is richer than (0.32) Tom (2.53)

And all (0.92) / all (5.77) and all (0.28) the moments (1.48) that (1.22) Tom run (0.85) run to (0.46)/ runs to her *(1.57) Jerry is there to (0.68) / to advice him (0.52) not to do it but he insists (3.35)

Uhm(0.52) then (0.55) in the end (0.93) ahm(0.57) (2.12) the(.) (1.26) the cat (0.80) and **Butcher** (0.41) the/the rich cat (1.36) get married (1.93)

And (1.06) that's why (0.56) Tom is sad (2.06)

So(.) (2.99) we ahm(0.54) the story (1.78) uhm(0.32) (1.35) comes back to the beginning (3.03) and (0.68) uhm(0.70) (0.89)

All of a sudden (1.76) Jerry/Jerry is thinking (0.63) about (2.10) about **her** girlfriend (1.56)

And (1.02) a car appears (1.76) and he discover uhm(0.28) he discover (1.47)/ he finds (0.96) that /he finds out that (0.72) his girlfriend (1.21) gets married too (1.28)

And(.) (1.45) he(.) (5.53) he (1.67) stays (3.05) uhm(0.63) (0.41) by Tom's (0.50) side (0.48) and gets (0.40) sad too (2.80)

Uhm(030) I/I think that (1.60) uhm(0.50) what the(.) (0.54) /the story (0.48) what the cartoon (0.46) tried (0.68) to shows us is that (3.24) you can/ you can advise someone (0.46) about something that you wouldn't (1.43) /wouldn't do (2.94) uhm(0.44) but (0.57) if you are in that place (1.06) that a person is (2.34) you(.) (0.28) you would do it (0.73) in a different (0.69) way (3.53) uhm(0.54) (1.60) uhm(0.30)

Jerry tried to advice (2.01) Tom about falling in love

But (0.72) he fell in love too (4.09)

So (2.14) he /uhm(0.39) what (2.04) what does it mean?

 Uhm(0.52) It means that (1.86) you (2.53) /you can say uhm(0.44) (1.08) do ahm(0.38) (2.42) do what I say and (0.59) and (3.14) uhm(0.67) (3.07) don't do what/ what I do (2.96)
More or less like this

PARTICIPANT 40
2ND TRIAL
SPEECH TIME: 12 18
NUMBER OF WORDS: 702

This is a story of two friends that discovered (1.61) how superficial some women (1.43) are (2.10)
Uhm(1.19) and the story goes like this
One day (2.17) Jerry (1.57) look/ **look to** his friend (1.43) and seemed/ and he seemed (0.87) very very depressed (3.24) uhm(0.65) (2.58)
And (0.68) Jerry (0.94) actually (1.03) knew (3.10) ahm(0.49) the reason why (0.45) Tom (0.43) was feeling like that (2.08)
So (0.68) he started remembering what had happened (1.00) to them(2.54)
One week before (1.01) / before that (1.80) Tom and Je/ Jerry (1.47) **was** drinking (1.65) and all of a sudden (2.10) a beautiful pussy cat (1.05) passed by (0.86)   them 93.45)   and Tom (2.38) fell in love with her (0.86) at **the** first sight (2.77)
So (0.73) he started to run (3.40) ahm(0.73) (6.35) So he/ he tried (1.22) to do everything (0.82) he could (0.57) to win her heart (7.46) and she was really (0.73) pleased by him (1.38)
But (1.10) what Tom didn't know was that (1.17) there was a cat (1.19) who (3.65) who was in love (0.42) by her (0.33) / with her too (4.49)
Ahm(0.66) (2.03) then (1.31) this cat/ but this cat was a millionaire (2.91) and Tom (2.08) was not (2.54)
So this cat (1.79) kissed her (2.28) and (6.65) / and Tom get/ got very angry (0.89)
So he (1.17) / he (2.29) he bought **to her (1.07) a flower** (1.00) and took✓ to her home (1.05)
But when he got there (2.40) the (0.70) millionaire cat (1.17) had <u>already</u> (0.91) given her (1.35) a/ a huge (0.68) bouquet (0.52) of roses (3.12)
After that (1.38) Tom (4.42) Tom gave her a perfume (1.77)
But again (0.54) the/ the millionaire cat (1.91) the hot shot (1.84) ahm(0.65) had given to her (0.68) ahm(0.75) a (6.95) / a (0.56) better one (1.12)
So (0.66) ahm(0.65) (1.63) Tom (0.78) decided to (1.01) / to give her (0.75)
He decided to (1.28) **broke** (0.30) his / his pig (1.07) and <u>take</u>/ and <u>take</u> all the money he got (0.50) he/ he had saved (1.59) and he (0.63) / he bought ahm(0.75) (1.08) a diamond ring (1.75) to her but (1.77) it was (0.70) a <u>tiny</u> one (1.68)
So when he got there (1.14) she showed (0.50) him (1.15) the (1.05) / the very bright one (1.01) the/ the millionaire cat had given to her(1.96)
After that (0.89) Tom decided to do something (1.54) much expen (0.68) / expensive (1.98) ahm(0.86) (1.77) much expensiver (2.49) / no much more **expensive** (1.47)
Ahm(0.89) (0.94) then he (0.66) / he bought (0.82) a car (0.57) a used (0.63) car (1.10) to her because he (2.12) / he(.) couldn't afford (0.63) a new one (1.80) and he(1.50) / he (2.12) went to her house (1.96)
But (1.96) she ahm(0.59) / she /he just (1.15) got there (0.95) and the (2.49) and the hot shot (0.68) cat (0.57) one more time (1.08) ahm(0.46) (2.20) ahm(0.48) (0.29) won the battle (0.65)
He(.) (1.66) / he got there (1.22) in a limousine (1.65) a new and huge one (1.84) and **<u>obvious</u>** (2.10) he(.) / **he**(.) was only interested in the money (1.00) and he (1.12) / **he** went (1.28) with him (0.70) the millionaire cat (2.10)
Tom (0.40) got (0.56) really (0.87) totally broken (3.93)
So he decided to (0.66) drink (1.86) to get drunk (1.31)

Ahm(0.61) (2.73) all/ all this time all those things (1.17) Tom did (1.50) ahm(0.45) (0.76) in all (0.44) in all the/ the (0.89)/ those actions (1.28) he got (0.66) Jerry by her/ by his / by his side (0.68) trying to convince him (0.47) not to do it (2.19)

But (0.89) he(.) (1.17) he was (0.54) (0.52) a fool for her (0.63) and he couldn't lis (0.56) / listen to/ to what Jerry (1.22) said to him (2.35)

Ahm(0.75) so (1.80) ahm(0.54) Jerry (1.65) took him (1.82) to the(.) (1.26) / to the bridge (0.49) where they are in the beginning of the story (.) (2.10) and (1.00) in a sense he (0.73) / he saved (0.86) ahm(0.65) / he saved (0.93) Tom's life   (1.70) because he was drunk (0.54) ahm(0.93) in the street (2.47)

Ahm(0.93) (2.59) then the story (0.61) ahm(0.30) goes back to the (0.91) / to the scene of the beginning (1.57) and (2.17) ahm(0.56) (1.14) Jerry was/ was thinking about (1.00) ahm(0.63) his lover (1.79) maybe he/ he was thinking that (0.54) she (0.49) / she wouldn't be able to do that to him (2.33)

But (1.43) ahm(0.32) (0.72) Oh!" I forgot to say ahm(0.50) (0.93)

The (0.82) / the pussy cat (0.89) ahm(0.63) (0.77) that one that (1.29) ahm(0.54) (1.29) Tom (0.82) fell in love with (1.98) she(.)/ she married (0.49) **with** the millionaire cat (1.01) and that's why (0.72) Tom was so sad (1.52)

Ahm(0.57) (4.45) and (1.35)

OK ahm(0.52) (2.36) ahm(0.54)

When the (0.77) scene comes back to the ahm(0.43) beginning (2.12) ahm(0.55) (2.19) Jerry (0.54) uhm(0.63) (1.01) start think (0.61)/ started to think about (0.94) ahm(0.50) his lover (2.01) that she wouldn't be able to (0.54) / to do that with him (3.28)

And the same thing (1.84) uhm(0.59) (0.75) happened to him (1.47)

The(.) (1.96) / his lover (1.45) ahm(0.59) (0.93) passed by (1.22) ahm(0.52) (0.61) with/ with another rat (0.84) married (3.03)

So what is the moral of the story? (1.26)

I think that (2.94) it's the fact that (1.50) uhm(0.61) (0.59) women (0.70) are all the same in(2.21)/ in a sense (0.65) uhm(0.50) (0.84) they're all <u>interested</u> (1.79) in the same things (0.91) ahm(0.54) (2.28) ahm(0.65) like money (2.08) like presents (3.30) uhm(0.68) another/ another thing that (1.65) they tried to convey/ to convey (0.59) I think (0.54) is that (0.86) ahm(0.47) (2.49) uhm (0.98) (3.51) everything (1.17) ahm(0.28) (1.29) can happen to you (1.12) so (1.80) if anything can happen to you (1.03)

So don't/ don't say (0.94) what you can do and don't do (1.35) / don't do (0.56) uhm(0.47) (1.43)

Do what/ what I say (0.73) and not/ (3.96) not(4.17) do what I do (0.87)

I think this is the point (1.35) because (1.14) / because Jerry was trying to(.) (2.61) / was trying to impede (1.52) ahm(0.82) (0.57) / impede (0.57) Tom's <u>suff</u>/ suffering (1.94) and he (2.26) he couldn't impede (1.19) ahm(0.52) (1.07) his suffering (1.26)

That's the point

Appendix O
Post Task Completion Questionnaire

CONTROL GROUP
Participants' Name:
Date:

1. How did you consider the task you have just performed?
   ( ) easy
   ( ) difficult
   ( ) familiar
   ( ) unfamiliar
   Others:…………………………………...… Make any comments you wish.

2. Do you think that the fact that you have already performed an oral task in the pre-testing phase facilitated your performance in this task? Justify your answer.

3. In terms of your performance, what aspects were you concerned with while performing? (For instance, were you concerned in being fluent, using complex language, not making mistakes, or being clear)? Refer to all/none or any of these topics, or any aspect you feel like.

4. Did the fact that you did not have an interlocutor have an impact in your performance? Was it positive, negative or did not make any difference?

5. How would you evaluate your oral performance? Make comments if you wish.

6. Could you briefly describe the process you underwent meanwhile telling the story? Refer to any strategies you used, any problems you faced or anything you consider relevant to be reported.

Post Task Completion Questionnaire
Group II – Planning Group
Participants' Name:
Date:

1. How did you consider the task you have just performed?
( ) easy
( ) difficult
( ) familiar
( ) unfamiliar
Others: ……………………………………………… Make any comments you wish.

2. Do you think that the fact that you have already performed an oral task in the pre-testing phase facilitated your performance in this task? Justify your answer

3. In terms of your performance, what aspects were you concerned with while performing? (For instance, were you concerned in being fluent, using complex language, not making mistakes, or being clear)? Refer to all/none or any of these topics, or any aspect you feel like.

4. Did the fact that you did not have an interlocutor have an impact in your performance? Was it positive, negative or did not make any difference?

5. How would you evaluate your oral performance? Make comments if you wish.

6. Do you think that planning helped/ did not help you in performing the task? Give reasons for your answer.

7. Were you able to implement what you had previously planned when you were performing 'on-line'? Which problems, if any, did you still face when performing 'on-line'?

8. What did you actually do meanwhile planning? Give as many details as possible.

9. In your opinion, which aspects of your performance were best benefited from planning the task?

10. Could you briefly describe the process you underwent meanwhile telling the story? Refer to any strategies you used, any problems you faced or anything you consider relevant to be reported.

Post Task Completion Questionnaire
Group IV – Repetition Group
Participants' Name:
Date:

1. How did you consider the task you have just performed?
 ( ) easy
 ( ) difficult
 ( ) familiar
 ( ) unfamiliar
 Others: …………………………………………… Make any comments you wish.

2. Do you think that the fact that you have already performed an oral task in the pre-testing phase facilitated your performance in this task? Justify your answer

3. In terms of your performance, what aspects were you concerned with while performing? (For instance, were you concerned in being fluent, using complex language, not making mistakes, or being clear)? Refer to all/none or any of these topics, or any aspect you feel like.

4. Did the fact that you did not have an interlocutor have an impact in your performance? Was it positive, negative or did not make any difference?

5. How would you evaluate your oral performance? Make comments if you wish.

6. Could you briefly describe the process you underwent meanwhile telling the story? Refer to any strategies you used, any problems you faced or anything you consider relevant to be reported.

7. You are going to perform this task again. What would you possibly do in order to make your oral performance even better? Make comments.

Post Task Completion Questionnaire
Group IV – Planning + Repetition Group
Participants' Name:
Date:

1. How did you consider the task you have just performed?
   ( ) easy
   ( ) difficult
   ( ) familiar
   ( ) unfamiliar
   Others: …………………………………………… Make any comments you wish.

2. Do you think that the fact that you have already performed an oral task in the pre-testing phase facilitated your performance in this task? Justify your answer

3. In terms of your performance, what aspects were you concerned with while performing? (For instance, were you concerned in being fluent, using complex language, not making mistakes, or being clear)? Refer to all/none or any of these topics, or any aspect you feel like.

4. Did the fact that you did not have an interlocutor have an impact in your performance? Was it positive, negative or did not make any difference?

5. How would you evaluate your oral performance? Make comments if you wish.

6. Do you think that planning helped/ did not help you in performing the task? Give reasons for your answer.

7. Were you able to implement what you had previously planned when you were performing 'on-line'? Which problems, if any, did you still face when performing 'on-line'?

8. What did you actually do meanwhile planning? Give as many details as possible.

9. In your opinion, which aspects of your performance were best benefited from planning the task?

10. You are going to perform this task again. What would you possibly do in order to make your oral performance even better? Make comments.

11. Could you briefly describe the process you underwent meanwhile telling the story? Refer to any strategies you used, any problems you faced or anything you consider relevant to be reported.

Post Task Completion Questionnaire
Group I/V – Strategic Planning for repetition condition
Participants' Name:
Date:

1. How did you consider the task you have just performed?
( ) easy
( ) difficult
( ) familiar
( ) unfamiliar
Others:…………………………………...… Make any comments you wish.

2. Do you think that the fact that you have already performed an oral task in the pre-testing phase facilitated your performance in this task? Justify your answer.

3. In terms of your performance, what aspects were you concerned with while performing? (For instance, were you concerned in being fluent, using complex language, not making mistakes, or being clear)? Refer to all/none or any of these topics, or any aspect you feel like.

4. Did the fact that you did not have an interlocutor have an impact in your performance? Was it positive, negative or did not make any difference?

5. How would you evaluate your oral performance? Make comments if you wish.

6. Could you briefly describe the process you underwent meanwhile telling the story? Refer to any strategies you used, any problems you faced or anything you consider relevant to be reported.

7. You are going to perform this task again. What would you possibly do in order to make your oral performance even better? Make comments.

8. Would have any suggestions in relation to possible activities to be done in the classroom so as to improve your oral performance in this specific task? If so, which ones)?

Post Task Completion Questionnaire – Group III – Repetition Condition
Second Trial
Participant's Name:

1. You were asked whether you would use some strategies if you were to repeat the task. As you have actually repeated it, and if you have mentioned some strategies, did you put these strategies into use?

2. Did you use any new strategies you have not mentioned before?

3. In this second trial, in terms of your performance, what aspects were you concerned with while performing? (For instance, were you concerned with being fluent, using complex language, not making mistakes, or being clear?) Refer to all/none of these topics or any aspect you fell like.

4. You knew that you were going to repeat this task. Did you think of ways in which you could improve your story retelling? If so, in which aspects did you focus on?

5. To which extent did repeating the task help/ did not help in your performance?

6. Which aspects of your performance were best benefited from repeating the task, if any?

7. How would you evaluate your performance?

8. During this four-week interval you have been taking regular English classes. Do you think that something that you have learned within this period of time helped you in performing today?

9. If you still have some breath, can you briefly report how you have faced the experience of participating in this research? Did this experience, somehow, impact upon your learning process and the way you view speaking?

Post Task Completion Questionnaire – Planning and Repetition Condition – 2nd trial
Participant's Name:

1. You were asked whether you would use some strategies if you were to repeat the task. As you have actually repeated it, and if you have mentioned some strategies, did you put these strategies into use?

2. Did you use any new strategies you have not mentioned before?

3. In this second trial, in terms of your performance, what aspects were you concerned with while performing? (For instance, were you concerned with being fluent, using complex language, not making mistakes, or being clear?) Refer to all/none of these topics or any aspect you fell like.

4. You knew that you were going to repeat this task. Did you think of ways in which you could improve your story retelling? If so, in which aspects did you focus on?

5. To which extent did repeating the task help/ did not help in your performance?

6. Which aspects of your performance were best benefited from repeating the task, if any?

7. How would you evaluate your performance?

8. You underwent the planning and the task repetition condition. Which condition helped you most in your performance, the planning condition, the repetition condition, both or none?
Give reasons for your answer.

9. During this four-week interval you have been taking regular English classes. Do you think that something that you have learned within this period of time helped you in performing today?

10. If you still have some breath, can you briefly report how you have faced the experience of participating in this research? Did this experience, somehow, impact upon your learning process and the way you view speaking?

Post Task Completion Questionnaire – Strategic Planning for Repetition Condition – 2nd trial
Participant's Name:

1. You were asked whether you would use some strategies if you were to repeat the task. As you have actually repeated it, and if you have mentioned some strategies, did you put these strategies into use?

2. Did you use any new strategies you have not mentioned before?

3. In this second trial, in terms of your performance, what aspects were you concerned with while performing? (For instance, were you concerned with being fluent, using complex language, not making mistakes, or being clear?) Refer to all/none of these topics or any aspect you feel like.

4. You knew that you were going to repeat this task. Did you think of ways in which you could improve your story retelling? If so, in which aspects did you focus on?

5. To which extent did repeating the task help/ did not help in your performance?

6. Which aspects of your performance were best benefited from repeating the task, if any?

7. You also underwent a strategic detailed planning condition. What did you exactly do meanwhile planning? (e.i did you write down some key words? , did you write down some key events?, did you write down full sentences to express your thoughts?)

8. In relation to the planning process, to which extent did you think that planning helped you when performing 'on-line'? Which aspects of your performance were best benefited from it?

9. Still in relation to the planning processes, despite the fact you underwent this condition did you still face some problems when performing 'on-line'? If so, which are these problems?

10. How would you evaluate your performance in overall terms?

11. You underwent an instructional program before repeating the task. To which extent did this experience help/did not help in your performance in this second trial? Make any comments you wish concerning the instructional phase. (For example, you can mention the activity you enjoyed most/least, the activity that helped you most/least in your repeated performance. You can also give some suggestions on activities that were not implemented and that you think you would benefit from).

12. During this four-week interval you have been taking regular English classes. Do you think that something that you have learned within this period of time helped you in performing today?

13. In this research, you experienced three different conditions: first, you watched a cartoon and immediately told the story; secondly, you underwent some activities related to the story you had already told (the instructional phase): and thirdly, you watched the cartoon again, were allowed 10 minutes to plan and were instructed on how to plan your performance and finally you recorded the second version of the story. In your opinion, among these three conditions, which one helped you most in your oral performance in this second trial? Give reasons for your answer. (For instance, you can order the three experimental conditions in the following way: helped me most, helped me least, and did not make any difference.)

14. If you still have some breath, can you briefly report how you have faced the experience of participating in this research? Did this experience, somehow, impact upon your learning process and the way you view speaking?

Appendix P
Consent form

Formulário do Consentimento Livre e Esclarecido

Título do Projeto: Os processos meta cognitivos de planejamento estratégico, repetição e planejamento para repetição como catalisadores de desenvolvimento de interlíngua.

Gostaria de lhe convidar a participar de um projeto de pesquisa sobre o desenvolvimento da habilidade oral. A fala é uma habilidade cognitiva, altamente complexa, e os processos meta cognitivos nos quais embarcamos ao falar uma língua estrangeira, podem ter seu papel maximizado nas tentativas de sermos bem sucedidos ao comunicar-nos em uma língua estrangeira. Esse estudo busca escrutinar os processos de planejamento estratégico, repetição e planejamento para repetição na tentativa de construir uma interface entre cognição e ações pedagógicas eficazes para o ensino da habilidade oral em ambiente de sala de aula. Você está sendo convidado(a) a participar deste estudo por estar em processo de desenvolvimento da habilidade oral em inglês. Se você aceitar participar, por favor, leia este consentimento e, se concordar com a informação aqui apresentada, assine onde indicado. Uma cópia ficará comigo, pesquisadora responsável pelo projeto, e outra com você.

Objetivo do Estudo:
O objetivo deste estudo é investigar o impacto de processos meta cognitivos tais como planejamento estratégico, repetição e planejamento para repetição na performance oral de alunos de inglês como língua estrangeira. Muitos estudos mostram que estes processos são eficazes em promover ganhos na performance oral dos aprendizes, entretanto mais pesquisas são necessárias para que possamos aprender mais sobre eles.

Procedimentos:
Se você aceitar participar deste estudo, você será solicitado a realizar as seguintes tarefas na primeira fase: (1) narrar uma estória (narrativa de seqüência de figuras) em Inglês na fase de pré-testagem, (2) narrar uma estória (narrativa de um cartoon) em Inglês, sob diferentes condições de performance, (3) responder um questionário que apontará o perfil dos participantes e (4) responder questionários pós –tarefa, que tentará revelar sua opinião em relação a tarefa e condições de performance experimentadas. Se você participar da segunda fase, você será solicitado a efetuar as seguintes tarefas: (1) narrar a mesma estória (narrativa de um cartoon) em inglês, (2) responder a questionários pós-tarefa. Se você participar do grupo de planejamento para repetição você deverá atender a um período instrucional. Esse período consiste em 4 encontros, de aproximadamente 30 minutos, que ocorrerá entre a primeira e a segunda fase da coleta de dados. Em ambas as fases, suas narrativas serão gravadas em fita K-7, para posterior análise. A realização das tarefas será em horário de aula, gentilmente cedido pelos professores responsáveis e será feita aqui mesmo, no CCE.

Riscos e benefícios do estudo:
Não há riscos em participar deste estudo. Antes de realizar as tarefas, você terá tempo de se familiarizar com elas e fazer todas as perguntas que quiser até se sentir totalmente confortável com elas. Em contrapartida, você poderá aprender mais sobre o desenvolvimento da sua habilidade oral e receberá feedback tanto em relação a sua

performance na fase de pré-testagem como também sobre sua performance na(s) fase(s) da pesquisa propriamente dita. Ao final da pesquisa, os resultados do estudo serão tornados públicos, mas sua identidade será totalmente preservada e não será incluída nenhuma informação que possa identifica-lo (a). Somente a pesquisadora deste projeto terá acesso aos dados coletados.

Natureza voluntária do estudo:
Sua decisão de participar ou não deste estudo não irá afetar você ou sua relação com a Universidade de nenhuma forma. Se você decidir participar e depois decidir desistir, não tem problema. Você poderá desistir a qualquer momento. Peço apenas que você me notifique, através do e-mail listado abaixo. Para contato telefônico: (2222097). Você não precisa se justificar.

Contatos:
A pesquisadora responsável por esse estudo é a Profa Raquel C. S. Ferraz D'Ely raqueldely@bol.com.br. Para contatá-la você pode enviar um e-mail para um dos endereços acima.

Declaração de consentimento:

Declaro que li a informação acima. Quando necessário, fiz perguntas e recebi esclarecimentos. Eu concordo em participar deste estudo.

Nome:
Assinatura do participante

Assinatura da Pesquisadora Responsável

Data:

Appendix Q
Instructions for the narrative task

You are going to perform a video based narrative. Follow these instructions:

- Watch the video attentively.
- Tell the story with as many details as possible.
- You do not have to be limited to the events actually depicted.
- You can use you own imagination to fill in background information.
- You can give your own opinion about the message the cartoon is trying to convey.
- There won't be any time limits concerning your oral performance, but please speak as much as possible.
- At the lab, you are expected to record your own story without interruptions.

Appendix R
Instructions for the strategic detailed planning condition
1st trail

You have ten minutes to perform this planning activity
You can take notes, but you are not allowed to use these notes while performing the task.

Here are some hints that can help you in your planning task:

- ❖ Think of the sequence you have arranged and if it makes sense for your listener
- ❖ Think of ways to make sure that your listener understands the story
- ❖ Think of what grammar you need to do the task
- ❖ Think of what vocabulary you need to do the task
- ❖ Think how to avoid difficulties and solve problems with grammar and vocabulary
- ❖ Make use of your dictionary if you feel it is necessary

(Based on Foster and Skehan, 1996, in Skehan, 1998, p. 141)

Appendix S
Instructional Package

FIRST MEETING

1. GENERAL GUIDELINES TO ORGANIZE A NARRATIVE
INTRODUCE THE TOPIC
MENTION THE PARTICIPANTS AND THE TIME THE EVENT(S) TOOK PLACE
HIGHLIGHT IMPORTANT ASPECTS CONCERNING THE STORY YOU WANT
TO TALK ABOUT
CONCLUDE YOUR STORY

- HOW HAVE YOU ORGANIZED YOUR NARRATIVE?
- WHICH EVENTS DID YOU MENTION?
- ARE THERE ANY EVENTS YOU HAVE LEFT OUT?
- IN YOUR OPINION, WHICH EVENTS THAT TOOK PLACE CAN BE LEFT OUT?
- IN YOUR OPINION, WHICH EVENTS CANNOT BE OMITTED SO THAT YOUR INTERLOCUTOR UNDERSTANDS THE STORY?
- HOW DID YOU FINISH THE STORY?
- DID YOU ATTEMPT TO PROVIDE A SOLUTION FOR JERRY AND TOM'S PROBLEM?
- DID YOU ATTEMPT TO TALK ABOUT THE MESSAGE THE CARTOON IS TRYING TO CONVEY?

2. USEFULL TIME EXPRESSIONS TO BE USED IN A NARRATIVE

- ONCE UPON A TIME
- ONE DAY/ONCE THERE WAS…
- AFTERWARDS/LATER/THE NEXT DAY (WITH THE PAST – TO DESCRIBE SOMETHING THAT HAPPENS AT A LATER TIME)
- WHEN/AS SOON AS/THE MOMENT I DID… (WITH THE PAST TENSE – TO DESCRIBE THINGS THAT HAPPEN AT THE SAME TIME
- UP UNTIL THEN/BEFORE THAT/UNTIL THAT TIME (WITH PAST PERFECT – TO DESCRIBE SOMETHING THAT WAS TRUE OR THAT HAPPENED BEFORE ANOTHER EVENT IN THE PAST)

3. USEFUL WORDS OR EXPRESSIONS TO TELL A LOVE STORY

- TO FALL IN LOVE WITH
- TO MARRY SOMEONE/TO GET MARRIED TO SOMEONE
- TO KISS
- TO GIVE PRESENTS
- TO BE IN LOVE
- TO WIN SOMEONE'S HEART/AFFECTION
- TO BE HEART BROKEN

INSTRUCTIONAL PHASE
SECOND MEETING
AWARENESS-RAISING SESSION

YOU ARE GOING TO THE LAB AND YOU ARE GOING TO HAVE THE OPPORTUNITY TO LISTEN TO THE STORY YOU HAVE TOLD.
BEFORE LISTENING TO IT, HAVE IN MIND THAT, IN THIS SESSION, YOU ARE PARTICULARLY LOOKING FOR ASPECTS THAT YOU MAY CONSIDER AS PROBLEMATIC IN YOUR PERFORMANCE AND THUS, COULD BE IMPROVED. FOLLOW THESE INSTRUCTIONS:

- READ THE LIST OF ITEMS DISPLAYED IN THE NEXT PAGE.
- SOLVE ANY DOUBTS YOU MIGHT HAVE IN RELATION TO THEM
- LISTEN TO THE STORY YOU'VE TOLD ATTENTIVELY
- READ EACH OF THE ITEMS AND CHOOSE THE OPTION WHICH BEST CHARACTERIZES YOUR PERFORMANCE
- MARK THE ASPECTS YOU CONSIDER BEING THE MOST PROBLEMATIC ONES AND THINK WHICH ASPECTS SHOULD DESERVE GREATER ATTENTION/SHOULD BE IMPROVED
- FELL FREE TO ADD ANY OTHER ASPECT YOU'VE CONSIDERED AS RELEVANT
- IN YOUR TRANSCRIPTION SHEET, HIGHLIGHT WHERE THE PROBLEMS HAVE OCCURRED
- TRY TO FIND OR THINK OF POSSIBLE SOLUTIONS FOR THE PROBLEMS YOU HAVE ENCOUNTERED
- YOU MAY PROVIDE SOLUTIONS COOPERATIVELY (WITH A PERSON YOU SPECIALLY TRUST) , IF YOU WISH
- MAKE ALSO A LIST OF THE POSITIVE ASPECTS YOU HAVE FOUND IN YOUR PERFORMANCE.
- THINK OF WAYS IN WHICH YOU COULD IMPROVE THEM (IF YOU FEEL IT IS NECESSARY)

GUIDELINES TO YOUR PERSONAL ASSESSMENT

PARTICIPANT'S NAME:

1. DISCOURSE LEVEL

1.1 SEQUENCE OF EVENTS
a ( ) WELL ARRANGED
b ( ) REASONABLY ARRANGED
c ( ) NOT PROPERLY ARRANGED

1.2 NARRATION OF EVENTS
a ( ) THE MAJORITY OF THE EVENTS WERE MENTIONED
b ( ) ONLY THE MOST IMPORTANT EVENTS WERE MENTIONED
c (   ) YOU'VE FORGOTTEN TO INCLUDE IMPORTANT EVENTS IN YOUR STORY
d ( ) YOU OVER REPEAT SOME OF THE EVENTS THAT HAD HAPPENED

1.3 CLARITY OF MESSAGE CONVEYANCE
TO YOUR IMAGINARY LISTENER/INTERLOCUTOR
a ( ) YOUR STORY IS CLEAR
b ( ) YOUR STORY IS NOT SUFFICIENTLY CLEAR
c ( ) YOUR STORY IS UNCLEAR

2. FLUENCY

2.1 USE OF PAUSES
a (   ) FILLED AND UNFILLED PAUSES GENERALLY OCCUR AT CLAUSE BOUNDARIES (in the beginning and at the end of the sentences)
  b ( ) REASONABLE USE OF FILLED AND UNFILLED PAUSES WITHIN CLAUSE CONSTITUENTS (between the words in a single sentence)
c ( ) TOO MUCH USE OF FILLED AND UNFILLED PAUSES WITHIN CLAUSE CONSTITUENTS

2.2 USE OF REPETITIONS/HESITATIONS
a ( ) REPETITIONS/HESITATIONS RARELY OCCUR
b ( ) REPETITIONS OCCUR FOR 'EMPHATIC' PURPOSES
c ( ) REASONABLE OCCURRENCE OF REPETITIONS/HESITATIONS
d ( ) TOO MUCH OCCURRENCE OF REPETITIONS/HESITATIONS

2.3 PRONUNCIATION
You can choose more than one option
a ( ) WORDS ARE RARELY MISPRONOUNCED
b ( ) WORDS ARE GENERALLY MISPRONOUNCED
c ( ) MISPRONOUNCED WORDS DO NOT HAMPER COMMUNICATION
d ( ) MISPRONOUNCED WORDS DO HAMPER COMMUNICATION

3 COMPLEXITY

3.1 AT THE CLAUSE LEVEL
a ( ) A GREAT USE OF SIMPLE SENTENCES
    b ( ) FEW ATTEMPTS TO USE COORDINATION AND SUBORDINATION (i.e. but/and/because/if clauses/relative clauses)
c ( ) SOME ATTEMPTS TO USE COORDINATION AND SUBORDINATION

3.2 USE OF VERB TENSES
    a ( ) REASONABLE USE OF COMPLEX FORMS SUCH AS PASSIVES, MODALS,
    PRESENT/PAST PERFECT
b ( ) SIMPLE FORMS GENERALLY USED
c ( ) DID NOT ATTEMPT TO USE COMPLEX VERB FORMS AT ALL

3.3 USE OF LEXICAL ITEMS
    a ( ) ATTEMPTED TO USE A VARIETY OF WORDS TO CONVEY THE INTENDED MEANING (FOR EXAMPLE: RICH/WEALTHY)
    b ( ) GENERALLY DID NOT ATTEMPT TO USE A VARIETY OF WORDS TO CONVEY INTENDED MEANING

4. ACCURACY

4.1 LEXICAL CHOICES
You can choose more than one option
    a ( ) THERE ARE HARDLY ANY MISTAKES IN RELATION TO YOUR LEXICAL CHOICES
    b ( ) THERE ARE SOME MISTAKES IN RELATION TO YOUR LEXICAL CHOICES
    c ( ) THERE ARE LOTS OF MISTAKES IN RELATION TO YOUR LEXICAL CHOICES
    d ( ) DESPITE THE FACT YOU MAKE SOME LEXICAL MISTAKES YOU ARE SUCCESSFUL AT CONVEYING YOUR INTENDED MEANING

4.2 GRAMMATICAL CHOICES
You can choose more than one option

    a ( ) THERE ARE HARDLY ANY MISTAKES IN RELATION TO YOUR GRAMMATICAL CHOICES
    b ( ) THERE ARE SOME MISTAKES IN RELATION TO YOUR GRAMMATICAL CHOICES
    c ( ) THERE ARE LOTS OF MISTAKES IN RELATION TO YOUR GRAMMATICAL CHOICES
    d ( ) DESPITE THE FACT YOU MAKE SOME GRAMMATICAL MISTAKES YOU ARE SUCCESSFUL AT CONVEYING YOUR INTENDED MEANING

4.3 SENTENCE FORMATION
You can choose more than one option

a (   ) ILL FORMED SENTENCES ARE HARDLY PRESENT IN YOUR SPEECH SAMPLE

b ( ) THERE IS A PRESENCE OF SOME ILL-FORMED SENTENCES

c ( ) THERE IS A PRESENCE OF MANY ILL-FORMED SENTENCES

d ( ) DESPITE THE FACT THAT THESE SENTENCES ARE ILL-FORMED THEY DO CONVEY INTENDED MEANINGS

INSTRUCTIONAL PHASE
THIRD MEETING
FOCUS ON FORM SESSION

GRAMMAR MISTAKE	LEXICAL MISTAKE	ILL-FORMED SENTENCE	PROBLEMATIC ASPECTS	CORRECTION	DO YOU KNOW THE RULE?

Participant's Name: _____

LEXICAL VARIETY

ADJECTIVES YOU CAN USE TO CHARACTERIZE:		
TOM		
JERRY		
BUTCH		
THE FEMALE CAT		
THE PRESENTS TOM GIVES	FLOWER	
	PERFUME	
	DIAMOND RING	
	CAR	
THE PRESENTS BUTCH GIVES	FLOWER	
	PERFUME	
	DIAMOND RING	
	CAR	

Participant's Name: _____

INSTRUCTIONAL PHASE - FOURTH MEETING
COMMUNICATION GAMBITS SESSION
GAMBITS/FILLERS

Asking and giving advice
Should I make the…?
You should ask…
You could ask…
Is it all right if I give them...?
What should I do about…?
Can I decide…?

Description/ Comments/Opinion
It looks as if they
They look + adjective
It looks like + (a) noun
She seems to be + adjective
She seems to be + verb + -ing
She appears to be + adjective/+ verb + -ing
I get the impression that he is…
Maybe they are… /Perhaps they are…
They might be… They may be…
They could be…/They must/can't be…

Hesitation/interjections
Well…
I…I guess…
Wow!!! (interjection)
used for showing that you are very surprised or impressed by something:
Wow! Look at that!
You know…
How can I put it? I think…
What I want to say is (that)…
uh-oh (interjection) used when something has gone wrong
hum (interjection)
used when you are not sure what to say or when you do not approve of something
erm (interjection) BRITISH
ah (interjection)
1. used for showing that you see or understand something:
Ah, there he is.
Ah yes, I remember now.
2. used for expressing a feeling, for example for showing that you are interested, surprised, pleased, or annoyed:

Ah, that's so kind of you.
'I'm afraid I won't make it for dinner tonight.' 'Ah, I see.'
Oh (interjection)
1. introducing something new, something you have just remembered
Oh, did you see what they wrote in the paper yesterday?

2. expressing emotion
Oh, what a beautiful dress you're wearing!
Oh, how stupid (of me to believe him)!
3. showing you understand
Oh, right.
4. accepting answer
You did not break my vase, did you? I did. **Oh**, don't talk to me, then.
5. when pausing to think
He was, **oh**, in London at the time.
6. when you did not know something
'The Pope has been elected.' 'Oh yes?'
7 introducing speech. When telling a story to introduce the words that you or someone else has said:

Oh, according to what X has just said

Exchanging opinions/ideas
Where shall we begin?
Let's start with …, shall we?
Let's start by (verb+ing…), shall we?
What do you think about…?
What about…? How about…?
I think…is best, don't you?
What are your views on/about…?
How do you go about…?
Would you like to say something about…

Disagree
I'm sorry, I don't agree with you.
I can't agree with you on that.
I know what you mean, but I have different views about/on…
I can follow your line of thought, but I'm not sure I (can) agree with you on/about...
With all due respect, I think you're missing the point.

Agree
uh huh
I agree with you
So, I think we agree, don't we?
I certainly share the same view(s) on that.
In this respect, I agree with you

(Based on Keep talking by Friederike Klippel Cambridge Books for Language
Teachers ,1994 (Appendix: speech acts). Cambridge University Press and adapted by Perruci (2004).

Appendix T
Instructions for the narrative task and for strategic planning

STRATEGIC PLANNING FOR REPETITION – 2ND TRIAL

PARTICIPANT'S NAME: _____

INSTRUCTIONS FOR THE NARRATIVE TASK

You are going to perform a video-based narrative. Follow these instructions:

- Watch the video attentively.
- Tell the story with as many details as possible.
- You do not have to be limited to the events actually depicted.
- You can use you own imagination to fill in background information.
- You can give your own opinion about the message the cartoon is trying to convey.
- There won't be any time limits concerning your oral performance, but please speak as much as possible.
- At the lab, you are expected to record your own story without interruptions.

STRATEGIC PLANNING ACTIVITY

You have **ten minutes** to perform a planning activity prior to your performance.

You can take notes, but you are **not allowed** to use these notes while performing the task.

Write your notes in a blank sheet of paper and return to me after you have performed the task.

HERE ARE SOME HINTS THAT CAN HELP YOU IN YOUR PLANNING TASK:

- Think of the sequence you have arranged and if it makes sense for your listener
- Think of ways to make sure that your listener understands the story
- Think of what grammar you need to do the task
- Think of what vocabulary you need to do the task
- Think how to avoid difficulties and solve problems with grammar and vocabulary. Focus on how you <u>have already solved grammar and vocabulary problems</u> in your first oral performance during our instructional phase.
- Think of ways in which you can still improve your oral performance based on the activities we did during our instructional phase
- Make use of your dictionary if you feel it is necessary
- GOOD LUCK!!!!!!

Appendix U
Summary of learners' answers on the post-task questionnaires

Table U1 - Post task completion questionnaire - group i – control - overall results

QUESTIONS	1	2	3
	TABLE ONE		
Participants	**Level of task difficulty**	**Impact of task familiarity**	**Aspects considered in performing**
1	unfamiliar	Yes. Na impact n how to structure vocabulary, grammar	Not making mistakes
2	Médium. Easy to understand but had doubts in expressing ideas	No. In fact was more nervous than in the pre-testing	Not making mistake and telling the stories with many details
3	Familiar	A litlle.	Being clear
4	Unfamilar	Positive. Faced the task with more confidence	Not making mistakes
5	Unfamilar	Yes. The task became familiar, could organize his ideas better	To be as clear as possible
6	Easy	Positive. More confident in performing.	To use appropriate vocabulary
7	Easy	Positives. Acquainted with the dynamics of the task	Tried to be clear and tell the story coherently
8	Neither easy nor difficult	Positive.	Focused on telling the story coherently and searching for the correct words to convey intended meanings
9	Difficult	Positive. Facilitated overall performance	Not making mistakes and being clear
10	Difficult. Problems with vocabulary search	A litlle. It was another topic.	Be as clear as possible.
11	Familiar	Positive. Familiar with the dynamics of the task	She was very nervous. Problems with searching for words on-line clear

Table U2 - Post task completion questionnaire - group i – control - overall results

QUESTIONS	4	5	6
		TABLE TWO	
Participants	**Impact of not having an interlocutor**	**Participants' performance self evaluation**	**Description of the speech process**
1	Positive. More comfortable when performing	An average performance. Better than in the Pre-testing	Faced problems with language structure and fluency
2	It did not make a difference	Regular, but she 'got into the story'	Tried to narrative the story with details and keep it clear to the listener
3	Negative	Not good. Felt nervous. Her English is not good	Introduced the story. Told the events and concluded it
4	Positive	Average but better than the pre-testing	Difficult to structure the story and keep a smooth rhythm
5	Negative.	Bad. Made many grammar mistakes (specially with the verbs)	Problems in remembering the events that happened and with retrieving several words
6	No problems at all	Regular.	Problems in searching for the desired words
7	Strange. (There is always someone 'correcting' you)	Average.	Difficult to find the 'right' words on-line
8	Did not make any difference	OK	Concerned with the overall structure of the story and narrate the events in the correct order with many details
9	Negative	Not good	
10	Negative. An interlocutor can help you.	Regular. During formulating his ideas many words were missing and he tried other ways to convey his thoughts and in this process the ideas got lost	Introduce the topic and narrated the events. Problems in accessing the desired words
11	Positive. She felt more relaxed and confident	Regular. Problems in finding the 'right words' ("I lost the words)	Started speaking about the main idea of the story and then narrated the important events that took place, finding the correct words to describe the story

Table U3 - Post task completion questionnaire - group II – strategic planning - overall results

QUESTIONS	1	2	3	4	5
			TABLE ONE		
Participants	**Level of task difficulty**	**Impact of task familiarity**	**Aspects considered in performing**	**Impact of not having an interlocutor**	**Personal assessment of oral performance**
12	Neither easy nor difficult	Positive. Felt more relaxed	Regular. Made many mistakes (use of prepositions and verbs)	Positive. Felt more confident as no one was listening to her	Regular. Needs to improve her English a lot
13	Familiar	Positive. Had e previous experience with the dynamics of the task	Had an overall concern to perform better than the first time	Did not make any difference	Regular
14	Familiar but difficult	Positive, especially with the dynamics of performing in the lab. A new experience for her	Being fluent	Positive. She could tell the story without the interference of an interlocutor	It was regular
15	Familiar but difficult	Positive. More relaxed this time	Not making mistakes	Positive. Did not have to worry about the listener	Regular
16	Unfamiliar	No impact. Different stories to be told	Be clear, make few mistakes	Did not make a difference	Terrible. Meanwhile telling the story stopped and kept thinking in what she was going to say. Many times forgot 17the needed words
17	Not so difficult, although he felt nervous	No effects because the considered the task performed in the pre-testing more difficult than the video-based narrative	Be as clear as possible and tell the story with as many details as possible	Positive. He was not pressured by a listener that could be evaluating him	Average. He gets very nervous when he has to perform orally
18	Familar	Positive. More relaxed and could focus on the story	Being clear and faithful to the original events of the story	Did not make any difference	OK.
19	Easy	Little positive effect. He was too nervous	Not making mistakes	Negative.	Regular
20	Unfamiliar	Positive. Felt more secure	Be clear	Negative. Better to have an interlocutor	Regular

Table U3 - Post task completion questionnaire - group II – strategic planning - overall results

			TABLE TWO		
QUESTIONS	**6**	**7**	**8**	**9**	**10**
Participants	**Impact of planning in oral performance**	**Effectiveness of the planning process**	**Planning Procedures**	**Aspects of performance most benefited from planning**	**Description of the speech process**
12	Positive.	Helped her in remembering and organizing the events of the story	She wrote down her notes. Then she read them many times and told the story to herself (focused on how she would pronounce difficult words)	It had an impact on pronunciation as she had opportunity to 'practice' them	Tried to keep in mind the sequence of events and also to bring her views meanwhile narrating. Although planning she improvised a bit, specially when the words 'vanished' form her mind and she had to find other words to convey intended meanings
13	Positive	Organize his thoughts	Wrote down full sentences in an attempt to organize the topic and think about the vocabulary and grammar he needed	Had a positive effect on overall performance	
14	Positive	Helped her to organize her ideas	Thought ' a 'step-by-step' manner what she was going to say focused attention on the most important events of the story	The grammar she needed to tell the story	Remembering the most important events of the story and how clear she would be to narrate them to an imaginary listener

Table U3 - Post task completion questionnaire - group II – strategic planning - overall results

QUESTIONS	6	7	8	9	10
	TABLE TWO				
Participants	**Impact of planning in oral performance**	**Effectiveness of the planning process**	**Planning Procedures**	**Aspects of performance most benefited from planning**	**Description of the speech process**
15	Positive	Helped her to organize her ideas and refresh some words and grammar she needed	Wrote down the whole story	The sequence of events and the words needed to tell the story. But she told much more than what she planned	Tell the most important events; order them in a meaningful way.
16	It helps but not much	Little time and the fact that she could not look at her notes diminished the impact of planning in her performance	Could not make her performance better than she planned. In fact could not implement what she planned on line. Had difficulties in retrieveing what she previously planned	Focused on the most important events and wrote them in a list following the chronological order. It helped in the organization of ideas but the novel items she introduced she was not able to retrieve them	Told the story based on what she planned, focusing on the sequencing of events. When she heard the sjtory she told she was able to perceive the mistakes she made and did not perceive when performing
17	Positive.	Even though he did not (could not) stick entirely to his planning he was able to retrieve the events and most of the words he needed	Put the story in the adequate time sequence and wrote down relevant details	To establish time connections meanwhile telling the story	Tried to remember the most important facts. Put them in a logical sequence and get to the end. The problem he faced was about creating an interesting story to the imaginary listener
18	Positive	Good to better organize the ideas and remember the details	She wrote everything down as she were telling the story	It helped to organize the ideas, but she had problems in concentrating and some ideas got fuzzed.	Organized the ideas, searched for words and told the sjtory
19	A bit.	In fact he forgot what he previously planned. Had to improvise a lot and lost track of the main events of the story	Wrote down, with details what happened in the story.. Focused on the words and grammar he needed	It helped to organize the ideas but still he forgot important events	Tried to organize his thoughts in a meaningful way.
20	More or less	Despite planning she still had difficulties in organizing her thoughts on line	In fact she could not implement what she planned on-line Tried to organize the events of the story and the possible words she would need to tell the story	Vocabulary.	Tried to put the vents in order. Had difficulties planning on line as it was taught to tell the story and organize what was to come

Table U4 - Post task completion questionnaire - group III – repetition – 1st trial - overall results

	TABLE ONE						
QUESTIONS	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Participants	**Level of task difficulty**	**Impact of task familiarity**	**Aspects considered in performing**	**Impact of not having an interlocutor**	**Personal assessment of the task**	**Description of the speech process**	**Possible strategies to enhance performance in the 2nd trial**
21	Easy, but too many details to focus on	Yes. She could perceive the difficulties she faced when she performed in the pre-testing	Just told the story. Overall is worried with how 'poor' her English is	Negative. And interlocutor interacts and can help you giving hints whether you are performing well or not and also helping you in finding the correct words	Not good. She thought her story was boring and she made many mistakes	Had serious problem with the grammar she needed (specially with verb tenses and vocabulary)	Exposing herself to opportunities to speak English and also listen to it
22	Familiar	Maybe yes. Familiar with performing at the lab	Being clear and sound fluent	Negative. Interacting helps a lot. We get to know how well we are doing	She did not have a clue	Being fluent was her biggest problem although she tjried to organize her story.	Practing telling stories to someone
23	Easy	NO impact. Really nervous	Not make mistakes	Negative. Could do better if there were someone interacting	Regular	Tried to follow the sequence the story told. Difficult to tell the story meanwhile having to advance what was to come (problems with on-line planning)	Practice telling stories more and tryuing to be more relaxed
24	Difficult	No impact. It was the same procedures, but it was a different story and there were lots of events to put into the correct order	Not making mistakes and formulating clear sentences	Did not make a difference	Not very good. Needs more vocabulary and convey her ideas in a clearer way	Tried to be faithful to the sequence of events and to bring her views at the end of the story	She will try to look for the correct words to convey her intended meanings

Table U4 - Post task completion questionnaire - group III – repetition – 1st trial - overall results

QUESTIONS	1	2	3	4	5	6	7
				TABLE ONE			
Participants	**Level of task difficulty**	**Impact of task familiarity**	**Aspects considered in performing**	**Impact of not having an interlocutor**	**Personal assessment of the task**	**Description of the speech process**	**Possible strategies to enhance performance in the 2nd trial**
25	Familiar	Positive. Felt less nervous although she considered the video-based more complex than the picture cued	Using cortrect grammar, being clear and tell the events with details in the correct sequence	Did not make any difference	OK. Perhaps she could have been better in her lexical searches	Tried to follow the sequence of the movie and remember all the steps described	She will try to be more fluent and find ways of raising the interlocutors' interest in the story
26	Unfamiliar, funny and interesting	Positive Familiar with the dynamics of the task and performing in a lab	Being clear and finding the right words to tell what she meant	No impact at all	Regular. It could have been better if she knew more vocabulary	Tell the story in a chronological order and be as clear as possible	To look for words that are crucial for the story and to bring her voice to the story as well.
27	Unfamiliar	Positive. He started paying attention to details and the sequence of events	Not making mistakes and formulating clear sentences	Positive. He felt more relaxed as he is afraid of making mistakes and there was no one to 'evaluate' him	Satisfactory. He was able to elaborate sentences although he needed time on-line specially when elaborating complex sentences	Tried to focus on the sequence of events and extract as many details as possible. Then tried to follow the original sequence of events	This time he tried to elaborate complex sentences and this penalized the flow of speech
28	Familiar	Positive. Acquainted with the task dynamics	Being clear, use simple words and not making mistakes or either attempting to correct them	Negative,. Much more difficult to tell the story to no one.	Much better than the pre-0testing. The video-based narrative was easier than the picture-cued	Tell the story with as many details as possible and use the words she knew to convey the intended meanings	Try to retell this story to other people as a way to not forget the details and be correct y them
29	Difficult and familiar	Acquainted with the process but it was another story. Difficult to be fluent and find the right words	Being fluent and not making mistakes	Negative. Having an interlocutor makes the task easier because the person can help you finding the words you need	It could be better	She tried to be clear, stick to the actual events of the cartoon and use the adequate words. But this is quite hard.	Be more relaxed, carefully look for words and try not to make mistakes

Table U5 - Post task completion questionnaire - group IV – strategic planning *plus* repetition – 1st trial - overall results

QUESTIONS	TABLE ONE				
	1	**2**	**3**	**4**	**5**
Nº	**Level of task difficulty**	**Impact of task familiarity**	**Aspects considered in performing**	**Impact of not having an interlocutor**	**Personal assessment of oral performance**
30	Easy	Positive	Paid attention to grammar and vocabulary. Tried to be very clear	Positive	It could be better.
31	A bit difficult. She does not like telling stories.	Positive, but just a little bit it helped her to produce sentences more clearly	Concerned with grammar points. Fluency and not making too many mistakes	Did not make any difference	Regular. She forgot some words and this fact disturbed her
32	Easy and familiar	Positive. She could anticipate problems but still she was nervous	Being fluent, clear and focusing on grammar	Did not make any difference	Regular. She does not know why but she got nervous
33	Easy	No impact; Got very anxious	Being clear	Did not make any difference	Hated her performance. Got anxious, forgot the story and some events and words she needed
34	Familiar	No impact. She needs to practice speaking English a lot more	Focus on grammar, pronunciation and be clear	Positive. She is shy. Nobody to judge your performance	It could be better. Did not fell comfortable
35	Difficult	No effect. It was a video and there were lots of details to remember	Does not really know	Negative. More difficult	Bad. Could not implement what he planned
36	Familiar	Already acquainted with the type of task (referred to 'test')	Better than in the pre-testing phase. However was nervous and can improve even more	Negative. Not acquainted with talking to himself	Regular, but is getting better in the 'tests'.
37	Familiar	Positive. She was acquainted with task dynamics, but she got nervous anyway. Refereed to it as a 'test'.	Focused on being fluent and correctly.	Negative. Interacting would facilitate her performance	Better than in pre-testing phase but she knows that she could have performed better.
38	Neither easy nor difficult	Positive. Overall it helped him in performing again	Being clear and not making mistakes	Did not make any difference	Good

Table U5 - **P**ost task completion questionnaire - group IV – strategic planning *plus* repetition – 1st trial - overall results

QUESTIONS	6	7	8	9	10	11
			TABLE TWO			
Participants	Impact of planning in oral performance	Effectiveness of the planning process	Planning Procedures	Aspects of performance most benefited from planning	Possible strategies to enhance performance in the 2nd trial	Description of the speech process
30	Positive	Helped a lot, especially in avoiding making grammar mistakes. Was successful in implement what she had previously planned, but got a bit nervous in the middle of the recording	Wrote down everything that happened in full sentences. Meanwhile she thought about grammar and also focused on how she would pronounce certain words.	Telling the story in a clear and meaningful way	Monitor her performance on-line more	She kept the events of the cartoon in mind. Then she tried to remember key words to tell the story. She paid attention to the grammar she needed. She things that she managed to correct some mistakes on-line.. she also tried to give the main idea of the cartoon and to be clear so as to make her interlocutor understand the story
31	Positive	But relative, she forgotten some words and she did not know how to overcome the problems on line	Tried to write down some main points, ideas and key words	It helped in making her remember the main points of the story	Pay more attention to the details and concentrate more while telling the story	She first told the main idea. Then she tried to summarize the story, giving the important details
32	Positive	Helped her in retrieving the story .although she forgot some important grammar points when performing	She wrote down, with details all the story she had planned	The overall performance	Be calmer and relaxed	She tried to remember both what she planned and that she watched in the cartoon. However, she got really nervous and forgot some of the things she had planned
33	Positive	Helped in retrieving and maintain on memory some events and words	She made the plot of the story, wrote down some words she considered important and tried to visualize the cartoon again.	She could remember the events of the story	Practicing telling stories and be acquainted with the electronic devices at the alb	Tried to implement what she planned on line.

Table U5 - Post task completion questionnaire - group IV – strategic planning *plus* repetition – 1st trial - overall results

			TABLE TWO			
QUESTIONS	**6**	**7**	**8**	**9**	**10**	**11**
Participants	**Impact of planning in oral performance**	**Effectiveness of the planning process**	**Planning Procedures**	**Aspects of performance most benefited from planning**	**Possible strategies to enhance performance in the 2nd trial**	**Description of the speech process**
34	Positive.	Helped her remember some important events of the story. She also tried to improvise and then realized she did not know how to do it	She visualized the cartoon again, remembered all the events and wrote down the story	To optimize the process of memorizing the sequence of events and in writing down the sentences she could know how to formulate her ideas	Be and fell more comfortable when performing	Tried to implement what she planned on line. Although she also attempted to improvise and had problems with that
35	Does not really know.	Planning was not effective becaus4e he could not implement what he planned	Wrote down a full text, with details about everything that happened	Some words that he did not know	He will try to write a shorter text so that he can remember what he plans	He treid to tell the events of the story. But there were some words he did not know and others that he could not remember.
36	Positive	Helped him in 'building up his ideas'. However many things that were planned were skipped on-line. He was anxious .	Wrote down everything he was going to say	In organizing his ideas	He believes that practicing the same task (referred as 'test') is positive in impacting future performance	Remembered the story and tried to remember what he had planned. The greatest problem he faced was in retrieving specific words – this fact led him to stutter and pause on-line
37	Positive	Little impact. Too short time for planning and got lost meanwhile planning. She did not worry in either following or implementing what she had planned	Wrote down full sentences.	In solving doubts in relation to specific vocabulary items	She will try to fell more secure, less nervous, forget about the fact she is being observed and not let to be disturbed by the other participants.	She realized that when she was uttering the sentences she simultaneously was thinking of what she was going to say next. .She was worried in not making mistakes, and did not try to think of what she had previously planned.
38	positive	It helped in the process of retrieving words although he forgot some words on-line	He thought about the cartoon and wrote down , in full sentences the whole story	The overall performance	Practice more	Attempt to remember everything he planned although he forgot some of them anyway

Table U6 - Post task completion questionnaire - group V – strategic planning *for* repetition – 1st trial - overall results

	TABLE ONE			
QUESTIONS	1	2	3	4
Participants	**Level of task difficulty**	**Impact of task familiarity**	**Aspects considered in performing**	**Impact of not having an interlocutor**
39	Easy and familiar	Positive. Acquainted with the dynamics of the task (the task does not seem awkward anymore)	Being fluent and clear., but was also concerned with not making mistakes	It did not make a difference
40	Difficult. Generally gets nervous when performing and has difficulties in organizing her thoughts.	No impact. She believes m there are many aspects that influence performance like 'the mood you are in the day.	Being clear and fluent	Strange.
41	Easy and unfamiliar	No effects	Being clear and not making mistakes	Positive. You can be more creative when there is nobody listening to you
42	Familiar	No effects. Many more tasks should be practiced for and effect to be noticed	Not to make mistakes and being clear	Positive. Having and interlocutor would make her fell more anxious
43	Familar	A little impact. Got used to the dynamics but it not necessarily help with the task ('my vocabulary does not improve in 5 minutes)	Being clear	Negative
44	Familiar	No	Being fluent	It did not make any difference
45	Easy	Positive. Specially in being acquainted in performing a monologue	Being fluent. Used simple language so that he would not make many mistakes	It was negative, but not as to disturb his performance
46	Easy	Positive. Made him fell more comfortable in performing this time	Focused on being fluent, avoiding stopping to think and not making mistakes	Negative. Having an interlocutor would help
47	Familiar	Positive. Acquainted with the task dynamics. Also considered the task in the pre-testing more difficult than this one	Did not answer	Negative. Sustaining a monologue is much more difficult then having a dialogue

Table U6 - Post task completion questionnaire - group V – strategic planning *for* repetition – 1st trial - overall results

		TABLE TWO		
QUESTIONS	**5**	**6**	**7**	**8**
Participants	**Participants' performance self evaluation**	**Description of the speech process**	**Possible strategies to enhance oral performance in the 2nd trial**	**Suggestions on the activities for the treatment phase**
39	Better than in the pre-testing	Tried to create the story while watching the cartoon, but when performing on-line he forgot few parts, but this did not affect his overall performance	He will try to practice mentally before recording	Create similar exercises in class
40	Terrible. She wasn't feeling comfortable and she had a terrible headache	Got stuck in what she wanted to say and could not find the 'right words' and grammatical structures she needed to tell the story	She will try to be more relaxed and calm. And will try not to listen to her own voice	If she is allowed she would like to write down the story before telling it.
41	Regular ('not too bad'). He lost his concetration a bit but he could overcome this problem in the middle of his performance	Just tried to remember the story and organize his 'thoughts'.	Watching the cartoon again will help in retrieving important events of the story	No suggestions
42	Not so good. Did not perform at her potential	Tried to organize the scenes that she watched in a sequence of events	She will try to be more clear and hopes that her memory helps her next time	Writing the sequence of events before performing
43	Bad. Felt nervous and thinks her English needs improvement	Introduce the characters, tell what happened and conclude the story	Look for words she would like to say to describe things and events in the story before performing	Practicing activities such the one the did
44	regular	Organized his thoughts and used the words that he had on mind	Practice this type of activity	No suggestions
45	Ok. And better than the first time. He could speak more than he did in the pre-testing	Focused on telling the story in a simple way, and was worried with not making mistakes	He thinks he will be more familiar with the grammar forms, and then he will make fewer mistakes	To do this activity in class, 'not as a test', but as simple conversation. Enjoyed the activity a lot
46	Good. But wished he had more vocabulary	Tried to remember the events of the story and find the right words and structure to tell it in English	Doing the task again will give me the opportunity to remember the events and tell the story better	Exercises in class to make students use 'memory' resources
47	Better than the first time but still it was considered as a regular performance	He tried to retrieve everything that he had seen and told what he mentally saw	To practice more and let his imagination run	No suggestions

Table U6 - Post task completion questionnaire - group V – strategic planning *for* repetition – 1st trial - overall results

	TABLE TWO			
QUESTIONS	**5**	**6**	**7**	**8**
Participants	**Participants' performance self evaluation**	**Description of the speech process**	**Possible strategies to enhance oral performance in the 2nd trial**	**Suggestions on the activities for the treatment phase**
39	Better than in the pre-testing	Tried to create the story while watching the cartoon, but when performing on-line he forgot few parts, but this did not affect his overall performance	He will try to practice mentally before recording	Create similar exercises in class
40	Terrible. She wasn't feeling comfortable and she had a terrible headache	Got stuck in what she wanted to say and could not find the 'right words' and grammatical structures she needed to tell the story	She will try to be more relaxed and calm. And will try not to listen to her own voice	If she is allowed she would like to write down the story before telling it.
41	Regular ('not too bad'). He lost his concetration a bit but he could overcome this problem in the middle of his performance	Just tried to remember the story and organize his 'thoughts'.	Watching the cartoon again will help in retrieving important events of the story	No suggestions
42	Not so good. Did not perform at her potential	Tried to organize the scenes that she watched in a sequence of events	She will try to be more clear and hopes that her memory helps her next time	Writing the sequence of events before performing
43	Bad. Felt nervous and thinks her English needs improvement	Introduce the characters, tell what happened and conclude the story	Look for words she would like to say to describe things and events in the story before performing	Practicing activities such the one the did
44	regular	Organized his thoughts and used the words that he had on mind	Practice this type of activity	No suggestions
45	Ok. And better than the first time. He could speak more than he did in the pre-testing	Focused on telling the story in a simple way, and was worried with not making mistakes	He thinks he will be more familiar with the grammar forms, and then he will make fewer mistakes	To do this activity in class, 'not as a test', but as simple conversation. Enjoyed the activity a lot
46	Good. But wished he had more vocabulary	Tried to remember the events of the story and find the right words and structure to tell it in English	Doing the task again will give me the opportunity to remember the events and tell the story better	Exercises in class to make students use 'memory' resources
47	Better than the first time but still it was considered as a regular performance	He tried to retrieve everything that he had seen and told what he mentally saw	To practice more and let his imagination run	No suggestions

Table U7 - Post task completion questionnaire - group III –repetition – 2ˢᵗ trial - overall results

	TABLE ONE				
QUESTIONS	**1**	**2**	**3**	**4**	**5**
Participants	**Use of strategies previously mentioned**	**Use of new strategies**	**Aspects considered in performing**	**Aspects considered in improving story retelling**	**Impact of repetition on on-line performance**
21	She does not remember	She thinks she did not use any strategies	Tried not to forget the details of the story and thought of how to elaborate the sentences	She thought of the grammar and vocabulary she needed	It helped in overall terms
22	She was able to summarize the story better	no	Being fluent and being clear	I thought that taking some notes while watching the cartoon would help	In repeating I could summarize the story help. However she forgot some details because she really did not pay attention to the cartoon so much
23	She tried to do the same thing she did on the first trial. She watched the video, payed attention to the main points and tried to tell the story in a chronological order	No	She was not concerned in using complex language be she would be more likely to make mistakes	She tried to make the story a bit different, but she thinks that it was better at the first trial	It did not make any difference. She just could not find the words she needed
24	Did not think about any strategy	Only tried to put her ideas in a reasonable order	Not having grammar mistakes , be fluent.	She did not think about that	It did not help much
25	She tried to tell the story as clear and as coherent as she could. She first described the situation and then the details of each scene	Tried to be as clear and as fluent as possible	Being fluent, not making mistakes and trying to stay calm	She thought that she could focus on telling Jerry 's and Tom's emotions	Positive. Felt more secure and it was easier to organize her ideas before telling the story
26	She actually looked for some words in the dictionary and used them in this performance	No	Being fluent and clear. He did not try to use complex language because she did not want to make mistakes	She tried to find out how to pronounce some words and she either did not use or used in the first time but was not sure about their pronunciation	It did not help much. In fact she thought that tshe performed better on the first trial
27	He did not think of anything, in fact he forgot that he was going to repeat the task	He memorized a key word for each scene to remember the main events	Being clear and not making mistakes	He attempted to memorize key words for each of the scenes	Helped him in thinking of how he could memorize the events of the story
28	She does not remember But she tried to trell the story with as many details as possible, to care for pronunciation and be clear	No	Being fluent, clear and give as many details as possible	As soon as she did the task she thought of how she could improve her story. But then she forgot and did not prepare herself for the second trial	Helped specially in not making so many pauses
29	She did not remember what she wore previously. But she tried to pay more attention and speak in a calmer flow and pay attention in what she was going to say	She does not think so	Being fluent, being clear and using varied words	She thought of ways in which she could correct some mistakes she made and use proper words. She also tried to organize the sentences and be as clear as possible	Helped her in refreshing the events of the story. This time she tried to be clearer and she already new jboth the task and the story

Table U7 - Post task completion questionnaire - group III –repetition – 2st trial - overall results

QUESTIONS	6	7	8	9
	TABLE TWO			
Participants	**Aspects of performance best benefited from repetition**	**Self-evaluation**	**Benefits from other learning experiences on performance**	**Personal assessment of research experience**
21	She thinks that this time she felt better ion doing the task	Not so good	Pronunciation classes have helped a lot	She enjoyed because this was a new experience. /she did no9t feel any pressure and felt she could improve her oral performance
22	She thinks that she did not paused as much as she did on the first trial	regular	She is not sure whether English classes have helped her	She really enjoyed participating. She is interested in knowing ways in which she can improve her overall fluency and evaluates her in her oral performances
23	She changed the story a lot, so there was little impact of repetition	She thinks she did better in the fist trial	English classes helped her on pronunciation	This research made her realize that her English classes are not helping her to improve form the intermediate level
24	The overall story was clear in her mind, but this time she thinks she did not tell the story with as many details as she did the first time	the first story was better	The pronunciation class she has been attending has helped her a lot	She really enjoyed the experience but she thinks she didn't improve much
25	The coherence of the story. She also thought she sounded more fluent	OK. But she notice that she need more vocabulary	No benefits at all	She really enjoyed participanting. She felt more secure and raise her consciousness on many aspects that are involved in being successful at speaking in an L2
26	She thinks that repetition had an impact as she was not afraid of making mistkes on the second trial	regular	The pronunciation classes helped her to improve her fluency	She really enjoyed the experience, 'It's a good way of practicing and she learned how to deal with improvising'.
27	Being able to retrieve the events and how to tell them	regular	The pronunciation class has helped a lot	Participating in this research impacted, positively, in his lea ring process. He realized he is not as 'bad' he thought he was in narrating in a foreign language
28	The overall performance because she was more familiarized with the cartoon and the task itself	OK. She thought this time she was better	No. She was absent form most of the English classes	She thought it was really interesting. she started to pay attention on how she uses her English, monitors her performance a lot more
29	Story organization and choice of words	Regular. She still makes mistakes but it was better than the first trial	Maybe the English classes have helped but she does not know in which aspects	She enjoyed a lot. She got to know the level she is. Also she realized that repeting a task is a good strategy to makle improvements in her performance

Table U8 - Post task completion questionnaire - group IV –strategfic planning plus repetition – 2st trial - overall results

QUESTIONS	1	2	3	4	5
			TABLE ONE		
Participants	**Use of strategies previously mentioned**	**Use of new strategies**	**Aspects considered in performing**	**Aspects considered in improving story retelling**	**Impact of repetition on on-line performance**
30	She tried to be very clear about the story. Paid attention to vocabulary and grammar she needed	She tried to mentally rehearse what she was going to say meanwhile watching the cartoon	Not making mistakes and being clear	Using more complex structures and using new vocabulary	She had the feeling that it did not help
31	She does not think so	No	Being fluent and not making mistakes	She tried not to give many details, making efforts to summarize\e what had happened	It was easier to tell the story for a second time
32	She does not remember	No	Not making mistakes	No aspects	It was easier to tell the story, to remember all the events that had happend
33	No	No	Being fluent and not making mistakes	No aspects	The whole story was 'alive' in memory and it was easier to tell it
34	She tried to memorize and remember every detail form the cartoon and to make a meaningful sequence to the listener	While she was watching the cartoon she tried to me some sentences in her mind in order to organize her thoughts and tell the story better	How to tell the story in a way it would make sense and using sentences that would make sense. She was also concerned in not making mistakes	No. she completely forgot about this second trial	Did not make any difference. Her main problem is related to tell the story
35	He does not know	No	Not making mistakes (but he did anyway)	No	I did not help
36	No	No	Being clear (but was not successful at it)	Did not think in anything	Positive. Helped to remember details of the story so that he could improve it
37	No	No		As soon as she finished the first trial she thought of ways to improve the narrative. But she considered the interval too long between the first and second trial and then she forgot about this 'repeating experience'	Positive. She already knew the story and could reason quickly
38	No	He tried to say everything that was in his mind	He was only concerned in saying what was in his mind	Did not think in anything	Positive. He had already done the task

Table U8 - **P**ost task completion questionnaire - group IV –strategfic planning plus repetition – 2st trial - overall results

QUESTIONS	6	7	8	9	10
	TABLE 2				
Participants	**Aspects of performance best benefited from repetition**	**Self-evaluation**	**Condition that impacted most learners' performance**	**Benefits from other learning experiences on performance**	**Personal assessment of research experience**
30	No benefits at all	regular	The planning condition, it made her feel more comfortable and confident	Yes, English classes in overall terms have helped	Liked it a lot. She perceived she needs to practice a lot more
31	She had clear in her mind what she was supposed to do	OK. she had problems in remembering some words	Both conditions have helped	English classes have helped	She realized that telling a story is not as easy as it appears to be. It was a good experience, ?she felt she improved her oral abilities through the tasks
32	Retriving the events and already knowing how she would tell the story	OK	Both conditions. Planning helped in the first time to organize the ideas. Repetition accelerated the process of retrieving the events and building up the story on -line	English classes have helped, specially on aspects of pronunciation	It was OK. She realized that telling stories is a challenging activity and was able to perceive how complex speaking is
33	Positive in overall terms	Good	Repeating the story helps a lot. She was able to remember the details and already knew how she was going to tell it	Not necessarily	She realized the she got less anxious in performing.
34	She felt more comfortable, less nervous and thinks she told the story in the same way she previously did	Regular. She needs to improve her englsih	Maybe the repetition condition helped her more to organize the ideas and remember some scenes	The pronunciation classes helped her to construct sentences to be better understood	It was Ok. She liked it
35	He thinks the first time was better	Bad	Planning helped more. He had the opportunity to remember the words	Yes	He liked the experience that made him aware the he has to focus a lot of attention when speaking
36	Retrieving the events	terrible	The repetition condition. He had the opportunity to watch the cartoon again	No	It was OK. It showed him how much has to be improved in his oral performance
37	Retrieving events of the story and be able to construct the sentences on-line	regular	The planning condition. It helped her in organizing the ideas in her mind	No. nothing she leanerd was related to this task	It was Ok. Specially this experience showed her that she has to face , differently, situations in which she is being evaluated. She sa3w this research as a 'testing condition' and this made her forget simple words and basic structures
38	Helped in retrieving words and vocabulary he needed	Good	The planning condition. Planning is good	No	He thought that participating in this research did not impact in his learning process

Table U9 - Post task completion questionnaire - group V –strategfic planning for repetition – 2ˢᵗ trial - overall results

QUESTIONS	1	2	3	4	5	6	7
Participants	Use of strategies previously mentioned	Use of new strategies	Aspects considered in performing	Aspects considered in improving story retelling	Impact of repetition on on-line performance	Aspects of performance best benefited from repetition	Actions undertaken meanwhile planning
39	Yes. Most of them (he mentioned rehearsing mentally)	He focused on the mistakes he previously made and tried to over come them	Being more fluent, more making mistakes and being clear	Avoid the repeated use of 'then and to specify the characters	Helped a lot. "You learn when you see/hear your mistakes"	Using fillers and improving overall story-telling	Writing rehearsal. Wrote down full sentences and prepared a text to remember the facts
40	She used some	No	Not making mistakes and focused on using the correct vocabulary	Specially focused on using vocabulary and verbal forms correctly	Helped. She did the task better	Made her fell less anxious and be able to telling the story better	Wrote down some sentences and wrote specific key words she would use in her narrative
41	No	No	Be clear and fluent(but did not succeed in this)	He thought of how he could not make mistakes	Positive. It helped because he used some sentences that he had used on the first trial	He thinks that he was a bit more fluent as he already knew what he was going to say	He made a sketch of the main events and the actions that took place , writing full sentences and key words
42	No	Yes	To be clear (but noticed she made some mistakes during the task	Specially in relation to the vocabulary she needed	Helped. She could reflect on many important aspects of the story	To tell the story with more details	Wrote down some key words (the ones learnt during the instructional meeting) and some steps of the sequence of events. Did not write full sentences
43	No	No	She tried to get the message across, focusing on the plot of the story	She thought of many things but at the day of the performance it was not a good day foir her and she forgot everything she had thought	It did not help. Her performance got worse	However she felt that she made improvements in using new words	Wrote down full sentences, mentioning the most important events of the story in a chronological order

Table U9 - Post task completion questionnaire - group V –strategfic planning for repetition – 2ˢᵗ trial - overall results

	TABLE ONE						
QUESTIONS	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Nº	**Use of strategies previously mentioned**	**Use of new strategies**	**Aspects considered in performing**	**Aspects considered in improving story retelling**	**Impact of repetition on on-line performance**	**Aspects of performance best benefited from repetition**	**Actions undertaken meanwhile planning**
44	No	No	Fluency, vocabulary and the use of correct verb tenses	He practice the story	It helped a lot.	Retrieving words and organizing the thoughts that were previously organized on the first trial	Wrote down some key words he needed
45	Yes. Tried to use simple words and simple grammar in order to avoid making mistakes	No	Being fluent and not making mistakes	He focused on thinking about the story development and words that he could use to tell the story better	It helped because he had time to think about the story	He perceived an impact specially on the use of pauses.	Wrote down key words, adjectives and some sentences about the main events of the storty
46	Yes. She followed the steps that he previously planned	No	Be fluent and not making mistakes	He put a lot of effort this time so that he would perform better	It helped a lot, specially in avoiding making mistakes	He thinks everything was better	He wrote down the characters and key wiords to characterize them and he wrote down , step by step, the events that had happnend
47	No	No	Not making mistakes	He tried to make the story vivid in his mind (but was not able to do that)		Retrieving key words	Wrote down key words and key events

Table U9 - Post task completion questionnaire - group V –strategfic planning for repetition – 2st trial - overall results

QUESTIONS	8	9	10	11	12	13	14
Participants	Aspects of performance best benefited from planning	Problems still faced on –line despite planning	Self-evaluation	Benefits of the instructional phase	Benefits from other learning experiences on performance	Impact of different conditions upon performance	Personal assessment of research experience
39	To retrieve the facts that happened in the cartoon and being able to organize the whole story	Retrieving certain words	Much better than the first time	Specially the awareness raising session in which he listened to his own performance detecting possible problems and mistakes and notice whether he was clear and fluent enough	Some topics that were worked on the English classes helped him	Instructional phase-helped him most Repeating also helped Overall, all phases helped	It was positive although he felt a little pressured
40	Retrieving key words	She still made many mistakes on-line. She thinks this is due to the fact that she was nervous	Better than the first trial	Helped a lot. Specially because she had opportunities to realize and work with the mistakes she made and to increase the vocabulary she needed to do the task	She got more secure in relation to the grammar and vocabulary	Planning helped to remember the whole story and keep it in her mind. In Repeating she already knew what she was going to say but she was also able to improvise a bit	Although it was a taught experience (she does not like to improvise at all) it was a challenge and she could face it
41	It was useful but he needed more time to plan	He has problem to concentrate and so he got disturbed meanwhile performing	Average. Not good, not bad	The instructional session was really profitable. It helped him in improving the vocabulary needed to do the task and to deal with gambits on line	Besides the instructional sessions he thinks that the other activities he performed did not help	Planning helped but for him repetition helped most because he remembered the sentences and structures that he had used on the first trial	It was a good experience. He was able to perceive some shortcomings in relation to his oral performance and this , in fact, did not upset him Besides he did the best he could do
42	Optimized her performance . Helped her in retrieving words	Telling the story on line is problematic because she had to cope with remembering the events and telling them in English	Her performance got worse. She was anxious to do better	Helped a lot. She was able to know the mistakes she made and correct them and also to get to know a variety of words she could use for characterizing the character and the events	Is not really sure about that	The instructional session impacted the most	Extremely positive. Made her aware of the fact that she should focus a lot of attention when speaking

Table U9 - Post task completion questionnaire - group V –strategfic planning for repetition – 2st trial - overall results

			TABLE TWO				
QUESTIONS	**8**	**9**	**10**	**11**	**12**	**13**	**14**
Participants	**Aspects of performance best benefited from planning**	**Problems still faced on –line despite planning**	**Self-evaluation**	**Benefits of the instructional phase**	**Benefits from other learning experiences on performance**	**Impact of different conditions upon performance**	**Personal assessment of research experience**
43	Retrieving words and the right sequence to tell the story	Still had problems with verb tenses	Thinks that her performance this time was worse than the first. She got really anxious and nervous. Made many grammar mistakes. Her performance does not show how much she learned	Helped a lot. The awareness raising session was really profitable, and also the session that dealt with vocabulary	In increasing her vocabulary	Besides the instructional session, planning also helped a lot in order to organize the ideas before telling the story	It helped her in being a better story-teller
44	Planning also helped in the organization of thoughts		Better this time	Is not sure about that	In general the English classes helped	Planning helped to think of the context of the story. Writing down key words was also profitable and also to organize all the events that had happened.	He thinks that it is really difficult to tell a story
45	He thinks that he was more fluent because he had previously thought of what he was going to say	He had difficulty in concentrating, specially at the end of the story it took some time to 'recover' and get into the story again	Better than the first time	In the instructional phase the activity that helped most was lexical variety. He had plenty of words to characterize all objects and characters of the story	No, just the activities conducted in the instructional phase	The first trial help him to have experience in telling the story and the instructional session helped to tell the story better	Despite the fact that , at first, he felt strange in performing at the lab, he enjoyed the experience a lot and got to know which aspects he could/should improve (in the task) and in the future
46	He felt more relaxed	Despite planning he had to spot on-line to be able to retrieve what he had planned	Better than the first trial	The instructional phase was really important. He had plenty of time to prepare himself for this second trial	Besides the information given in the instructional phase the English classes also helped	Besides the instructional phase, the planning phase really helped him. It was good to have a time to prepare himself	The experience shoed him that he needs to improve his English and that speaking is not an easy task
47	Did not help	He forgot everything he planned	Thinks it was worse than the first time. Made less mistakes but told less details and was less fluent	It was really important to solve problems he had in relation to grammar and vocabulary	Besides the instructional session some of the things he learned helped	The instructional session. It helped him solve some vocabulary and grammar problems	He liked the experienced. He could perform to his limits and got to know which aspects he needs to improve

Appendix V
Raw scores - general results

GROUPS	PRÉ-TEST	Part .	PRETEST	nº of words	speech time (sec)	SPRATUN	nº of words without repetitions	speech time (sec)	SPRAPRUN	TOTAL TIME	SILENCE TIME	FILLED PAUSES %	Number Filled pauses	Number of Cunits	Total Filled pauses/Cunit
						1ST PHASE									
						FLUENCY									
CONTROL	48	1	2,38	215	199	64,82	180	199	54,27	199	16,74	8%	31	21	1,48
	26	2	2,84	421	330	76,55	410	330	74,55	330	0	0%	0	45	0,00
	24	3	2,59	342	236	86,95	333	236	84,66	236	2,2	1%	3	33	0,09
	34	4	2,88	243	242	60,25	232	242	57,52	242	7,13	3%	12	24	0,50
	51	5	2,31	355	271	78,60	315	271	69,74	271	14,99	6%	24	27	0,89
	87	6	2,53	192	157	73,38	184	157	70,32	157	5,11	3%	8	22	0,36
	81	7	2,84	312	258	72,56	295	258	68,60	258	11,11	4%	15	24	0,63
	89	8	3,5	306	211	87,01	299	211	85,02	211	1,79	1%	3	31	0,10
	91	9	2,69	537	394	81,78	519	394	79,04	354	6,27	2%	11	47	0,23
	62	10	3,03	422	326	77,67	408	326	75,09	326	1,77	1%	5	37	0,14
	57	11	2,84	414	456	54,47	387	456	50,92	456	38,09	8%	46	34	1,35
PLANNING	3	12	2,38	315	331	57,10	286	331	51,84	331	3,94	1%	7	35	0,20
	4	13	3,06	245	155	94,84	216	155	83,61	155	8,72	6%	15	18	0,83
	25	14	2,56	438	321	81,87	425	321	79,44	172	1,9	1%	0	43	0,00
	23	15	2,31	272	175	93,26	265	175	90,86	175	4,93	3%	8	25	0,32
	22	16	3,16	372	518	43,09	367	518	42,51	218	5,59	3%	10	42	0,24
	14	17	2,78	323	231	83,90	298	231	77,40	231	8,24	4%	14	20	0,70
	84	18	2,59	206	195	63,38	200	195	61,54	195	12,21	6%	15	15	1,00
	66	19	2,69	107	89	72,13	101	89	68,09	89	1,18	1%	2	10	0,20
	74	20	2,75	396	218	108,99	389	218	107,06	158	0	0%	0	30	0,00
REPETITION	32	21	2,31	413	338	73,31	411	338	72,96	338	0,52	0%	1	36	0,03
	45	22	2,5	274	209	78,66	271	209	77,80	209	3,74	2%	7	32	0,22
	40	23	3	403	236	102,46	382	236	97,12	236	3,03	1%	5	39	0,13
	37	24	2,28	467	310	90,39	444	310	85,94	310	19,69	6%	37	32	1,16
	56	25	3,31	665	390	102,31	618	390	95,08	390	7,98	2%	15	57	0,26
	43	26	2,84	440	220	120,00	433	220	118,09	220	6,71	3%	10	38	0,26
	31	27	2,31	400	336	71,43	386	336	68,93	336	13,31	4%	23	32	0,72
	59	28	3,41	571	321	106,73	558	321	104,30	321	3,09	1%	7	58	0,12
	60	29	3,22	648	383	101,51	647	383	101,36	383	0,43	0%	1	79	0,01
PLAN REPETITION	21	30	3,34	482	302	95,76	464	302	92,19	260	9,38	4%	20	38	0,53
	20	31	2,5	445	402	66,42	411	402	61,34	402	27,13	7%	41	34	1,21
	12	32	2,59	242	164	88,54	228	164	83,41	164	2,25	1%	3	25	0,12
	2	33	2,38	365	245	89,39	360	245	88,16	245	11,83	5%	26	26	1,00
	11	34	2,94	397	354	67,29	389	354	65,93	354	6,01	2%	10	35	0,29
	72	35	2,56	300	240	75,00	276	240	69,00	240	12,52	5%	14	30	0,47
	81	36	2,34	448	378	71,11	420	378	66,67	378	10,59	3%	16	36	0,44
	75	37	2,56	474	350	81,26	452	350	77,49	350	6,77	2%	12	41	0,29
	70	38	2,59	305	227	80,62	267	227	70,57	227	16,61	7%	22	28	0,79
PFR	53	39	3,31	335	145	138,62	327	145	135,31	145	0	0%	0	29	0,00
	35	40	2,59	349	384	54,53	321	384	50,16	384	10,39	3%	21	35	0,60
	52	41	2,69	499	494	60,61	456	494	55,38	494	31,08	6%	54	38	1,42
	50	42	3,09	343	209	98,47	327	209	93,88	209	4,09	2%	10	34	0,29
	49	43	2,78	409	286	85,80	377	286	79,09	286	16,54	6%	25	35	0,71
	88	44	2,44	237	262	54,27	218	262	49,92	262	6	2%	9	21	0,43
	82	45	3,34	384	261	88,28	315	261	72,41	261	23,06	9%	34	31	1,10
	93	46	2,56	454	424	64,25	430	424	60,85	424	5,2	1%	8	36	0,22
	92	47	3,22	603	384	94,22	583	384	91,09	384	18,77	5%	32	55	0,58

1ST PHASE														
					FLUENCY							COMPLEXITY		
GROUPS	PRÉ-TEST	Part.	TOTAL TIME	SILENCE TIME	UNFILLED PAUSES	Number unfilled pauses	Number of Cunits	Total Unfilled pauses/Cunit	Number of Self Repairs	Number of Cunits	Total Self Repairs / Cunits	nº clauses	nº c-units	CLAUSES/C-UNIT
CONTROL	48	1	199	56,1	28%	36	21	1,71	29	21	1,38	27	21	1,29
	26	2	330	128,25	39%	70	45	1,56	11	45	0,24	59	45	1,31
	24	3	236	68	29%	50	33	1,52	30	33	0,91	53	33	1,61
	34	4	242	95,78	40%	51	24	2,13	19	24	0,79	33	24	1,38
	51	5	271	39,22	14%	31	27	1,15	63	27	2,33	50	27	1,85
	87	6	157	21,36	14%	16	22	0,73	11	22	0,50	33	22	1,50
	81	7	258	71,99	28%	42	24	1,75	17	24	0,71	36	24	1,50
	89	8	211	73,23	35%	50	31	1,61	13	31	0,42	50	31	1,61
	91	9	354	100,62	28%	61	47	1,30	42	47	0,89	72	47	1,53
	62	10	326	92,4	28%	61	37	1,65	26	37	0,70	56	37	1,51
	57	11	456	144,27	32%	92	34	2,71	44	34	1,29	46	34	1,35
PLANNING	3	12	331	152,51	46%	85	35	2,43	36	35	1,03	44	35	1,26
	4	13	155	24	15%	18	18	1,00	29	18	1,61	32	18	1,78
	25	14	321	101,08	31%	58	43	1,35	30	43	0,70	57	43	1,33
	23	15	175	27,77	16%	18	25	0,72	8	25	0,32	38	25	1,52
	22	16	218	33,3	15%	15	42	0,36	16	42	0,38	54	42	1,29
	14	17	231	35,99	16%	24	20	1,20	48	20	2,40	33	20	1,65
	84	18	195	59,62	31%	35	15	2,33	11	15	0,73	23	15	1,53
	66	19	89	36,35	41%	15	10	1,50	10	10	1,00	16	10	1,60
	74	20	218	28,89	13%	19	30	0,63	15	30	0,50	56	30	1,87
REPETITION	32	21	338	114,86	34%	70	36	1,94	10	36	0,28	58	36	1,61
	45	22	209	53,61	26%	36	32	1,13	9	32	0,28	45	32	1,41
	40	23	236	34,68	15%	25	39	0,64	33	39	0,85	53	39	1,36
	37	24	310	11,25	4%	9	32	0,28	50	32	1,56	55	32	1,72
	56	25	390	71,13	18%	48	57	0,84	60	57	1,05	84	57	1,47
	43	26	220	23,03	10%	15	38	0,39	16	38	0,42	68	38	1,79
	31	27	336	92,21	27%	44	32	1,38	48	32	1,50	50	32	1,56
	59	28	321	43,11	13%	30	58	0,52	41	58	0,71	73	58	1,26
	60	29	383	78,44	20%	48	79	0,61	25	79	0,32	95	79	1,20
PLAN REPETITION	21	30	302	18,33	6%	16	38	0,42	36	38	0,95	64	38	1,68
	20	31	402	99,45	25%	68	34	2,00	74	34	2,18	59	34	1,74
	12	32	164	50,38	31%	25	25	1,00	17	25	0,68	37	25	1,48
	2	33	245	30,5	12%	19	26	0,73	25	26	0,96	45	26	1,73
	11	34	354	79,48	22%	57	35	1,63	32	35	0,91	53	35	1,51
	72	35	240	65,92	27%	40	30	1,33	31	30	1,03	38	30	1,27
	81	36	378	133,76	35%	78	36	2,17	35	36	0,97	50	36	1,39
	75	37	350	97,9	28%	65	41	1,59	26	41	0,63	69	41	1,68
	70	38	227	37,94	17%	28	28	1,00	39	28	1,39	35	28	1,25
PFR	53	39	145	17,05	12%	10	29	0,34	20	29	0,69	46	29	1,59
	35	40	384	184,61	48%	81	35	2,31	41	35	1,17	52	35	1,49
	52	41	494	142,94	29%	88	38	2,32	81	38	2,13	64	38	1,68
	50	42	209	51,01	24%	31	34	0,91	18	34	0,53	45	34	1,32
	49	43	286	34,3	12%	26	35	0,74	47	35	1,34	55	35	1,57
	88	44	262	100,71	38%	48	21	2,29	29	21	1,38	28	21	1,33
	82	45	261	29,79	11%	25	31	0,81	55	31	1,77	46	31	1,48
	93	46	424	127,96	30%	75	36	2,08	45	36	1,25	52	36	1,44
	92	47	384	54,16	14%	41	55	0,75	31	55	0,56	61	55	1,11

				1ST PHASE							
				LEX DEN			**ACCURACY**				
GROUPS	PRÉ-TEST	Part .	Total lexical items	Total linguistic items	Percentage WLD %	nº mistakes	nº c-units	ERRORS/CUNIT	nº of error free clauses	total nº of clauses	% error free clauses
CONTROL	48	1	29	47	61,70%	13	21	0,62	16	27	59%
	26	2	66	109,5	60,27%	13	45	0,29	49	59	83%
	24	3	61	87	70,11%	31	33	0,94	26	53	49%
	34	4	22	41	53,66%	8	24	0,33	25	33	76%
	51	5	37	59,5	62,18%	32	27	1,19	22	50	44%
	87	6	38,5	59,5	64,71%	28	22	1,27	11	33	33%
	81	7	48	69	69,57%	13	24	0,54	26	36	72%
	89	8	57	86	66,28%	10	31	0,32	39	50	78%
	91	9	52	86,5	60,12%	49	47	1,04	32	72	44%
	62	10	54,5	82,5	66,06%	20	37	0,54	39	56	70%
	57	11	54,5	82,5	66,06%	37	34	1,09	20	46	43%
PLANNING	3	12	51	79	64,56%	7	34	0,21	38	44	86%
	4	13	31,5	62,5	50,40%	19	18	1,06	22	32	69%
	25	14	48,5	78	62,18%	17	43	0,40	43	57	75%
	23	15	40,5	66	61,36%	20	25	0,80	21	38	55%
	22	16	46,5	75,5	61,59%	26	42	0,62	36	54	67%
	14	17	44,5	79	56,33%	8	20	0,40	27	33	82%
	84	18	36	55	65,45%	11	16	0,69	13	22	59%
	66	19	24	50	48,00%	7	10	0,70	12	16	75%
	74	20	51	82,5	61,82%	32	30	1,07	33	56	59%
REPETITION	32	21	74,5	104,5	71,29%	31	36	0,86	37	58	64%
	45	22	55	72,5	75,86%	19	32	0,59	34	45	76%
	40	23	60,5	87,5	69,14%	9	39	0,23	45	53	85%
	37	24	64,5	88,5	72,88%	30	32	0,94	39	55	71%
	56	25	91	131	69,47%	23	57	0,40	64	84	76%
	43	26	70,5	101,5	69,46%	9	38	0,24	59	68	87%
	31	27	51,5	73,5	70,07%	13	32	0,41	38	50	76%
	59	28	63,5	91	69,78%	22	58	0,38	53	73	73%
	60	29	87	116	75,00%	16	79	0,20	81	95	85%
PLAN REPETITION	21	30	66	96	68,75%	9	38	0,24	55	64	86%
	20	31	63,5	105,5	60,19%	19	34	0,56	44	59	75%
	12	32	40	60	66,67%	10	25	0,40	28	37	76%
	2	33	73	99	73,74%	13	26	0,50	34	45	76%
	11	34	59,5	86,5	68,79%	13	35	0,37	42	53	79%
	72	35	38,5	59,5	64,71%	30	30	1,00	17	38	45%
	81	36	75,5	111	68,02%	34	36	0,94	25	50	50%
	75	37	60	91	65,93%	21	41	0,51	50	69	72%
	70	38	48	86	55,81%	13	28	0,46	23	35	66%
PFR	53	39	40	66	60,61%	6	29	0,21	40	46	87%
	35	40	51,5	85	60,59%	7	35	0,20	44	52	85%
	52	41	65,5	93	70,43%	19	38	0,50	50	64	78%
	50	42	74,5	117	63,68%	7	34	0,21	40	45	89%
	49	43	60	87,5	68,57%	11	35	0,31	45	55	82%
	88	44	42	60	70,00%	23	21	1,10	12	28	43%
	82	45	59	79,5	74,21%	17	31	0,55	34	46	74%
	93	46	76,5	104	73,56%	27	36	0,75	34	52	65%
	92	47	79	114	69,30%	30	55	0,55	32	61	52%

| GROUPS | PRÉ-TEST | Part. | 2ND PHASE FLUENCY | | | | | | | | | | | |
			nº of words	speech time (sec)	SPRATUN	nº of words without repetitions	speech time	SPRAPRUN	TOTAL TIME	SILENCE TIME	% TOTAL SILENCE Filled pauses	Number filled pauses	Number of Cunits	Total Unfilled pauses/Cunit
CONTROL	48	1												
	26	2												
	24	3												
	34	4												
	51	5												
	87	6												
	81	7												
	89	8												
	91	9												
	62	10												
	57	11												
PLANNING	3	12												
	4	13												
	25	14												
	23	15												
	22	16												
	14	17												
	84	18												
	66	19												
	74	20												
REPETITION	32	21	413	360	68,83	405	360	67,50	360	0,56	0%	1	41	0,02
	45	22	339	258	78,84	306	258	71,16	258	7,14	3%	13	36	0,36
	40	23	508	324	94,07	489	324	90,56	324	7,52	2%	13	54	0,24
	37	24	314	213	88,45	285	213	80,28	213	10,41	5%	19	27	0,70
	56	25	788	473	99,96	758	473	96,15	473	4,55	1%	8	73	0,11
	43	26	323	173	112,02	318	173	110,29	173	0,87	1%	1	30	0,03
	31	27	361	244	88,77	332	244	81,64	244	7,48	3%	10	30	0,33
	59	28	593	294	121,02	576	294	117,55	294	5,46	2%	10	49	0,20
	60	29	795	469	101,71	783	469	100,17	469	0,49	0%	1	93	0,01
PLAN REPETITION	21	30	458	260	105,69	426	260	98,31	260	9,38	4%	14	37	0,38
	20	31	326	314	62,29	294	314	56,18	314	19,14	6%	23	26	0,88
	12	32	362	255	85,18	355	255	83,53	255	2,82	1%	0	35	0,00
	2	33	575	359	96,10	571	359	95,43	359	8,92	2%	15	45	0,33
	11	34	513	400	76,95	494	400	74,10	400	10,75	3%	17	51	0,33
	72	35	254	214	71,21	231	214	64,77	214	13,51	6%	19	18	1,06
	81	36	412	354	69,83	388	354	65,76	354	7,79	2%	12	38	0,32
	75	37	357	247	86,72	347	247	84,29	247	9,52	4%	14	29	0,48
	70	38	300	230	78,26	281	230	73,30	230	12,6	5%	20	30	0,67
PFR	53	39	483	243	119,26	466	243	115,06	243	3,1	1%	5	42	0,12
	35	40	702	738	57,07	647	738	52,60	738	30,07	4%	49	64	0,77
	52	41	490	517	56,87	469	517	54,43	517	15,98	3%	23	43	0,53
	50	42	449	262	102,82	441	262	100,99	262	2,96	1%	6	42	0,14
	49	43	425	274	93,07	409	274	89,56	274	8,41	3%	11	37	0,30
	88	44	310	295	63,05	285	295	57,97	295	1,59	1%	3	26	0,12
	82	45	786	522	90,34	737	522	84,71	522	26,23	5%	37	49	0,76
	93	46	652	575	68,03	616	575	64,28	575	6,42	1%	8	44	0,18
	92	47	627	527	71,39	622	527	70,82	527	10,77	2%	15	49	0,31

GROUPS	PRÉ-TEST	Part.	TOTAL TIME	SILENCE TIME	% TOTAL SILENCE Unfilled pauses	Number unfilled pauses	Number of Cunits	Total Unfilled pauses/Cunit	Number of Self Repairs	Number of Cunits	Total Self Repairs / Cunits	nº clauses	nº c-units	CLAUSES/C-UNIT
CONTROL	48	1												
	26	2												
	24	3												
	34	4												
	51	5												
	87	6												
	81	7												
	89	8												
	91	9												
	62	10												
	57	11												
PLANNING	3	12												
	4	13												
	25	14												
	23	15												
	22	16												
	14	17												
	84	18												
	66	19												
	74	20												
REPETITION	32	21	360	105,09	29%	58	41	1,41	28	41	0,68	54	41	1,32
	45	22	258	36,34	14%	25	36	0,69	9	36	0,25	51	36	1,42
	40	23	324	57,62	18%	40	54	0,74	32	54	0,59	64	54	1,19
	37	24	213	18,05	8%	11	27	0,41	54	27	2,00	39	27	1,44
	56	25	473	101,88	22%	60	73	0,82	62	73	0,85	111	73	1,52
	43	26	173	28,39	16%	29	30	0,97	5	30	0,17	52	30	1,73
	31	27	244	54,82	22%	19	30	0,63	36	30	1,20	44	30	1,47
	59	28	294	5,06	2%	4	49	0,08	40	49	0,82	73	49	1,49
	60	29	469	95,29	20%	65	93	0,70	34	93	0,37	112	93	1,20
PLAN REPETITION	21	30	260	14,93	6%	12	37	0,32	32	37	0,86	61	37	1,65
	20	31	314	91,86	29%	56	26	2,15	40	26	1,54	44	26	1,69
	12	32	255	74,43	29%	48	35	1,37	25	35	0,71	46	35	1,31
	2	33	359	60,03	17%	40	45	0,89	14	45	0,31	73	45	1,62
	11	34	400	67,55	17%	51	51	1,00	46	51	0,90	73	51	1,43
	72	35	214	48,11	22%	34	18	1,89	38	18	2,11	24	18	1,33
	81	36	354	125,61	35%	67	38	1,76	25	38	0,66	50	38	1,32
	75	37	247	59,29	24%	37	29	1,28	27	29	0,93	52	29	1,79
	70	38	230	21,08	9%	17	30	0,57	43	30	1,43	40	30	1,33
PFR	53	39	243	31,84	13%	21	42	0,50	35	42	0,83	70	42	1,67
	35	40	738	330,88	45%	169	64	2,64	67	64	1,05	92	64	1,44
	52	41	517	175,46	34%	105	43	2,44	38	43	0,88	79	43	1,84
	50	42	262	51,81	20%	30	42	0,71	16	42	0,38	65	42	1,55
	49	43	274	54,78	20%	35	37	0,95	35	37	0,95	55	37	1,49
	88	44	295	118,08	40%	54	26	2,08	40	26	1,54	36	26	1,38
	82	45	522	79,36	15%	54	49	1,10	73	49	1,49	89	49	1,82
	93	46	575	231,78	40%	121	44	2,75	46	44	1,05	70	44	1,59
	92	47	527	179,4	34%	105	49	2,14	23	49	0,47	78	49	1,59

GROUPS	PRÉ-TEST	Part	Total lexical items	Total linguistic items	Percentage WLD %	nº mistakes	nº c-units	ERRORS/CUNIT	nº of error free clauses	total nº of clauses	% error free clauses
					2ND PHASE						
			LEX DEN			**ACCURACY**					
CONTROL	48	1									
	26	2									
	24	3									
	34	4									
	51	5									
	87	6									
	81	7									
	89	8									
	91	9									
	62	10									
	57	11									
PLANNING	3	12									
	4	13									
	25	14									
	23	15									
	22	16									
	14	17									
	84	18									
	66	19									
	74	20									
REPETITION	32	21	75	106	70,75%	28	41	0,68	35	54	65%
	45	22	66,5	97	68,56%	28	36	0,78	32	52	62%
	40	23	77,5	106,5	72,77%	7	54	0,13	59	65	91%
	37	24	44,5	68	65,44%	13	27	0,48	27	39	69%
	56	25	115,5	157,5	73,33%	24	73	0,33	91	111	82%
	43	26	54,5	86	63,37%	8	30	0,27	45	53	85%
	31	27	43	68,5	62,77%	14	30	0,47	31	44	70%
	59	28	68,5	102,5	66,83%	29	49	0,59	51	73	70%
	60	29	96	133,5	71,91%	27	93	0,29	90	112	80%
PLAN REPETITION	21	30	49,5	74	66,89%	8	37	0,22	52	61	85%
	20	31	50	77	64,94%	13	26	0,50	31	44	70%
	12	32	54	81	66,67%	17	35	0,49	33	46	72%
	2	33	104	133,5	77,90%	28	45	0,62	50	73	68%
	11	34	67	99	67,68%	5	51	0,10	68	73	93%
	72	35	30	42	71,43%	14	18	0,78	12	24	50%
	81	36	64,5	93	69,35%	22	38	0,58	33	50	66%
	75	37	57	83	68,67%	18	29	0,62	38	52	73%
	70	38	42	63	66,67%	23	30	0,77	22	40	55%
PFR	53	39	82	108,5	75,58%	1	42	0,02	69	70	99%
	35	40	87	121	71,90%	11	64	0,17	82	92	89%
	52	41	77,5	104,5	74,16%	11	43	0,26	70	79	89%
	50	42	66,5	96,5	68,91%	9	42	0,21	57	65	88%
	49	43	63	100,5	62,69%	11	37	0,30	46	55	84%
	88	44	44,5	65,5	67,94%	18	26	0,69	23	36	64%
	82	45	104	140	74,29%	8	49	0,16	81	89	91%
	93	46	82	119	68,91%	26	44	0,59	48	70	69%
	92	47	78,5	121	64,88%	12	49	0,24	66	78	85%

Appendix W
Scatterplots

Scatter-plots (Correlation analysis 1st-2nd phase)
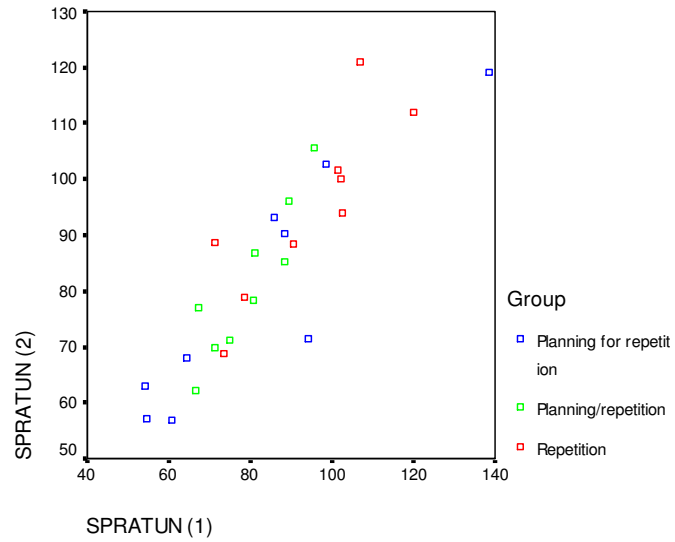
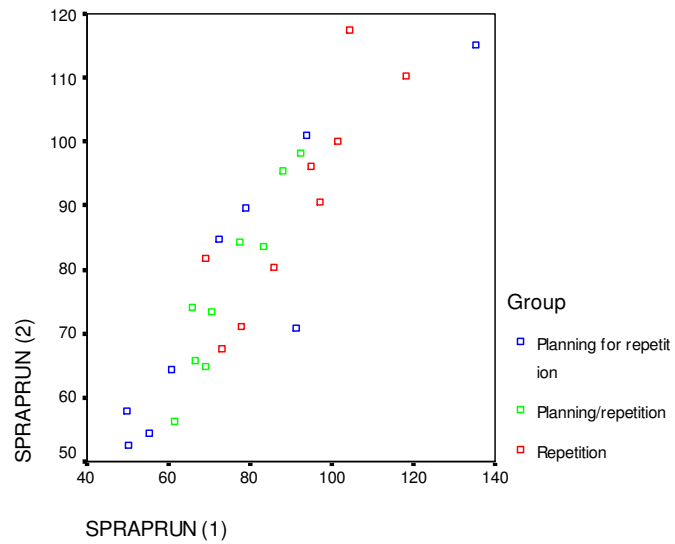Figure W.1. Spratun

Figure W.2. Spraprun
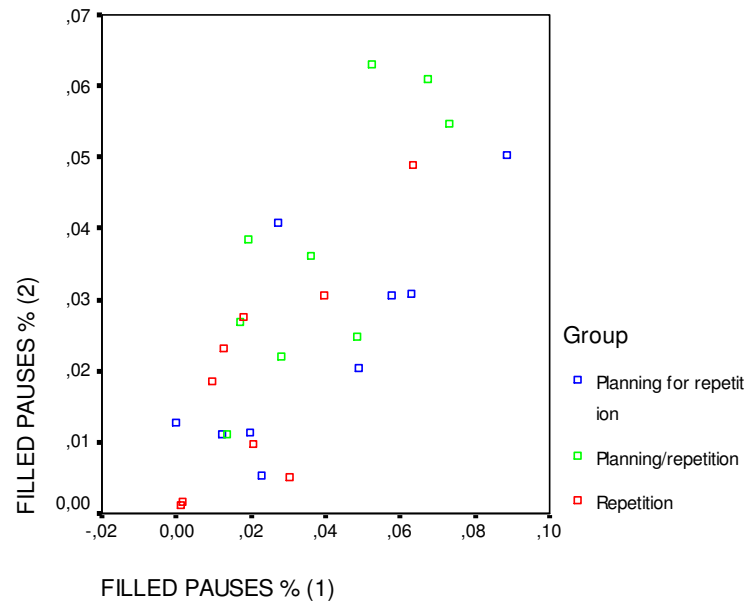
Figure W.3. Filled pauses %
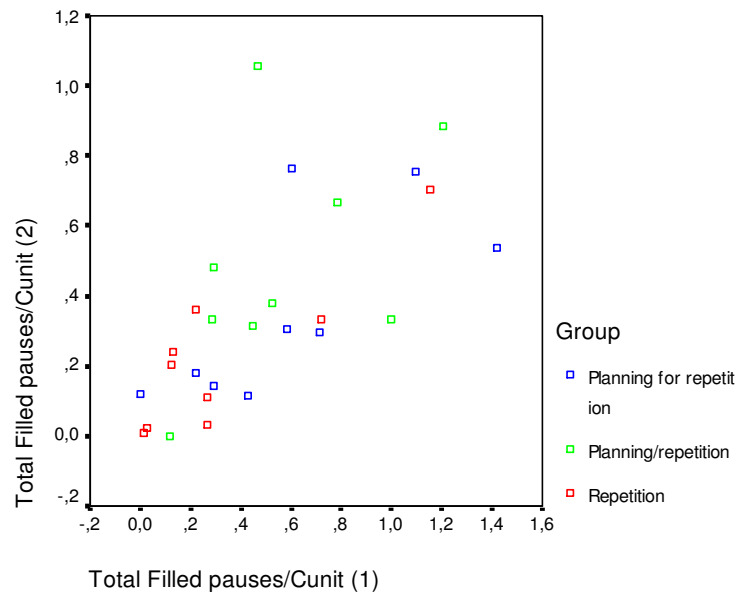

Figure W.4. Total filled pauses/cunit
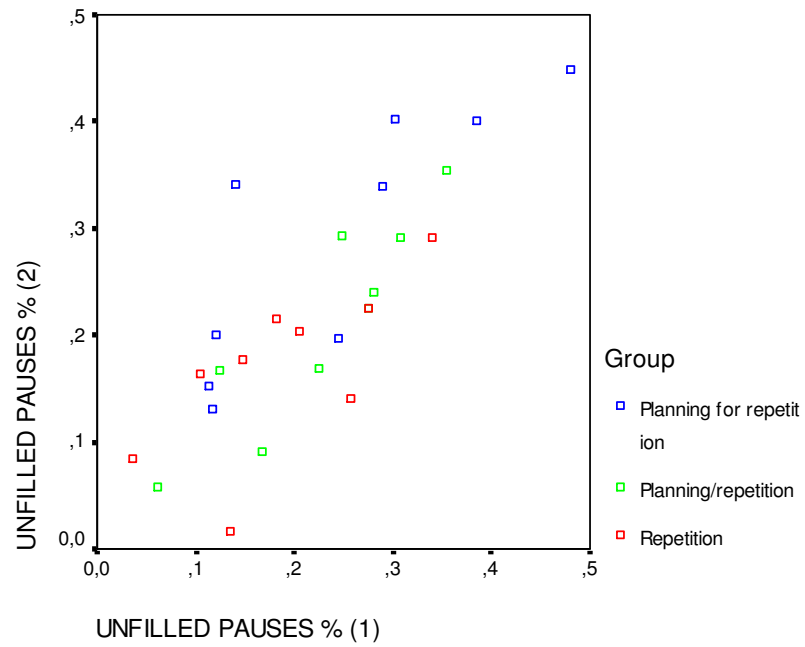
Figure W.5. Unfilled pauses %
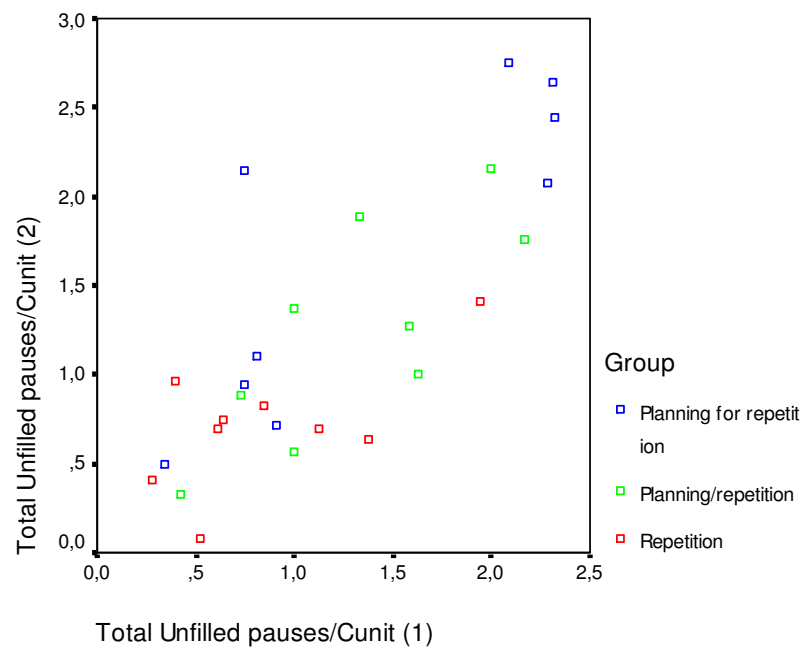

Figure W.6. Total unfilled pauses/cunit

Figure W.7. Total self repairs /cunits

Figure W.8. Clauses/c-unit
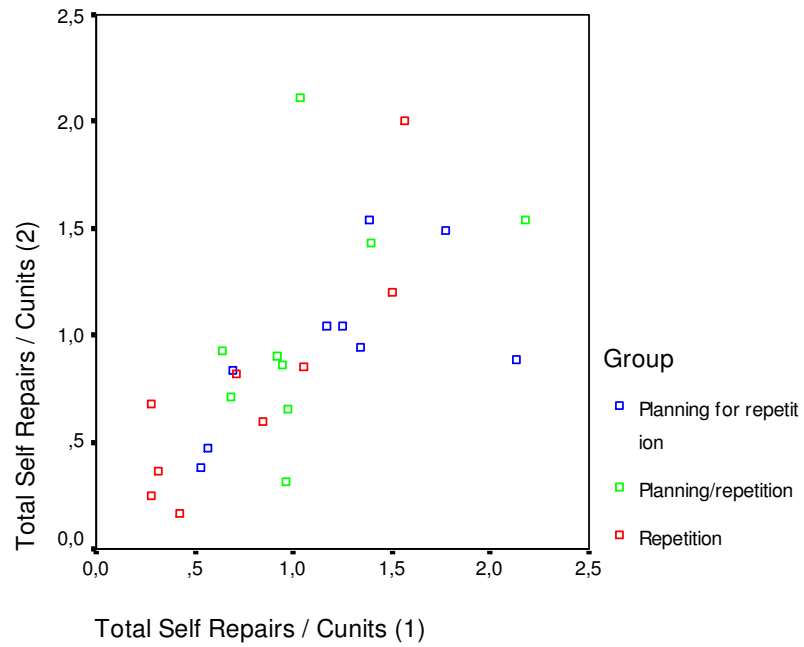
Figure W.9. Percentage WLD %
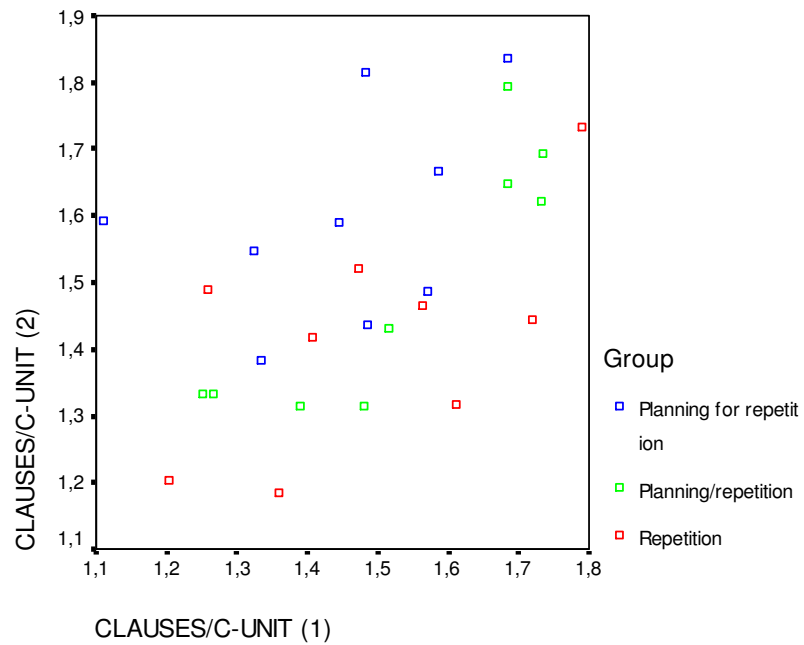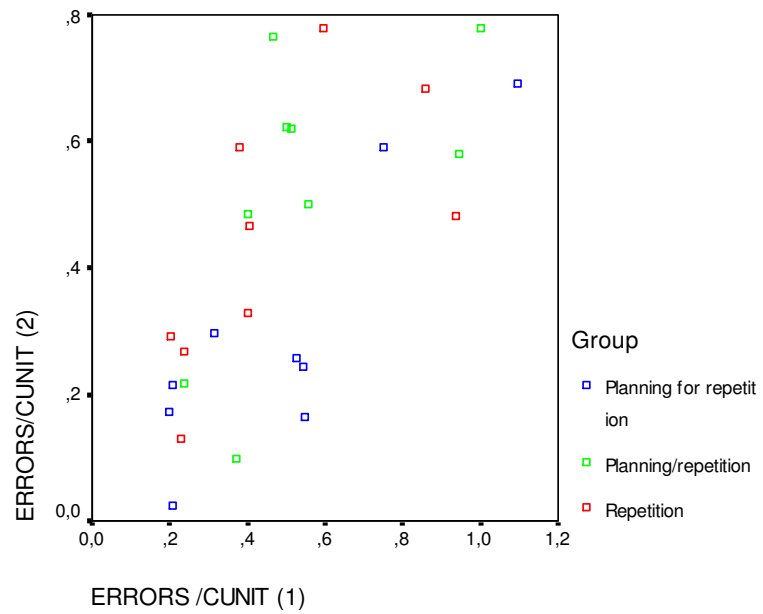

Figure W.10. Error/cunit

Figure W.11. % error free clauses

Appendix X
Learners' focus of attention while performing

Table X.1

Aspects considered in performance – 1st trial					
GROUPS	Being clear	Not making mistakes (focus on grammar/ vocabulary	Being fluent	Pronunciation	Telling the stories with details/ coherently
Control	P3, P5, P6, P10	P1, P2, P4, P5, P8, P9			P2, P7, P8
Planning	P16, P17, P18, P20	P12, P15, P16, P19	P14		P17, P18
Repetition	P22, P24, P25, P27, P28	P23, P24, P25, P27, P28, P29, P21	P22, P29, P24		P25
Planning and repetition	P32, P30, P34, P37, P38	P31, P32, P34, P37, P38, P33	P31, P32, P34	P34	
Planning for repetition	P40, P41, P42, P43	P39, P41, P42, P46	P39, P40, P44, P45, P46		
%	44,68	55,31	25,53	2,12	12,76

Table X.2

Aspects considered in performance – 2ndt trial					
GROUPS	Being clear	Not making mistakes (focus on grammar/ vocabulary	Being fluent	Pronunciation	Telling the stories with details/ coherently
Repetition	P22, P24, P25, P27, P28	P23, P24, P25, P27, P28, P29	P22, P29, P24		P25
Planning and repetition	P30, P34, P31, P36	P30, P31, P32, P34, P33, P35	P33		
Planning for repetition	P39, P41, P42	P39, P40, P41, P44, P45, P46, P47	P39, P41, P44, P45, P46		P43
%	44,44	59,25	33,33		7,40

Appendix Y
Learners' perspectives on planning
(18 learners first trial (PG/PPRG/ 9 learners second trial (PFRG) = 27 learners)

	Perceived Impact				Nature of the impact			Problems faced on-line						
	It did not help	Does not know	It was positive	Positive but limited effect	Organization of events	Selection of words / grammar	Decreased anxiety	Retrieval of words	Implementation of pre-planned ideas	Retrieval of events	Abandonment of pre-planned ideas	Extrapolation of planned ideas/ Improvisitation	More time to plan	Lack of concentration
PARTICIPANTS	P 47	P35	P12, P13, P14, P15, P17, P18, P30, P31, P32, P33, P34, P36, P37, P38, P39, P40, P41, P42, P42, P43, P44, P45, P46	P16, P19, P20	P12, P13, P14, P15, P18, P31, P33, P34, P36, P39, P43, P44, P45	P13, P14, P15, P17, P19, P20, P31, P33, P34, P35, P37, P38, P39, P40, P42, P43, P45	P46	P12, P16, P17, P31, P32, P38, P42	P20, P19, P35, P36, P37, P47	P39, P42	P37	P15, P34	P41, P37	P41, P45
%	3,70	3,70	85,18	11,11	48,14	62,96	3,70	25,92	22,22	7,40	3,70	7,40	7,40	7,40

Appendix Z
Learners' perspectives on the impact of different performance conditions

PARTICIPANT	PLANNING	REPETITION	INSTRUCTIONAL SESSIONS	ACTIVITIES MOST PROFITABLE WITHIN THE INSTRUCTIONAL SESSIONS
P39	Planning helped	Repetition also helped	The instructional session helped him most	Specially the awareness raising session in which he listened to his own performance detecting possible problems and mistakes and notice whether he was clear and fluent enough
P40	Planning helped to remember the whole story and keep it in her mind.	In Repeating she already knew what she was going to say but she was also able to improvise a bit	Helped a lot.	The awareness raising session, because she had opportunities to realize and work with the mistakes she made and the activity dealing with variety of lexicon – she was able to increase the vocabulary she needed to do the task
P41	Planning helped	For him repetition helped most because he remembered the sentences and structures that he had used on the first trial	The instructional session was really profitable.	The session that dealt with variety of lexicon helped him in improving the vocabulary needed to do the task and the session that dealt with communicative gambits helped him to deal with gambits on line
P42			The instructional session impacted the most	In the awareness raising session she was able to know the mistakes she made and correct them and in the session that dealt with variety of lexicon she also to get to know a variety of words she could use for characterizing the characters and the events
P43	Planning also helped a lot in order to organize the ideas before telling the story		Helped the most	The awareness raising session was really profitable, and also the session that dealt with vocabulary
P44	Planning helped to think of the context of the story. Writing down key words was also profitable and also to organize all the events that had happened.		Is not sure about that	
P45			The instructional session helped to tell the story better and the first trial help him to have experience in telling the story	In the instructional phase the activity that helped most was lexical variety. He had plenty of words to characterize all objects and characters of the story
P46	The planning phase really helped him. It was good to have a time to prepare himself		Besides the information given in the instructional phase the English classes also helped	The instructional phase was really important. He had plenty of time to prepare himself for this second trial
P47			The instructional phase helped him most. It was really important to solve problems he had in relation to grammar and vocabulary	The awareness raising session helped him solve some vocabulary and grammar problems

Appendix AA
Table AA.1 - Overall answers - personal assessment - strategic planning *for* repetition group

			PARTICIPANTS									TOTAL
			39	40	41	42	43	44	45	46	47	%
DISCOURSE LEVEL	Sequence of events	Well arranged	x						x		x	33
		Reasonably arranged		x	x	x	x	x		x		66
		Not properly arranged										0
	Narration of events	The majority of the events were mentioned	x		x						x	33
		Only the most important events were mentioned		x		x	x	x	x	x		66
		You've forgotten to include important events in your story										0
		You over repeat some of the events that had happened										0
	Clarity of message conveyance	Your story is clear	x			x	x					33
		Your story is not sufficiently clear			x			x	x	x		44
		Your story is unclear		x							x	22
FLUENCY	Use of pauses	Filled and unfilled pauses generally occur at clause boundaries	x									11
		Reasonable use of filled and unfilled pauses within clause constituents				x			x		x	33
		Too much use of filled and unfilled pauses within clause constituents		x	x		x	x		x		55
	Use of repetitions/hesitations	Repetitions/hesitations rarely occur										0
		Repetitions occur for 'emphatic' purposes						x				11
		Reasonable occurrence of repetitions/hesitations	x			x			x		x	44
		Too much occurrence of repetitions/hesitations		x	x		x			x		44
	Pronunciation	Words are rarely mispronounced	x	x		x			x		x	55
		Words are generally mispronounced						x				11
		Mispronounced words do not hamper communication			x		x			x		33
		Mispronounced words do hamper communication										0

Table AA.2 - Overall answers - personal assessment- strategic planning *for* repetition group

			PARTICIPANTS									TOTAL %
			39	40	41	42	43	44	45	46	47	%
COMPLEXITY	At the clause level	A great use of simple sentences		x			x					22
		Few attempts to use coordination and subordination			x			x		x	x	44
		Some attempts to use coordination and subordination	x			x			x			33
	Use of verb tenses	Reasonable use of complex forms such as passives, modals, present/past perfect	x			x						22
		Simple forms generally used		x	x		x	x	x	x	x	77
		Did not attempt to use complex verb forms at all										0
	Use of lexical items	Attempted to use a variety of words to convey the intended meaning	x		x			x	x		x	55
		Generally did not attempt to use a variety of words to convey intended meaning		x		x	x			x		44
ACCURACY	Lexical choices	There are hardly any mistakes in relation to your lexical choices							x			11
		There are some mistakes in relation to your lexical choices	x	x	x		x	x				55
		There are lots of mistakes in relation to your lexical choices									x	11
		Despite the fact you make some lexical mistakes you are successful at conveying your intended meaning				x				x		22
	Grammatical choices	There are hardly any mistakes in relation to your grammatical choices				x			x			22
		There are some mistakes in relation to your grammatical choices	x		x		x	x			x	55
		There are lots of mistakes in relation to your grammatical choices		x								11
		Despite the fact you make some grammatical mistakes you are successful at conveying your intended meaning								x		11
	Sentence formation	Ill formed sentences are hardly present in your speech sample					x					11
		There is a presence of some ill-formed sentences	x		x	x		x	x		x	66
		There is a presence of many ill-formed sentences		x								11
		Despite the fact that some sentences are ill-formed they do convey intended meanings	x	x	x	x		x	x	x	x	88

Appendix BB
Analyses speech samples - complexity and accuracy

CONTROL GROUP
PARTICIPANT 11
Mistakes: 35
Lexical: a suffer to this love/ a slave of this love - boat/car - boat/car – followed/felt trying/ joins
Grammar: this story/ the story - begin/ begins – these/ their – lifes/lives - remember/ remembers – falling/ fell falling in love to/ fell in love with - this/ that – he pushing her/ he was pushing her - spend/ spending - cats/ cat - cats/ cat - more rich/richer - falled/ fell - falled in love **to**/ fell in love **with** - pleased/ please - don't pleased/didn't please - falled in love to/ in love with - falled in love **to**/ in love **with -** don't work/ doesn't work - ride/ riding - a kisses/ kisses - to/in - there was wrote/ it was written - the jerry/ jerry – sadness of both/ their sadness – falled/ fell
Ill formed sentences (word order) to happen in these lifes/ that happened in their lives - something to come tom more happy /something to make tom happier
and read just married behind the cat/ and at the back of the car was written just married
Number of clauses 46
Number of c-units 34

{Ahm(0.28) **this** story ahm I saw}{ it was about (1.21) Tom and Jerry a famous cartoon (0.59) and very old (1.96) }
1 independent clause
1 dependent finite clause
2 clauses – 1 c-unit
{Ahm(0.84) (1.81) Jerry ahm(0.97) (1.32) was(.)   ahm(0.72) under the (1.74) the **pont** (0.61) No! (1.01) Sorry (0.72) }
Ahm(0.60) The cat was under/ (1.85) it was A (2.76) Sorry (1.76) (laughs)
{The cat was so sad and ahm(0.70) (1.54) }}{ the / the /Jerry (0.92) was only looking (0.42) / looking (1.50) to the cat (0.64) }
2 independent clauses
2 clauses – 2 c-units
{And ahm(0.99) **begin** to remember the facts (0.97) {that ahm(0.84) (1.67) ahm(0.97) (2.03) / beginning/ to happen in these **lifes** (2.09) }
1 independent clause
1 dependent finite clause
2 clauses – 1 c-unit
{Ahm(0.84) and Jerry **remember** (1.19) ahm(0.61) { that ahm(0.92) Tom was very (1.52) ahm(0.38) very happy with him (0.53) }{ when they are (1.27) ahm(1.02) (2.45)   / they are (1.06) drinking (0.66) a juice together (1.32) ahm(0.66) in a time (0.95) in your/ in their life (1.32) / lives (1.54) }
1 independent clause
1 dependent finite clause
1 dependent finite clause
3 clauses – 1 c-unit
{Ahm(0.66) when ().87) Tom (1.01) ahm(0.53) (0.34) saw a/ a female (0.96)   cat (0.46) }{ and **falling** in love (0.77) **to** her (2.09)}
1 dependent finite clause

1 independent clause

2 clauses – 1 c-unit

{Ahm(1.21) (0.59) until that time (1.25) ahm(1.03) they are (0.55) very happy (1.35) }{in **this** moment when (0.40) Tom (1.17) saw (0.79) a female cat (0.30) {he became (0.32) a/ a lover (0.97) }{ and followed this (0.90) female (1.45) ahm(1.12) and (0.40) become/ became a (.) (1.23) / became a **suffer to this love** (1.70) }

1 independent clause

1 dependent finite clause

1 independent clause

1 independent clause

4 clauses – 3 c-units

{Ahm(1.01) in the beginning (2.09) she (1.14) / she was ahm(1.50) (2.73) / she was ahm(1.48) (1.30) ahm(1.03) (1.61) in the park with him (1.21) }{and he (1.45) / he ✓pushing her in the swing}{ and **spend** a time with her (1.12)}

3 independent clauses

3 clauses – 3 c-units

{But ahm(0.86) she (.) (1.72) / she (.) (0.77) / she knew another **cats** a macho **cats** and **more rich** }{and (0.75) **falled** (0.79) in love **to** him (1.98) { because { I think (0.61) }{he was very rich {than (1.52) ahm(0.95) (0.84) / than Tom (1.03) / richer than Tom }(1.59)

1 independent clause

1 independent clause

1 dependent finite clause

1 independent clause

1 dependent finite clause

5 clauses – 3 c-units

{And Tom ahm(1.01) became very sad (0.97) }{and very sick too (1.39) }

2 independent clauses

2 clauses – 2 c-units

{They tried to(.) please/ **pleased** (0.97) her with a perfu/ a perfume with a car (0.90) ahm(1.01) with a(.) ring (1.54) with a *big big* stone}{ but (2.05) those things ahm(0.61) (1.85) don't **pleased** her (0.44) the female cat (1.52)}

2 independent clauses

2 clauses – 2 c-units

{He/ she (0.98) / she ahm(0.72) (0.75) was (0.84) **falled** (2.07) in love **to** the other cat (2.27)}

1 independent clause

1 clause – 1 c-unit

{And the (.) with this/ (1.76) with this case/ with this (1.23) this ahm(0.72) (1.90) ahm(0.82) (0.66) situation (1.01) Tom ahm(0.88) (0.92) became sad (1.63) cat (2.07)}{And Jerry ahm(0.68) was trying (1.45) to(.)/ to comfort (0.90) ahm(0.57) Tom}{ to say (0.55) something{ to/ to (0.97) ahm(0.79) (1.08) came Tom/ Tom **more** happy (1.30)}}

3 independent clause

1 dependent non finite clause

4 CLAUSES – 3 C-UNITS

{Uhm(0.75) (0.55) don't work this/ this thing **don't** work (1.88) }

1 independent clause

1 clause – 1 c-unit

{Ahm(1.22) (1.31) 0ne day (1.06) ahm(0.44) Tom saw (1.01) ahm(0.76) (1.24) his love (1.83)   with a (.) macho cat (1.52) ahm(1.30) (1.03){ **ride** a big/ big boat **/boat** (0.50)   and ahm(0.56)/ the (2.12)}{ and **read (0.58)   'Just married (0.84) behind (0.57) the boat (1.94) }**

1 independent clause
1 dependent non finite clause
1 independent clause
3 clauses – 2 c-units

{SS/ he he **followed** (1.56) ahm(0.95) (1.10) more and more sad (1.92) }
1 independent clause
1 clause – 1 c-unit

{Jerry ahm(0.64)   when Jerry saw this (1.78) / this thing (1.59) he (2.25)   / {he ahm(1.12) (1.81) gave **a** kisses **to** (1.83)   a photo with a (.) female rat / female rat/ a female mouse (1.56) }
1 dependent finite clause
1 independent clause
2 clauses – 1 c-unit

{But in this (1.01) moment (0.72) the same (0.58) / the same way happened (1.32) to/ to him (1.88) }{Ahm(0.51) his female passed with another <u>rat</u> (0.72) }{and behind (1.06) the car (1.43) **there was wrote** 'Just married" (0.81)}
3 independent clauses
3 clauses – 3 c-units

{And he (1.78) and the Jerry (0.55) **trying** with (1.52)/ with Tom (2.07)   ahm(0.53) with sadness (1.81) }
1 independent clause
1 clause – 1 c-unit

{Sadness (1.85)   of both (1.21) was terrible }{because (0.92) they fall in love to the wrong females/ (1.65) **falled** in love with the wrong females (0.88) }
1 independent clause
1 dependent finite clause
2 clauses – 1 c-unit

{And that's it the story (0.37) / the end of the story }
1 independent clause
1 clause – 1 c-unit

STRATEGIC PLANNING GROUP
PARTICIPANT 13

Mistakes: 20
Lexical: dog/mouse – follow/compete with - in opposite/ his enemy
Grammar: - with a cat/ about a cat – happen/happens - happen in/ happens – lovers/love - buys/ he buys - try/tries – try buy/ tries to buy - biggest/ bigger – had give/ had given – happen/happens – correspond/corresponded - in nowadays/ nowadays – cannot do it/ cannot – in nowadays/nowadays
Ill formed sentences (word order) are not on the / on the way   to keep the same thing like the others/ you cannot do the things that others do - was not correspond with the female part / the female cat was not in love as the male cat was
Number of clauses 33
Number of c-units 18

{Ahm(0.79) (1.07) I'll tell the(.)/ the story {about what happened in the cartoon (1.21)}

1 independent clause

1 dependent finite clause

2 clauses – 1 c-unit

{It's a(.)   story (0.42) { which was (0.64) ahm(0.49) (0.57) telll us (1.16) **with** a (0.63) /a cat (0.74) and a **dog** (1.03)}}

1 independent clause

1 dependent finite clause

2 clauses – 1 c-unit

{And that's a story (0.60) Ahm(0.56) that's a story / that's a story}{ which **happen** (0.84) **in** nowadays (1.03) }

1 independent clause

1 dependent finite clause

2 clauses – 1 c-unit

{ It can happen perfectly (0.69)}

1 independent clause

1 clause – 1 c-unit

{Ahm(0.69) (0.68) a/ a love story (0.55) ahm(0.47) where the (0.92) / the (1.69) / the(.) (0.38) / one of the parts one of the **lover** (0.66) cannot **follow** the (0.52) / the enemy /like the (0.81) /the other one {who wants to/ to love the same person / person the same cat   wherever (1.0)}

1 independent clause

1 dependent finite clause

2 clauses – 1 c-unit

{So   (0.53) this tells us about{ (1.86) uhm(0.73) (0.71) what happened }{ (0.56) if you/ you are not on the (0.63) / on the   way (0.66) { to keep the same thing like the others (0.97)}

1 independent clause

1 dependent finite clause

1 dependent finite clause

1 dependent non finite clause

4 clauses – 1 c-unit

{Ahm(0.60) (1.16) ahm(0.53) so the story tells us}{ what happened (0.60) like (0.60)}

1 dependent finite clause

1 independent clause

2 clauses – 1 c-unit

{First of all (0.90) ahm(0.69) (1.41) ahm (0.52) **the cat was not correspond with the (0.69)/ with the / the female part (0.53) }**

{so (1.20) he tries to (.) get something {like buying}}

1 independent clause

1 independent clause

1 dependent non finite clause

3 clauses – 2 c-units

{✓ Buy/ Buys some flowers some gifts (1.10) and ahm(0.66) (0.52)}

{ Every time he buys something(0.65) }{ ahm (0.52) ahm(0.28) the/ the other cat like (0.39) the (0.91) that one (0.91) {who was **in opposite** (1.49) ahm(0.58) (0.45) **try/** }}{✓buy something more biggest /**biggest** {than the other one} { like he had (0.76) **give** to the (0.94) lady to the female (1.52)}

1 independent clause

1 dependent finite clause

1 dependent finite clause
1 independent clause
1 dependent finite clause
1 dependent finite clause
6 clauses – 2 c-units
{So(.)   the cat he get/ he gets out of control (0.68) at the end (0.40) }
{It was so sad (0.46)}
{He tried to / to kill himself (0.34) / itself}{   to commit suicide (1.88) }{ because he was not **correspond** so }
1 independent clause
1 independent clause
1 dependent finite clause
3 clauses – 2 c-units
{So That's (0.55)/ that's what **happen** (0.63) all the time in / **in** nowadays (0.73)}
{Ahm(0.61) (1.18) we try to live (0.99) in a way{ you cannot **do it** (1.05)}
1 independent clause
1 independent clause
1 dependent finite clause
3 clauses – 2 c-units
{Money (0.35) is / is everything (0.52) **in** nowadays}
{Money can buy (0.84)   everything even a/(0.38)   a / (0.73) a sentimental moment with somebody else (1.96) }
{That's it}
3 independent clauses
3 clauses – 3 c-units

REPETITION GROUP
PARTICIPANT 22
1ST TRIAL
Mistakes: 17
Lexical: saves/ savings
Grammar: at a garden/in a garden - swallow/ swallows - to/ through - he swallow/ he is swallowed - swallow/swallowed - he find/ he finds - spend/ spends - pay attention/pays attention - pay attention on/ pay attention for - the very end/ at the very end   - find/ finds - to honeymoon/ to their honeymoon - to the bridge/at the bridge - go/goes - sit/sits - cry/cries
Ill formed sentences (word order)
Number of clauses: 44
Number of c-units: 31

{This is a cartoon (0.41) ahm(0.43) about Tom and Jerry (0.93) }{A very famous cartoon (1.05)}
2 independent clauses
2 clauses – 2c-units
{Tom is up on a bridge (0.85){ crying (0.92)}{ and Jerry is watching him (2.22) }
{Suddenly (0.45) Jerry (0.53) starts to remember why (0.86) /Jerry starts to remember {why Tom is (0.72) crying}}
1 independent clause
1 dependent non finite clause
1 independent clause

1 independent clause
1 dependent finite clause
5 clauses – 3 c-units
{A flash back comes (0.76) }{ and ahm(0.49) (0.40) the two of them are ahm(0.50) s/sitting (1.01) **at** a garden}{ (0.70) drinking juice probably }} (1.09) ahm(0.90) (2.05)
{S/Suddenly Tom swallow /almost **swallow** Jerry (0.82) **to** the (.) (1.13) straw (1.13)}{ but (2.20) Tom saves Jerry (0.92){ before he ✓**swallow** (1.37) uhm(0.78) (0.53) uhm(0.37) (1.47) ahm(0.27) (0.54)}
1 independent clause
1 independent clause
1 dependent non finite clause
1 independent clause
1 independent clause
1 dependent non finite clause
6 clauses – 4 c-units
{A cat girl (0.68) { (I don't know)} a female cat appears (1.08) on the sidewalk (1.37)}{
Tom (0.96) falls in love (0.59) with the (0.70) female cat (0.65) }{ and starts to (1.58) follow her (2.03) }
4 independent clauses
4 clause – 4 c-units
{Then he **find** out {that she (.) (0.90) has another (1.58) valentine (0.72) something like }{and this one is richer than Tom (0.72) }
1 independent clause
1 dependent finite clause
1 independent clause
3 clauses – 2 c-units
{Tom (2.47) **spend** (0.70) all his **saves** (0.54) {to buy rings (0.50) and cars (0.40) to her (0.53)}{ but (0.59) the (0.28) other cat (0.90) the other male cat is richer and (.) }{(1.23)   always buy/buys (0.55)   something (0.55)   bigger (0.57)   moor/ more expensive (0.57) and stuff like that (2.40)}
1 independent clause
1 dependent non finite clause
1 independent clause
1 independent clause
4 clauses – 3 c-units
{Jerry (1.54) is always around {trying to stop Tom (0.51)}}{ but he is (1.40) in love (0.61) }{and he never pay/ never **pay** attention (0.56) **on** Jerry (1.66)}
1 independent clause
1 dependent non finite clause
1 independent clause
3 clauses – 2 c units
{And(.)✓the very end (1.10) Tom (0.30) **find** out {that (1.19) the female cat and the male cat (1.58) just get married (1.93) }{ and went (0.78) to✓ honeymoon (0.84)}{ and (0.65) he is alone (0.82)}{ and then he/they are /Tom and Jerry are back **to** the bridge (0.94) { crying (0.88) }}
1 independent clause
1 dependent finite clause
1 dependent finite clause

1 independent clause
1 independent clause
1 dependent non finite clause
6 clauses – 3 c-units
{Jerry (1.95) saves Tom (1.11) { from (.) (0.67) drowning (1.42)}{ and (1.42) at the same time (0.76) Jerry is (1.05) almost happy or (0.43) something like (0.47)}{ because he is in love }{and he thinks {that (1.23) his (1.00) supposed girlfriend (2.45) is with him (0.65) }
1 independent clause
1 dependent non finite clause
1 independent clause
1 dependent finite clause
1 independent clause
1 dependent finite clause
6 clauses – 3 c-units
{But then the/ his girlfriend (1.95) appears with another male (0.84) rat (1.19)}{ and they   are   just   married   too   (0.86)   }
2 independent clause
2 clauses – 2 c-units
(And then Jerry (1.93) **go** down with (0.82) Tom }{**sit** }{and **cry** (0.59)}
{And then the cartoon (1.00) ends}
3 independent clause
3 clauses – 3 c-units

PARTICIPANT 22
SECOND TRIAL
Mistakes: 23
Lexical: other/ another - a awful/ an awful - he/ she - her/him
Grammar: is reminding from/ remembers - swallow/ swallows - swallows/ swallowing – start/ starts stats to buying/starts buying - spend/spends -0 appear/appears – buy/buys - make/ makes - starts to getting/ starts getting – buy/ buys - buy/buys – buy/ buys - pick/picks - marry/ marries - remembers - concerned about/ concerned with - love/ loves - sit/ sits
Ill formed sentences (word order):
Number of clauses: 52
Number of c-units: 36

{This cartoon
Tom and Jerry (0.67) }
1 independent clause
1 clause – 1 c-unit
{Ahm(0.74)   Jerry is (.) sit over the bridge {watching Tom}{ that is down upset (0.87)}{ ahm(0.28) and crying}
1 independent clause
1 dependent non finite clause
1 dependent finite clause
1 dependent non finite clause
4 clauses – 1 c-unit
[And Jerry is watching him with (0.28) pity (1.09)]
Tom (0.61) / Suddenly Tom/ ahm(0.42) { a flashback comes (1.17) }

{Tom ahm(0.62) **is reminding (0.75) from** (.) a situation {that (0.84) happened to him (1.64) }

2 independent clauses

1 independent clause

1 dependent finite clause

4 clauses – 3 c-units

{He (.) was at the   backyard with (0.74)   Jerry {drinking a juice (0.57) ahm(0.72) (0.28) }

1 independent clause

1 dependent non finite clause

2 clauses – 1 c-unit

{He (.) almost **swallow** Jerry (1.37) ahm(0.41) }{ but saves his life (0.52) {before (0.61)   actually **swallows** him}

2 independent clause

1 dependent finite clause

3 clauses – 2 c-units

{Ahm(0.69) (0.49) he was drinking juice (0.43) with (0.83) Jerry (0.67)}{ and (.) he sees   a(.)   female   cat   {walking   on   the   (0.74)   side   walk}

1 independent clause

1 independent clause

1 dependent non finite clause

3 clauses – 2 c-units

{He (1.49) falls in love with this female cat (0.89) }{ and starts to(.) follow her (0.72) / her everywhere}

2 independent clauses

2 clauses – 2 c-units

{And **start to buying** presents }{and (1.61)   **spend** lots of money (0.49) ahm(0.66) (0.28) {giving her gifts (0.66) ahm(0.27) expensive gifts (0.77) like cars ahm(0.85) jewels (0.48) and (1.98)   things {that female like (0.64)   ahm(0.63) (0.70) }{ but ahm(0.28) In the middle of this (0.56) situation (0.48) ahm(0.57) (0.57) **other** (0.36) male cat **appear {** named Butch (1.03)}}

1 independent clause

1 independent clause

1 dependent non finite clause

1 dependent finite clause

1 independent clause

1 dependent non finite clause

6 clauses – 3 c-units

{This Butch cat is richer {than Tom (0.44)}

1 independent clause

1 dependent finite clause

2 clauses – 1 c-unit

{And (0.53) at the same time (0.75) Tom starts to buy things to this female cat}{ Butch **buy** something bigger or (0.47) more expensive (0.57)}{ and(.) this competition (0.95) **make** (0.53) Tom (0.84) tired and poor and sad and upset (1.07) }

1 dependent finite clause

1 independent clause

1 independent clause

3 clauses – 2 c-units

{And this (.) supposed (1.88) contest (1.90) starts **to (.) getting** worse (1.39)}

1 independent clause

{One day when Tom **buy** her a car (0.63)}{ he(.) (0.60) spends all his savings (0.78) }{and (.) (0.62) **buy** a (1.86) <u>horrible</u> car (0.78) }

1 dependent non finite clause

1 independent clause

1 independent clause

3 clauses – 2 c-units

{And the other cat Butch (0.49) **buy** a beautiful and large and new car (1.76)}

1 independent clause

1 clause – 1 c-unit

{The female cat **pick** (1.09) Butch}{ and **marry** him (0.57) }

2 independent clause

2 clauses – 2 c-units

{ And Tom (1.28)   starts (1.43) **a** (1.44) awful depression }{and he is *really really* upset (1.02) }

2 INDEPENDENT CLAUSES

2 CLAUSES – 2 C-UNITS

{And then they're back to(.) this bridge (1.09) the same bridge at the/ the (0.79) beginning of the cartoon (0.72)}

1 INDEPENDENT CLAUSE

1 CLAUSE – 1 C-UNIT

{And Jerry is sorry for him (0.58) }

{But(.) he remember/**remember}{** he has (1.22) his (1.71) his personal (3.03) love}

1 independent clause

1 dependent finite clause

2 clauses – 1 c-unit

{He has a (0.59) female mouse (0.62){ that he is in love with (1.29)}

{And(.) he (0.89) /he is not concerned **about** her (0.69) {because **he love her** (0.89) Jerry}

1 independent clause

1 dependent finite clause

1 independent clause

1 dependent finite clause

4 clauses – 2 c-units

{And suddenly Jerry looks down}{ and sees this/ this (1.14)   female mouse (1.29) in a car with another male mouse (0.69) }{and they are just married}

3 independent clauses

3 clauses – 3 c-units

{So(.) he (0.42) gets on depression (1.40) too (0.57) }{ and (.) (0.85) he **sit** by the side/ by Tom's side}{ and they start to cry   (0.64) }{and (1.05)   be together like friends (1.18) {supporting each other}}

1 independent clause

1 independent clause

1 independent clause

1independent clause

1 dependent non finite clause

5 clauses – 4 c-units

STRATEGIC PLANNING *PLUS* REPETITION GROUP
PARTICIPANT 30
1ST TRIAL

Mistakes: 9
Lexical:
Grammar: want/wants – fell in love for/fell in love with – like car/ like a car – dating with another / dating another – tried suicide/tried to commit suicide – in which was wrote/in which was written – and this was story/ and this was the story – didn't had lost/ hadn't lost – were/was
Ill formed sentences (word order):
Number of clauses: 64
Number of c-units: 36

{I'm going to talk about (0.87)   the story of Tom and Jerry (1.12)}
{Well we first see Tom }
{We can see ahm(0.28)}{ that (0.64) Tom (0.60) ahm(0.30) (1.19) was/ is very sad and unhappy (0.56)}{ and he is sitting on a railway bridge (0.70)}
2 independent clauses
1 independent clause
1 dependent finite clause
1 independent clause
5 clauses – 4 c-units
{Then the(.) / Jerry XXXX was looking at him (0.98)}
{And we can see}{ that he really **want** to help the (0.98) cat (1.18)}
2 independent clauses
1 dependent finite clause
3 clauses -2 c-units
{Then we(.) are introduced to the story (0.87)}{ why Tom was sad and unhappy (1.24)}
1 independent clause
1 dependent finite clause
2 clauses -1 c-unit
{He fell in love ahm(0.62) **for** ahm(0.55)   a very charming cat (0.30) very beautiful cat (0.46) }{ that was passing in front of his house (0.76) }{ and he(.) (0.81) tried everything}{to win ahm(0.28) her affection (0.64)}
1 independent clause
1 dependent finite clause
1 independent clause
1 dependent non finite clause
4 clauses – 2 c-units
{He spent all his money (0.64)}{ gi/ buying things (0.50) very (0.74) uhm(0.56) expensive things Like ✓car (0.69) uhm(1.00) (0.53) rings and flowers (0.40)}
1 independent clause
1 dependent non finite clause
2 clauses – 1 c-unit
{And he never (0.97) / he never (0.95) got her}{ because (0.73) actually she was dating **with** another (0.66) / another cat a very rich cat (1.0)}
1 independent clause
1 dependent finite clause

2 clauses – 1 c-unit

{And Well (0.64)   then /the(.) (0.30) /while he was trying to win the affection of the cat (0.49) }{the(.) little mouse (0.56) tried (0.56) to (0.38) /tried to call his attention}{ that he was (0.76) losing his time }{because the girl was not interested on him (1.24) uhm(0.56)   interested ahm(0.53) in him (that's right) (0.66) }

1 dependent finite clause

1 independent clause

1 dependent finite clause

1 dependent finite clause

4 clauses – 1 c-unit

And then (0.55)/ {but Tom never / (1.12) never give idea to/ to / never paid attention }{to what the (.) (0.56) ahm(0.28) /Jerry was saying (1.48)}

1 independent clause

1 dependent finite clause

2 clauses – 1 c-unit

{And after he tried (0.58) everything}{ and he was poor because (0.40)}{ he spent all his money}{ buying things for her}{ he saw the(.) ahm(0.79) the charming cat (0.79) going away with the rich cat}

1 dependent finite clause

1 dependent finite clause

1 dependent finite clause

1 dependent non finite clause

1 independent clause

5 clauses – 1 c-unit

{Butch by the way the / the name of the rich cat was Butch (0.70)}

{And then ahm(0.43) in the car (0.42) was a tag }{saying ahm(0.83) (0.63) ahm(0.53) (0.43)   very / I don't know I don't know but I guess }{ (0.79) they were(.) married }{they got married (0.40)}

i independent clause

1 independent clause

1 dependent non finite clause

1 dependent finite clause

1 dependent finite clause

5 clauses – 3 c-units

 {It was/ it was ahm(0.67) a tag in the car (1.00)}

{Then the(.) (0.64) / the cat (0.53) Tom (0.59) tried to drink a lot}

{He drunk uhm(0.87) { I don't know} maybe alcohol}

{He got very drunk (0.73) }{ and (.)   he tried ✓suicide}

{And (0.66) Jerry the cat (1.19) saved him (0.93) }

6 independent clauses

6 clauses – 6 c-units

{And (.) then we come back to the first sc /scene} of where/ where Tom were (0.98) / {where Tom **were**}

1 independent clause

1 dependent finite clause

2 clauses -1 c-unit

{He was sitting (0.88) on a very old bridge (0.76)}

{And then we see (0.67)}{ that (1.03) uhm(0.37)   Jerry is uhm(0.94) looking at him }{feeling sorry }{because he had lost his love}

1 independent clause

1 dependent finite clause
1 independent clause
1 independent clause
1 dependent finite clause
5 clauses – 3 c-units
{And he (1.01) took a picture of his beloved The/ a little a very charming /also a very charming little mouse (0.90)}
{And(.) he starts kissing the picture}{ and he all of a sudden he sees/ he/ (0.76)   he sees the (0.81) / the (laughs) little mouse }{passing with another very rich ahm(0.73) (0.70) mouse}{ and there was also a tag }wrote (0.63) /{in which was **wroted}** he/ the/ {they were (0.66) just married (0.84)}
1 independent clause
1 independent clause
1 independent clause
1 dependent non finite clause
1 independent clause
1 dependent finite clause
1 dependent finite clause
7 clauses – 4 c-units
{And (0.70) in the end both Tom and Jerry appe (0.42) / appear (0.62) ahm(0.42) very sad and unhappy }{because both have lost their beloved (1.32) }
1 independent clause
1 dependent finite clause
2 clauses – 1 c-unit
{And (0.64)   this was ✓story}{ maybe the cat was (0.74) / the/ I'm sorry the(.) mouse was (0.98) happy in the beginning}{ because he   (0.64) **didn't** had (0.49)   lost his beloved}{ but then (0.74) in the end (0.53) he realized }{that (0.48) any/ everything (0.76) can happen (1.11)}{ as happened to the (0.95) cat (0.28) as happened to Tom}{ It could have happened to him (1.10)}
1 independent clause
1 independent clause
1 dependent finite clause
1 dependent finite clause
1 independent clause
1 dependent finite clause
1 independent clause
7 clauses – 4 c-units
{This is the story}
1 independent clause
1 clause -1 c-unit

PARTICIPANT 30
2^(ND) TRIAL

Mistakes: 8
Lexical:
Grammar: in a bridge/on a bridge – tries to buying/ tries to buy – date with her/ date her – tries suicide/ tries to commit suicide – and they just go married/ they had just got married

Ill formed sentences (word order): then we have the story told/ and the story is told –
and jerry starts/ jerry starts when he realizes/ it1s when he realizes that
Number of clauses: 61
Number of c-units: 37

{Well the first scene that we see}{ is Tom and Jerry in/ **in** a bridge}
{And Tom{ which is/ which is the cat/ which is the cat} seems very sad (0.80) }
1 independent clause
1 dependent finite clause
1 independent clause
1 dependent finite clause
4 clauses – 2 c-units
And (.) Sorry {Tom is the (.) (0.54) is the rat}{ and Jerry is the (.) (0.61) cat}
2 independent clause
2 clauses – 2 c-units
{Well actually I don't remember very well }{but I guess }{that Tom is the cat }{and
Jerry is the rat (0.77) }
1 independent clause
1 dependent finite clause
1 independent clause
1 independent clause
4 clauses – 3 c-units
{Then uhm(0.67) (0.69) and the rat is looking at uhm(0.51) Tom}{ that is very sad
}{and it's (0.85) laughing at him (0.74) }
1 independent clause
1 dependent finite clause
1 independent clause
3 clauses – 2 c-units
{Then we have the story told}
1 independent clause
1 clause- 1 c-unit
{They were (0.59)   drinking juice}{ and having fun together}
{And then all of a sudden (0.91) Tom (0.79) / Tom sees a very charming (0.59) cat
very (0.96) uhm(0.60) wonderful and beautiful cat (0.67)}{ and she is passing in
front of them}
{And Tom completely fell in love with her (0.74) }
{And then he starts trying to (1.03) / to convince her to(.) (0.61) / to convince her
}{(0.77) that he is /is in love with her (0.80) }
5 independent clauses
1 independent clause
1 dependent finite clause
7 clauses – 6 cunits
{He tries to (0.86) / he tries (1.05) **to** buying things to her }
{He buys flowers rings a car }{and he spend (0.77) / he spent all his money}{ trying to
buy things to her}
2 independent clauses
1 independent clause
1 dependent non finite clause
4 clauses – 3 c-units

{And she just (1.44) uhm(0.80) doesn't give/ didn't give attention to him}
{Because later we /we/ we saw}{ that she was actually ahm(0.28) in love with another (0.61) very (0.61) rich and charming cat }{which is Butch (1.07) }
1 independent clause
1 dependent finite clause
1 dependent finite clause
1 dependent finite clause
4 clauses -1 c-unit
{Ahm(0.63) and it's very interesting}{ cause while ahm(0.77) Tom is trying to (1.34) / to (0.92) / to date **with** her (0.80) }{He (.) (0.85) Jerry {which is the cat/ which is the rat sorry   (0.67) ahm(0.51)} he calls Tom's attention}{ that the/ the cat the charming cat is not in love with him (1.00)}{ that he is doing a very (0.95) ahm(0.69) (0.77) a bad thing}{ because (0.82) he knew (0.44) the(.) / that he/ he could see }{that the cat (0.45) / the charming cat }{is not in love with Tom (0.87) }
1 independent clause
1 dependent finite clause
1 dependent finite clause
1 independent finite clause
1 dependent finite clause
1 dependent finite clause
1 dependent finite clause
1 dependent finite clause
8 clauses – 2 c-unit
{And then at the end we can ahm(0.30) see}{ that the/ Butch {which is the rich cat} and the charming cat (0.74) they(.) got married (1.08) }
1 independent finite clause
1 independent clause
1 dependent finite clause
3 clauses – 2 c-units
{And Tom {which is very (0.72) sad (1.28) } drunk/ drunk a lot}{ and after that he tries ✓suicide (0.61) }
1 independent clause
1 dependent finite clause
1 independent clause
3 clauses – 2 c-units
And (0.90) who (.) (1.43) saved him/{ who saved him actually}{ was the/ the little rat (1.00) }
1 dependent finite clause
1 independent clause
2 clauses – 1 c-unit
{And then at the end we are/ we come back to the first scene (0.67) }
Ahm(0.87) (0.64){ that is the bridge }{that they are }(0.60) { in which Tom is very sad}{ looking at (0.95) ahm(0.72) nothing }{and crying }
1 independent clause
1 dependent finite clause
1 dependent finite clause
1 dependent finite clause
1 dependent non finite clause
1 dependent non finite clause
6 clauses – 1 c-unit

{And then the ahm(0.98) little rat (0.87) is laughing at him (0.38)}

{And he (0.98) tooks a picture/ he took a picture of her / of her/ / his beloved a very (0.82) charming little rat (0.67) }{ and starts kissing the picture (0.60) }

1 independent clause

1 independent clause

1 independent clause

3 clauses – 3 c-units

{And **when he realized** (0.22) {the little charming rat (0.72) was (0.95) passing with another rich and (1.36) charming little rat}{ (0.74) and they/ they ✓just got married }

{a**nd** Jerry starts crying as well with Tom in the bridge}

1 dependent finite clause

1 independent clause

1 independent clause

1 independent clause

4 clauses – 3 c-units

{And this is the last thing {which (0.30) / which we can see (0.88) }

1 independent clause

1 dependent finite clause

2 clauses – 1 c-unit

{And it tells ahm(1.05) (0.54) the whole story about (0.41) their (1.85) / their sadness }(0.47)

{That's it }

2 independent clauses

STRATEGIC PLANNING *FOR* REPETITION GROUP

PARTICIPANT 39

1^(ST) TRIAL

Mistakes: 5

Lexical:

Grammar: after/afterwards / mets/meets / bigger one / little cat / the little cat is

Ill formed sentences (word order)

Number of clauses: 46

Number of c-units: 29

{We see a very sad cat (1.07) the a /and a little mouse {watching him}{ felling sorry for him (1.30)}

1 independent clause

1 dependent nonfinite clause

1 dependent nonfinite clause

3 clauses- 1 c-unit

{And **after** we see }{what happened to both of them (0.61) }

1 independent clause

1 dependent clause

2 clauses- 1 c-unit

{They were very happy on a sunny day (0.81) }{and having fun}{ (0.87) when the cat sees a lady cat}

1 independent clause

1 independent clause

1 dependent clause

3 clauses – 1c-unit

{And he (0.30) / he has his head over hills for her (0.78)}

1 independent clause

{He's hypnotized}{ and he can't take his eyes/his eyes ✓ of her} (0.95){ and he starts to follow her}

3 independent clauses

4 clauses – 4 c-units

{But the little cat try/tries to stop him (0.43)}{ because he knows}{ what can happen }(0.98)

1 independent clause

1 dependent finite clause

1 dependent finite clause

3 clauses – 1 c-unit

{But the cat is made a fool by the little cat (0.28)}{ He/She does }{whatever he/whatever she wants with him (1.59) }

1 independent clause

1 independent clause

1 dependent finite clause

3 clauses – 2 c-units

{And them she **mets** a very wealthy cat (1.18)}

1 independent clause

1 clause – 1 c-unit

{And(.) (0.61) we/then we understand (0.58)}{ all she cares about{ is money}

1 independent clause

1 dependent finite clause

1 dependent finite clause

3 clauses – 1 c-unit

{ and (0.69) Then the little/the/ Tom tries to (0.76) /to (0.49) give her }{as much as he can (1.53)}

1 independent clause

1 dependent non-finite clause

2 clauses- 1 c-unit

He takes/ {he gives rings}

{He givers flowers}

He gives (0.72) everything/{he tries to give everything to her}

{But the/the (0.58) wealthy cat (0.59) always gives a better and nicer gift (3.60)}

1 independent clause

1 independent clause

1 independent clause

1 independent clause

4 clauses- 4 c-units

{When he tries to give a flower (0.58)}{ the wealthy/the /the rich cat gives a bunch of flowers (0.68) }

1 dependent finite clause

1 independent clause

2 clauses- 1 c-unit

{And he gives her (0.55) a   ring}{ and the (0.48) rich cat gives her a much bigger/and (1.30) a much bigger ring}

And then he tries/{then he takes all his money}{ to try to buy a car }{to see her}{ and impress her}{But the rich guy (0.75)has a better car and a bigger ✓ (1.10)}

1 independent clause
1 dependent non finite clause
1 dependent non finite clause
1 dependent non finite clause
1 independent clause
5 clauses- 2 c-units
{And the cat is all/ all broken}{He does not know what to do (0.72)}
1 independent clause
 1 independent clause
2 clauses – 2 c-units
{And then (0.74)when/ it's when} {we understand}{ why the little cat is sad (0.69)}
1 dependent finite clause
1 dependent finite clause
1 independent clause
3 CLAUSES – 1C-UNIT
{The little mouse Jerry (0.87) sees a picture of his beloved/beloved mouse (1.80) }
1 independent clause
1 clause- 1 c-unit
{But then also he sees his beloved mouse with the/with another/another mouse (0.78) }
{And then he is in the same situation }{as ✓little cat ✓(2.58)}
1 independent clause
1 independent clause
1 dependent finite clause
3 clauses – 2 c-units
{We have the impression}{ that love is all about money (0.69) }
1 independent clause
1 dependent finite clause
2 clauses- 1 c-unit
{That doesn't care}{ if you do everything}{ to be with (0.55) someone }{but if (0.72) (laughs) someone has money}{ it doesn't matter}
1 independent clause
1 dependent finite clause
1 dependent non finite clause
1 dependent finite clause
1 independent clause
5 clauses- 2 c-units

PARTICIPANT 39
2ND TRIAL

Mistakes: 1
Lexical:
Grammar: doesn't finishes/ doesn't finish
Ill formed sentences (word order)
Number of clauses: 70
Number of c-units: 42

{In the beginning we see Tom }{He is feeling blue for some unknown reason} {And Tom/ and Jerry is feeling sorry for him (1.50) }

3 independent clauses

3 clauses- 3 c-units

{Then there is a flash back}{ we see Tom and Jerry on a sunny day}{ having a great time together (0.63) }{ when a female cat passes by them}{ and (0.75) Tom is hypnotized by her}

1 independent clause

1 independent clause

1 dependent non finite clause

1 dependent finite clause

1 independent clause

5 clauses – 3 c-units

{He follows her everywhere (0.47) }{and even when Jerry tries to stop him (0.56) }{he/ Jerry can't to this (1.53) }

1 independent clause

1 dependent finite clause

1 dependent finite clause

3 clauses – 1 c-unit

{And(.) (0.56) Tom is head over hills for her}{ and he (0.68) / he follows her }{he can't stop}{ seeing her even }{when the cat makes /makes a fool of him (0.84) }{ She (.) Even turns his face into a donkey one (2.33) }

1 independent clause

1 independent clause

1 independent clause

1 dependent non finite clause

1 dependent finite clause

1 independent clause

6 clauses – 4c-units

And on some other day Tom (0.73) gives her some/{ goes to her house }{to give her a flower (0.77) }{ and(.) Jerry tries to stop him again}{ because probably Jerry knows }{what is going to happen with/ to Tom (1.41) }

1 independent clause

1 dependent non finite clause

1 independent clause

1 dependent finite clause

1 dependent finite clause

5 clauses – 2 c-units

And (1.32) then / when Jerry/ {when Tom gives/ gives the pussy cat the flower}{ she opens the door }{and she's in front of a huge bunch of flowers with "love Butch" }{written on it (0.96) }

1 dependent non-finite clause

1 independent clause

1 independent clause

3 clauses-2 c-units

{And (.) (0.75) trying to impress her }{Tom tries to give her (0.66) ahm(0.58) (1.17) / tries / tried to give her (0.77) a bottle (0.82) of perfume (1.06)}{ but (0.37) she/ (0.96) but she has al/ she has already a truck full of perfume}{ because Butch gives it to her (1.93) }

1dependent non-finite clause

1 independent clause

1 independent clause

1 dependent non-finite clause

4 clauses – 2c-units

Then (0.66) latter Tom tries to give (0.82) /{ gets all his money even his last penny}{ to give her a (0.82) / a diamond ring (0.87) }{But it's (1.29) a tiny almost insignificant one (0.63) }

1 independent clause

1 dependent non-finite clause

1 independent clause

3clauses – 2 c-units

{And(.) when he gives it to her} (0.58) {she (0.38) uses a magnifying }{to look at it }{and (.) he has to wear a mask both of them have to wear a mask }{to see the diamond }{Butch gave to her (0.89) }{It's a huge and shinning one(2.42) }

1 dependent non finite clause

1 independent finite clause

1 dependent non finite clause

1 independent clause

1 dependent non finite clause

1 dependent finite clause

1 independent clause

7 clauses – 3c-units

{And Tom (0.94) trying to imp/ still / still try/ tries to impress her (0.73) }{ and he (0.75) buys a car}{ but he signs everything}{ he sees even (0.70) slavery clauses} {He/ he has to pay the car with one leg one arm (0.63) ahm(0.61) a(1.85) }{ and (0.36) and (0.69) he (1.32) and (0.93) ahm(0.50) (1.03) ahm(0.73) (1.46)   When he arrives at the/ the pussy cat home} he (laughs) /he gi/ he tries to/ {it seems}{ that he is happy }{but she doesn't look happy with the / the car}{ Tom buy /Tom bought (1.03) }

1 independent clause

1 independent clause

1 independent clause

1 dependent finite clause

1 independent clause

1 dependent finite clause

1 independent clause

1 dependent finite clause

1 independent clause

1 dependent finite clause

10 clauses – 6 c-units

{And Butch arrives with an enormous/ with a almost an (1.15) / a car }{that doesn't **finishes** he / }{it goes}{ and goes}{ and we never see the middle of the car (2.40) }

1 independent clause

1 dependent finite clause

1 independent clause

1 independent clause

1 independent clause

5 clauses – 4 c-units

{Tom all broken (0.73)}{ gets drunk with milk (0.87)}{ and Jerry tries }{to rescue him}{ tries to bring him back to life }{cause (0.84) he is also broken}{ he doesn't have any money }{he doesn't have anyone (0.99) }{ to care about ahm(0.68) (1.69) }

1 dependent finite clause
1 independent clause
1 independent clause
1 independent clause
1 dependent non finite clause
1 dependent non finite clause
1 independent clause
1 independent clause
1 dependent non finite clause
9 clauses – 5 c-units
{And(.) (1.48) it's when }{we see Tom back in the (0.73) railroad }
1 dependent non finite clause
1 independent clause
2 clauses- 1 c-unit
{Tom/ Jerry is very happy }{cause he has already someone}{ he has a beloved (0.61)
m/ female mouse (1.73) }
1 independent clause
1 dependent non finite clause
1 independent clause
3 clauses – 2c-units
And (.) (1.27) Je/ {but Jerry sees the/ his female/ his (1.32) / his fe/ his beloved one
(0.51) with another mouse (0.99) }
1 clause – 1 c-unit
{And(.) (0.70) he's/ now he is as sad as Tom (0.56) }
{And he joins him on his sadness}
2 independent clauses
2 clauses – 2 c-units

Appendix CC
Learners' planning sheets

STRATEGIC PLANNING GROUP
PARTICIPANT 12
PARTICIPANT 13
The story tell us about love that won't corresponded for both parts.

By the way this story is very normal to happen in nowadays. The characters was perform by cats and rats. Money is everything on the cartoon . One of the cats cannot follow the other one, because is no6t richest than he is. He tried everything at the end he tried to kill i6tself because he was so sad. Fortunately others have the same problem, so you are not alone.
PARTICIPANT 14
PARTICIPANT 15
Tom is sitting on the bridge and Jerry was looking at him when suddenly Jerry stats to remember what is happened to Tom. Tom felt in love with a beautiful and charming cat But there was another rich and charming cat called Butch. Butch, the other cat. It was very rich.
Tom did everything to get the charming cat love, but Butch was a very rich guy. He had a big car, he gave to her a big diamond ring and everything for gets her love.
She preferred Butch and Tom becomes a very sad cat. Butch and the cat got married.
Jerry was looking at a picture form a beautiful mouse, when suddenly she pass in front of him in a car wrote just married.
PARTICIPANT 16
Tom is sad and Jerry is looking at him.
Tom begins to remember the history
The pretty cat – Sara
The rich cat – Butch
Tom trying to win Sara's heart
Spend money buying a car
Butch's car is much more expensive than Tom's one
Tom's go to a bar, drin to much and gets drunk
Tom fall down on the street ahd Jerry save him
Sara marry Butch
Back to the first place where Tom was iun the beginning
Jerry rememvers his girl and she pass in front of him with another mouse.
Jerry sit by Tom's side ahd they share their feelings
PARTICIPANT 17
Tom is sad and wonders why did she leave me?
Jerry his mouse friend watches Tom, feels sad and remembers how everything started
All began when Tom met an attractive good-looking pussy cat and fell in love with her
He gave her all kinds of expensive gifts, such as a diamond ring, a car and flowers.
Unfortunately it doesn't work, 'cause a richer cat also fall in love with her, and gave her gifts even more expensive.
The rich cat and the pussycat get married.
Tom gets really sad because of that, and gets depressed
Finally Jerry thinks to himself that he's such a lucky guy for having such a beautiful girlfriend. Then suddenly, his girlfriend comes up by car with a new boyfriend and both, Tom and Jerry get depressed together, liked good friend they are.

PARTICIPANT 18
First of all in the story shows Tom very sad on the bridge and her friend Jerry looking at him with pity. Tom was in that way because he falled in love with a very beautiful cat girl. He tried to give to her everything he could. But she knew a very rich cat that gave to her everything she could imagine. Tom couldn't compete with that cat. So she choosed the rich cat so married and left Tom . In the end when Jerry was looking at Tom pass by car Jerry girlfriend married with the mouse. So Jerry stayed in the same situation as Tom. It seems that the world was over to them.
PARTICIPANT 19
This story starts with animals, being one called Tom a cat and one mouse Jerry remembering what happened with them.
The mouse tell how they were happy. One day appeared a beautiful female cat that Tom really was lovely and tried to prove her of many ways. However other cat was powerful and very rich
PARTICIPANT 20
How can a person bring with a broken heart?
Two friends having fun
One day… fall in love
Make everything who she want
She used and abused him
In that deep love he was able of ding everything to win her heart
That illusion finished when the woman rat find another rich cat
But the love and poor rat don't give up easy
Give all gifts that he can afford
Made bills to pay
He lost him reason of life
Was falling drunk in the streets
Her friend

STRATEGIC PLANNING *PLUS* REPETITION
PARTICIPANT 30
Well in the first scene of the cartoon Tom the cat is sitting o a very old bridge. He seems to be very sad and unhappy. We see Tom in this situation. Jerry appears in another part of the bridge looking at him as he was saying "Oh poor cat"
Then the story of Tom sadness is told.
He felt in love for a charming white cat.
He was so in love that he tried everything to win the female cat's attention. But always he bought something for her, another very rich cat called butch gave better things for in order that she never gave Tom any idea.
Then in the end we can see that the cat got married with the rich cat and Jerry appears looking at Tom in the bridge feeling sorry about him because Jerry had a very charm mouse for him. Then he see the little mouse getting married to another mouse and he sits next to Tom and both cat and mouse keeping crying because their loves.
PARTICIPANT 31
Blue cat blue is a story about broken hearts.
Tom is sitting on a railway, so sad, its eyes were very tired.
Jerry was feeling pity by Tom and have a flashback of what made Tom being the way it was.
Beautiful female cart
Friendship forgotten

Rich, elegant cat

Dispute

Bouquet of flowers X one single flower

Old car X limousine

Big jewel X small jewel

Tom became indebted with a bank to get the female cat's attention

Rich cat and female cat get married

Tom pass through the same situation as Tom's

PARTICIPANT 32

Tom and Jerry are on a bridge and Tom is very very sad. So they start remembering what happened.

Tom and Jerry were having a drink when Tom sees a very charming female cat walking at the street.

He gets crazy about her and starts following her. But there is another male cat who falls in love with the beautiful cat too and both male cats start fighting for her attention.

However the other cat is much richer than Tom and all the presents he gives to the female cat are much better than those that Tom gives. The female cat is always preferring the presents form the richer cat and it humiliates Tom

At the end, Tom begins to get sad and sick and he sees the rich cat and the female cat just married going to their honey moon. He gets devastated.

They comer back to the bridge and the same story happens to Jerry. Both of them gets very very sad and sick because their lost loves.

PARTICIPANT PARTICIPANT 33

Tom's hangover sits in a train line

Jerry in a higher place feels pity (look down)

Jerry has a flashback

Beautiful cat with a blue lace on her tail

Tom falls in love

Does everything to stay with his beloved

Jerry tries to cheer him up

A sophisticated cat sees the same cat

In sequence, the cartoon show Tom's efforts to give a present to the female cat

They are in vain – the rich cat buys the biggest, most beautiful flowers, a huge truck with perfume and the biggest car, while Tom spends all his money and just can buy inexpensive things

In despair, he tries to kill himself after drink to much alcohol.

When Jerry saves tom's life, Tom sees the female cat married with the rich cat.

The scene come back to the beginning and Tom is again sit on railway and Jerry is still feeling pity.

Suddenly Jerry sees his beloved mouse passes in a car with her new husband.

PARTICIPANT 34

Tom was drinking juice with Jerry

He fell in love with a lady

He did everything that she wanted. She knew that another cat appeared and the lady preferred him because of his money.

All the gifts that Tom gave to the lady the other cat gave a better one (and bigger).

Tom was drunk and tried to kill himself.

Jerry saved him and helped him.

They both were in a bridge crying because the lady now was married with the other cat.

Jerry started to cry too because her girlfriend passed by him with a mouse in a car written 'just married'. Jerry lost his girl too.

Now Tom and Jerry were sad and melancholic because they are alone, without a girlfriend.

First Jerry was only feeling sorry for Tom having loosen his girl, and at the end of the story, they both have loosen their girlfriends.

PARTICIPANT 35

Tom meet a pretty cat whose name is Caroline and he completely falls in love with she in the first look. Jerry is the best friend of Tom and tried to call the attention of him that she's just an opportunist pretty cat but Tom don't listen to him and believes in your heart. Tom try to win the heart of Caroline but appears one cat that is very rich who name was Onofre, much more than Tom. Tom tried to impress her buying perfumes, rings, flowers to impress but Onofre buy things that are more expensive than the things that Tom gave. And the opportunist cat, Caroline, married with Onofre and his money and Tom is completely desolated about your broken heart in a bridge he just cry a lot and Jerry that tried so many ways to help he fells in love with a opportunist mouse too and goes with his best friend cry your broken heart too.

PARTICIPANT 36

PARTICIPANT 37

PARTICIPANT 38

The story begin with Tom and Jerry on the bridge. Tom are very sad with a heart broken and Jerry inconformate with the Tom sadness.

Then the story go back to tell how Tom became sad.

On a beautiful day Tom and Jerry was drinking a juice when Tom suddenly saw a nice and beautiful cat. And he became in love with her.

He try everything to win the female cat hear. He bought flowers, diamond ring, perfume. He spend all his money to buy these things. But unfortunately appears other male cat with more money than Tom. And this another male cat win her buying huge bouquet – a small bunch of flowers, a diamond ring a truck fuel of perfume. So this another male cat married her and Tom become alone. Jerry was inconformate but the same thing happens for him. The nice female mouse that he was in love married with a rich male mouse.

STRATEGIC PLANNING *FOR* REPETITION

PARTICIPANT 39

In the beginning we see Tom, he's feeling blue, for some unknown reason, and later, Jerry , feeling sorry for Tom.

Then, there's a flashback. Tom and Jerry on a sunny day day, having a great time together, when a female cat, a very pussy one, pass by them , and Tom gets hipinotized by her,

He's head over hills for her and follows the pussy cat everywhere she goes. Jerry goes behind him, trying to stop him, because he knows what can happen. Tom is made a fool by the lady cat.

She vent runs his face into a donkey one. On another day wh8ile ther are playing on a swing, the female cat meets Butch, a very wealthy, but ugly cat. And Tom, very jealous, goes after his girl.

When he's going to give her a flower, Butch gives a a huge bunch with 'love Butch' written on it. What does Tom try to do? He gives a very samnll perfume while a truck with perfumes arrives.

Tom later, uses his last penny to buy a insignificant diamond ring, she has even to use a magnifying glass to see it. But it's worthless.

PARTICIPANT 40

This is the story of two friends that discovered how superficial some women really are! The story goes like this

One day , Jerry look at his friend Tom and he seemed very depressed. Jerry already knew what had happened to his friend and why he was feeling that way, as if nothing mattered to him anymore.

After that, Jerry started remembering how hard he tried to impede Tom's suffering, but it didn't work, unfortunately.

One week before that, Tom had met a beautiful pussy cat and he fell in love with her at the first sight, so he did everything he could to win her heart. What he didn't know was that there was another cat – a millionaire cat….

PARTICIPANT 41

Tom and Jerry (depressed and sad)

Bridge

Facts

Happen

The pussy cat walk in the street. Tom fall in love immediately and runs towards the pussycat that ignore him. Jerry tries to stop him

1. She makes a donkey in his face
2. Tom pushing her in the swing – it-'s when she meets Butch
3. Tom starts to give gifts

    A. flower – just one (probably caught in the garden)/ A crown
    B. perfume – tiny bottle/ a truck of
    C. diamond ring – almost invisible/ giant and shiny
    D. wreck/limousine

Tom get drunk and tries to kill himself. It's when they see Butch and the pussycat in a car, coming form their wedding

Jerry is worried about Tom. But he thinks it just happens with him. It's when her 'affair' passes in front of him, coming form her wedding

Tom give a seat to Jerry and both sit together, depressed.

PARTICIPANT 42

Jerry is under the bridge over looking Tom.

Tom is sad and I think he thinks of death.

Jerry seems to pity Tom's situation and starts to remember something that happened in the past.

They were very good friends until Tom meets a female cat.

Tom doesn't have time for Jerry anymore and the pussy cat gets all that she wants from Tom

Tom= slave

But one pretty day she meets a new cat

Rich cat

She leaves Tom

Tom wants her back

Tom tries to compete with the new cat and Jerry tells Tom not to do it and to accept it… nothing could be done.

But Tom persists in trying to get her back

One flower / many , many flowers

A tiny ring, invisible diamond – a so brilliant diamond that could make a person go blind

He sells all that he has

He borrows money from the bank to buy her a car - gives her a fancy limousine

But that female cat is really ambitious, so when the rich cat asks her in marriage, she accepts…

And there is Jerry – feeling sorry for Tom, butt also judging him

All of a sudden, passes through him his female mouse – and the same happens to him!!!!

PARTICIPANT 43

Tom sad on a bridge – Jerry starts remembering why Tom is depressed.

They having fun

Tom following the female cat

Tom falling in love – they start dating

She falls in love with Butch

Tom gave her a single flower

Butch gave her a bouquet

Tom buys a very simple car

Butch buys a limousine

Tom buys a little bottle of perfume

Butch buys a truck filled with perfume

Tom starts drinking a lot of mil and gets drunk

The story comes back to the beginning

Jerry kisses the photo and thanks to have his female mouse

She passes with another mouse

Jerry gets together with Tom , very sad too.

PARTICIPANT 44

That's

Tom   train   line

Because

He met a gorgeous female cat and tried to win her heart

But she was interesting on Butch, another cat – rich cat

So Tom try a different

PARTICIPANT 45

Tom   railway

Sad, disappointed, broken-hearted

Jerry agreeing, understanding

Deeply depresses

Events happened

Used to be good friends

Had fun together

Tom met beautiful, charming female cat

Jerry tried to avoid Tom to fall in love with her

Tom began to meet the female cat and have fun with her

Female cat met Butch, a very rich and powerful cat, a show-off

Tom decided to win the female cat's heart by giving her presents

Started simple, small single flower

Butch gave her a huge, impressive bouquet

All money , savings during all his life

Small cheap perfume

Lots of perfume, best , expensive

Small , insignificant diamond ring

Shiny, fantastic, and big diamond ring

Bankrupted

More than 300 monthly payments guaranteed the payments with one arm and onte leg, and 20 –year slavery

Old-fashioned, wreck, old, cheap, used

Wonderful limo, expensive, big

Desperation, desperate

PARTICIPANT 46

Title: A blue love story

Jerry: mouse

Tom: cat

Female cat

Rich cat: Butch

1st step – Jerry is watching his friend Tom on the train's line in the bridge waiting the train pass

2nd step – Jerry starts to remember how everything happed. He tell how the two friends were happy up to Tom see a beautiful female cat pass in front of his gate

3rd step – Tom became totally fallen in love by her and Jerry try to change his mind about it, but it was unsuccessful

4^{Th} step – Tom tried to please her but there was another cat interesting in the female cat and he was richer than Tom.

5th step Tom tries to impress her with gifts, first flower, after a perfume, one ring and

This is a history about a male cat, his name is Tom.

First we can see that the cat is sad and Jerry the mouse too. Tom is sad because he is falling in love by a beautiful female cat.;

Seeing the cartoon he do all the things that the female cat want, but she don't give value for his actions. In the middle of the history and another cat appear and stole the female cat. The Tom try to impress her with gifts but he don't have success, because the another cat is very rich and give wonderful presents to her. The another cat married to female cat and Tom stay alone. Tom starts to drink a lot and try to suicide. Jerry safe Tom. In the end of history appear the two friends, Tom and Jerry sad because

PARTICIPANT 47

Just imagined the events

Did not wrote down anything